

Unit	Texts Used	Estimated Dates of Unit	Unit Essential Questions	Sampling of activities that align with standards
Grade 6 SEL and Fiction/nonfiction texts		March 19- April 6		
Setting a goal; using SMART goals and working toward independent successes	assorted video presentations; exemplars and graphic organizers		How does goal setting help us to stay focused and be successful? How does short and long term planning help us as learners? How does the sharing of successes and failures help us to adapt our thinking as we learn?	Choosing a goal presentation and SMART goal planning documents Creation of online presentation - using technology; collaboration. Written reflection paragraphs.
Work with fiction/nonfiction text	"King of Mazy May" by Jack London		How can an author's life experience influence the creation of a successful story? How do the elements of fiction help me to comprehend a piece of literature? How does an author use conflict to advance the plot of a novel and character development?	Background information about the author. Comprehension checks Characterization sheet Conflict, plot, setting activity
	Sled Dogs: An Alaskan Epic		How does making connections to prior knowledge assist with text comprehension?	Reading selection and video for the purposes of background knowledge
Grade 6 English Poetry Unit		April 6 - May 8	How are poems different than other types of literature?	Strategies to help students read poems effectively Reading and analyzing poetry
Review of figurative language and intro to elements of poetry	assorted poems: please see ELA pacing guide 2019-2020 for various selections		What structures do all poems have in common? What structures are unique to different types of poems?	Drafting poems (Tic-Tac-Toe Choice Board), sharing poems, creating a poetry showcase
			What are some strategies that helps me understand poems?	Time for written reflections about poetry
Work with prepositions	Various teacher developed Screencastify videos; ppt presentations and teacher created worksheets; student created project exemplars		How can I recognize prepositions?	Preposition path project creation: Identifying prepositions in a 10-line story
			Why are prepositions important in sentences?	
			How will understanding prepositions as a part of speech help me better understand the structure of our language?	
Grade 6 English Fiction and Nonfiction Showcase	Asst. short stories including the following:	April 15-June 16		Strategies to read literature with teacher shepherding. Background information through ppt, videos or nonfiction articles as needed
	"Eleven"/"Charles" characterization		What structures do different pieces of literature share?	
	"Raymond's Run" paired with "The Medicine Bag" for theme of taking the perspective of another or finding your identity		How do authors create characterization?	Strategies to encourage successful independent reading
	"The Medicine Bag" nonfiction background: "About the Medicine Bag" article from PSU.		How does an author's choice of setting inform a theme?	Guided questions to maximize student understanding of plot
	"Ghost of the Lagoon" paired with "Dog of Pompeii" setting/figurative language What is bravery/heroism?		How does an author use conflict to advance character development and the plot of a novel?	Students identify "intriguing" vocabulary words
	Tom Sawyer - selected chapters		How do the elements of fiction help me to comprehend a piece of literature? How do the elements of fiction contribute to the creation of a successful story?	Students create theme posters or other mini project to demonstrate their understanding of how symbol, dialogue, characterization, and setting combine to form theme
	Asst. stories with a twist ending if needed			Written response reflections

Unit	Tasks/Unit	Essential Questions	Unit Essential Questions	Sampling of activities that align with standards
Unit 1	Task 1: Student Choice	Unit 1: What is the purpose of a model? How do we use a model to understand a system?	What is the purpose of a model? How do we use a model to understand a system?	• Students create a model of a system and use it to predict the behavior of the system. • Students use a model to understand a system and use it to predict the behavior of the system.
Unit 2	Task 2: Student Choice	Unit 2: How do we use a model to understand a system? How do we use a model to understand a system?	How do we use a model to understand a system? How do we use a model to understand a system?	• Students create a model of a system and use it to predict the behavior of the system. • Students use a model to understand a system and use it to predict the behavior of the system.
Unit 3	Task 3: Student Choice	Unit 3: How do we use a model to understand a system? How do we use a model to understand a system?	How do we use a model to understand a system? How do we use a model to understand a system?	• Students create a model of a system and use it to predict the behavior of the system. • Students use a model to understand a system and use it to predict the behavior of the system.
Unit 4	Task 4: Student Choice	Unit 4: How do we use a model to understand a system? How do we use a model to understand a system?	How do we use a model to understand a system? How do we use a model to understand a system?	• Students create a model of a system and use it to predict the behavior of the system. • Students use a model to understand a system and use it to predict the behavior of the system.
Unit 5	Task 5: Student Choice	Unit 5: How do we use a model to understand a system? How do we use a model to understand a system?	How do we use a model to understand a system? How do we use a model to understand a system?	• Students create a model of a system and use it to predict the behavior of the system. • Students use a model to understand a system and use it to predict the behavior of the system.

