

Paragraph 1	Paragraph 1	Paragraph 1	Paragraph 1	Paragraph 1
<i>Idea</i>	<i>What does this look like at your grade level?</i>	<i>What knowledge is addressed?</i>	<i>What skills are addressed?</i>	<i>What are the enduring understandings that are addressed? (What do you want the students to get out of the idea?)</i>
<b>mythology</b>  7th/8th  6th	6th gr - <a href="#">Greek / Roman unit</a> . Read variety of Greek myths and dramas through different texts. Write myths ( <a href="#">Favorite Greek Myths</a> serves as the anchor text)  no mythology  Classic (books considered to be of the highest value-holding special	gods, goddess, and their domains, characteristics of a myth, story elements, the writing process	identify story elements, all traits of writing except "voice", describe and define character, plan the setting, develop plot with a climax, use Greek words (word choice), expressive reading, create story maps of the myths, write discussion questions, analyze characteristics of a myth, utilize conventions of dialogue	literature reflects the culture; the themes from the past can repeat in the present, heroes are defined differently,

	<p>meaning, important insight Fiction Students come in exposed to classic works of fiction, contemporar y fiction, Woodsong, Walk Two Moons, variety of short stories, Literary Non fiction - Matt Henson, The First Emperor, Tut, From Lost World,</p> <p>7th gr - information -(Christmas Carol, Old Yeller, selected poems Casey at the Bat, Fall of the House of Usher, War of the Wall, short stories,</p> <p>Historical Non Fiction Iditarod ,</p>			
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	<p>Titanic,  Malcom X,  Boy,  Amazing  People,  8th gr -(Diary  of Anne  Frank,  Flowers for  Algernon,  Tell Tale  Heart, Fall of  the House of  Usher,  Classical  poetry - O  Captain, My  Captain, )  Historical  Non Fiction -  Reflections  on the Civil  War, Lincoln,  Tsali the  Cherokee,</p>			
	<p>6th, 7th, 8th  Short paper -  response to  literature 1x  per quarter</p>			
Paragraph 2	Paragraph 2	Paragraph 2	Paragraph 2	Paragraph 2
	<i>What does  this look like</i>	<i>What  knowledge is</i>	<i>What skills are addresses?</i>	<i>What are the  enduring</i>

	<i>at your grade level?</i>	<i>addressed?</i>		<i>understandings that are addressed? (What do you want the students to get out of the idea?)</i>
	6th mythology 6th READ 180 Science and literature			
	7th READ 180 Science and literature			
	8th civil war, Anne Frank			
	7th Old Yeller similarities and differences			
<b>Paragraph 3</b>	<b>Paragraph 3</b>	<b>Paragraph 3</b>	<b>Paragraph 3</b>	<b>Paragraph 3</b>
	<i>What does this look like at your grade level? Art Intigration 6th Plays of myth and Zero Tolerance</i>	<i>What knowledge is addressed?</i>	<i>What skills are addresses?</i>	<i>What are the enduring understandings that are addressed? (What do you want the students to get out of the idea?)</i>

	<i>7th grade Drama Unit</i>			
	reflect a variety of cultures and range of interests 6th - 7th 8th	Hi SUE!!		
<b>Paragraph 4</b>	<b>Paragraph 4</b>	<b>Paragraph 4</b>	<b>Paragraph 4</b>	<b>Paragraph 4</b>
	<i>What does this look like at your grade level?</i>	<i>What knowledge is addressed?</i>	<i>What skills are addressed?</i>	<i>What are the enduring understandings that are addressed? (What do you want the students to get out of the idea?)</i>
	<i>All but word history and scientific and cultural knowlegde</i>			