**Introductory Unit & Unit 1 Mastery Goals**

**Unit 1: Introduction**

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| **CCS** | **Assignment** | **First Try** | **Second Try** |
| RL 9 know foundational works of Am. Lit & how 2 or more texts treat same idea | Through Group work, read, understand, summarize and present introductory essay to classmates |  |  |
| RI 9 analyze documents for theme, purpose and rhetorical features | Through warm-ups, answer the 4 questions on pages 20-21 |  |  |
| L6 acquire and use general academic and literary terms | Create/apply definitions for:  Puritans Document  Enlightenment Promote  Great Awakening Illustrate  Oral Tradition Reveal  Timeline Interpret  Colony Colonist  Chronicle Self-Rule  Subject Parliament  Export Import  Raw Materials Alliance  Tyranny Persecution  Democracy Longhouse  Migration Indigenous  Expedition Sermon  Treatise Meditation  Propaganda Rational  Delegate Patriot  Motivate Monarchy  Framer Legendary Histories |  |  |

**“The World on the Turtle’s Back**

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| **CCS** | **Assignment** | **First Try** | **Second Try** |
| RL 1 cite textual evidence to support explicit and implicit information from text | \*Answer the questions from Powerpoint after reading  \*Answer question 4-7 on page 45 |  |  |
| RL 2 Find 2 or more themes, analyze development and interaction | \*Answer after reading questions  \*Answer question 4-7 on page 45  \*Select a myth and create a story (comic or written) on how you believe that myth was created |  |  |
| L4 clarify meaning of unknown and multiple meaning words | \*Read Authors background in story  \*Complete vocabulary log of unknown/new words from the story |  |  |
| L6 acquire and use general academic and literary terms | Create Definitions for:  Myth  Creation myth  Folk literature |  |  |

**Unit 7: The Power of Research Mastery Goals**

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| **CCS** | **Assignment** | **1st Try** | **More Practice(s)** | **2nd Try** |
| L6 acquire and use general academic and literary terms | Create Definitions for:  Adequate qualitative  Objective investigate  Consult Primary Source  Secondary Source Credibility  Bias Document  Cite Quote  Paraphrase Format  Font Database  Plagiarism Credit |  |  |  |
| RI 7 evaluate multiple sources of information presented in different formats | \*In-class, group and independent research on pre-selected topic  \*various assignments for documenting research and note-taking from sources |  |  |  |
| W6 Use technology to produce writing and edit writing | \*create online notes or computer file notes  \*write an outline using an outline template  \*write a draft, get feedback from peer editing, revise using word processing program  \*submit draft, get feedback from teacher, revise and prepare final draft using word processing program |  |  |  |
| W7 Conduct research, synthesize sources, demonstrate understanding | \*several visits to computer labs and to school library to find sources  \*note taking and summarizing sources—practice and for own paper |  |  |  |
| W8 Gather, evaluate, note-take and correctly document sources from print and on-line | \*several visits to computer labs and to school library to find sources  \*note taking and summarizing sources—practice and for research paper  \*practice creating citations both in-text and on a works cited page for use in paper |  |  |  |
| W9 Draw evidence from texts to support analysis, reflection and research | \*correctly paraphrases or quotes sources to support thesis statement and ideas  \*correctly documents sources used |  |  |  |
| W10 Write over extended time frames for a range of tasks | \*writes a 6-8 page paper in draft form  \*revises based on peer and teacher edits  \*produces a final draft of paper for submission |  |  |  |

**“La Relacion” pages 72-80**

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| **CCS** | **Assignment** | **First Try** | **More Practice** | **Second Try** |
| RI 1 citing evidence to support text; noting where text is uncertain | \*La Relacion Reading Questions—students are expected to cite text in answers to specific questions |  |  |  |
| RI 6 determining authors point of view and purpose | \*La Relacion Purpose for Reading  \*Class view and discussion of Power Notes Presentation from teacher |  |  |  |
| RI 9 analyzing a foundational document for themes, purpose and rhetorical features | \*La Relacion Reading Chart |  |  |  |
| L 4, 5 Clarify meanings of unknown words; understand word relationships | \*Vocabulary in context  \*Define and discuss “Primary Source” and “Secondary Source” using pages 70-71 |  |  |  |

**“The Puritan Tradition: Poetry by Bradstreet & Taylor, Sermon by Edwards” pages 114-131**

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| **CCS** | **Assignment** | **First Try** | **More Practice** | **Second Try** |
| RL 4 determine meaning of words as used in text, including figurative language | \*Complete Poetry Writing after class discussion and large-group analysis of poems using projected text  \*Listen to reading of poems to understand rhythm and meaning |  |  |  |
| L3a understand and apply syntax used in text | \*define and find examples of inverted syntax |  |  |  |
| L4 Clarify meaning of unknown words and phrases | \*Define as needed unknown words in text using text gloss and dictionary |  |  |  |
| L5a interpret figures of speech and analyze role in text | \*define figurative language and clarifying meaning terms on page 115  Metaphor archaic language  Extended metaphor  Personification  Hyperbole  Inverted syntax |  |  |  |

**“Sinners in the Hands of an Angry God” pages 122-131**

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| **CCS** | **Assignment** | **First Try** | **More Practice** | **Second Try** |
| RI 3 analyze complex ideas, how they interact and develop in a text | \*Answer guided questions during reading  \*View Power Point presentation for text & video Trailer |  |  |  |
| RI 6 analyze authors purpose and rhetorical style and effectiveness | \*Complete After Reading questions  \*Listen to Sermon by Edwards stopping frequently to talk about use of style and emotional appeals |  |  |  |
| L3 Apply knowledge of language to comprehend more fully | \*Review and define terms for text analysis and emotional appeals w/whole class.  \*Warm up :About the Author |  |  |  |
| L4 Clarify meaning of unknown words and phrases | \*Complete vocabulary in context |  |  |  |

**“The Declaration of Independence” pages 238-246**

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| **CCS** | **Assignment** | **First Try** | **More Practice** | **Second Try** |
| RI 4 determine meaning of words and phrases as used in text, including technical meanings | \*Warm up identifying the 5 basic structures of an argument  \*Listen to NPR reading of Declaration, pausing to clarify meanings of words |  |  |  |
| RI 5 analyze evaluate effectiveness of the structure of the text | \*Warm up identifying the 5 basic structures of an argument  \*oral review to determine effectiveness of structure  \*Text Analysis handout for final review (Squares Sheet) |  |  |  |
| RI 8 describe and evaluate the reasoning used in an important document | \*Listen to NPR reading of Declaration, pausing to identify reasoning  \*Complete classification chart to identify claims, support, counterclaims |  |  |  |
| L3a understand and apply syntax when reading | \* Listen to NPR reading of Declaration, pausing to identify parallel structures in organization  \*View Power Notes Presentation & Video Trailers |  |  |  |
| L4 Clarify meaning of unknown words and phrases | \*Do Vocabulary in context exercises on pages 239 & 246 |  |  |  |