**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 DocumentEnlightenment PromoteGreat Awakening IllustrateOral Tradition RevealTimeline InterpretColony ColonistChronicle Self-RuleSubject ParliamentExport ImportRaw Materials AllianceTyranny PersecutionDemocracy LonghouseMigration IndigenousExpedition SermonTreatise MeditationPropaganda RationalDelegate PatriotMotivate MonarchyFramer 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:MythCreation mythFolk 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 qualitativeObjective investigateConsult Primary SourceSecondary Source CredibilityBias DocumentCite QuoteParaphrase FormatFont DatabasePlagiarism 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 115Metaphor archaic languageExtended metaphorPersonificationHyperboleInverted 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 |  |  |  |