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Grade 8 Novel Unit	To Kill a Mockingbird	March 6-April 24	How does this novel teach lessons about tolerance that matter in today's world?	Read for understanding with teacher guidance and independently.
			How can one man's courage make a difference in an intolerant world?	Answer teacher-prepared study questions.
			How does this novel teach lessons about the value of knowing vs. judging?	Class discussion about prejudice, culture, and society
				Read non-fiction background information on the time period. Jim Crowe/Civil Rights
				Student reflections
Grade 8 novel unit - analytical writing	To Kill a Mockingbird	April 27- May 8th	How can you develop your writing to clearly communicate and support and original claim/argument with textual evidence?	Use a graphic organizer and model paragraph.
			How can you use sentence variation and grammar skills to enhance clarity and readability?	Develop an original claim/thesis.
				Analyze supportive quotations - extract key words that connect with thesis.
				Develop balance background information w/o summarizing
				Compose a concluding statement.
				Utilize transitions and sophisticated word choice
				Consistently use the active literary present.
	Use the check-list prior to submission to validate components			
Grade 8 short story unit	"The Monkey's Paw"	May 11-June 16	How do the elements of fiction impact storytelling?	Read for understanding with teacher guidance and independently. Audio books and multi-media platforms
	"The Necklace"		What common themes do the stories share?	Analyze how dialogue and plot inform character after viewing a teacher-authored Screencastify.
	"The Tell-Tale Heart"		How does the pattern of a short story affect the plot?	Workshop to create a clear, defensible claim
	The Ransom of Red Chief		How does the narrator/point of view affect the story's theme?	Comprehension check-ins using Google forms and Google docs
				Edpuzzles
				Virtual "discussions"

Unit	Unit Lead	Estimated Dates of Unit	Unit Essential Questions	Examples of Activities that align with standards
Circle K lesson Unit - Essay	David Aguilera	March 10th - April 15th	<p>Why is the author's purpose for writing an important part to the author's message?</p> <p>Why is context an important part of characterization in literature?</p> <p>Why is a specific selection an important part of proving a thesis?</p>	<p>Why is a direct quotation from a text important to the author's message?</p> <p>Thesis writing</p> <p>Outlining and drafting</p> <p>Graphic organizer activities</p> <p>Peer editing</p> <p>Revision of the handwriting</p>
Unit Framework Standards				
RI - Reading Literature				
RI - Reading Informational Text				
RI - Writing				
L - Language				
Circle K Drama Unit	Alison and Julie	April 21st - June 15th	<p>Why is it important to read primary questions carefully?</p> <p>How does Shakespeare's choice of stage help him?</p> <p>How are the 4 Cs of Drama of use and conflict analyzed?</p>	<p>Introduction to drama</p> <p>Explication</p> <p>Introduction to the development of drama</p> <p>Visual text of the Globe Theatre</p> <p>Introduction to the play "Othello"</p> <p>Study questions for Act I-V</p> <p>Introduction and scenes to read with language</p> <p>Use of primary sources to support identified themes of the play "Othello" writing activity</p>
Unit Framework Standards				
RI - Reading Literature				
RI - Reading Informational Text				
RI - Writing				
L - Language				

Case	Text Used	Reference Dates of 2018	Key Research Questions	Implications of activities that align with objectives
Case 10: Davis v. The Board of Trustees of the University of Illinois (2016) U.S. District Court No. 16-cv-00117 Judge: Judge C. Conner 11/11/16 12/15/16 1/12/17 2/2/17	Davis v. Board of Trustees of the University of Illinois, 2016 WL 5810058 (N.D. Ill. Sept. 13, 2016), aff'd, 842 F.3d 983 (7th Cir. 2017).	What is the position of the researchers? How do they seek to improve the accuracy and reliability of research? How does a research team coordinate its work and disseminate its results? How does a research team coordinate its work and disseminate its results?	Academic freedom; Academic integrity;	Implications of activities that align with objectives;
Case 10: Davis v. The Board of Trustees of the University of Illinois (2016) U.S. District Court No. 16-cv-00117 Judge: Judge C. Conner 11/11/16 12/15/16 1/12/17 2/2/17	Davis v. Board of Trustees of the University of Illinois, 2016 WL 5810058 (N.D. Ill. Sept. 13, 2016), aff'd, 842 F.3d 983 (7th Cir. 2017).	How do researchers ensure that their work is accurate and reliable? How do researchers ensure that their work is accurate and reliable? How do researchers ensure that their work is accurate and reliable? How do researchers ensure that their work is accurate and reliable?	Academic freedom; Academic integrity;	Implications of activities that align with objectives;
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Unit	Topic	Estimated Dates of Unit	Unit Essential Questions	Learning Objectives that align with standards
Unit 1: Cellular Respiration	Energy	August 2019	How do cells capture and store energy? How do cells use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 2: Photosynthesis	Energy	September 2019	How do plants capture and store energy? How do plants use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 3: Cellular Respiration	Energy	October 2019	How do cells capture and store energy? How do cells use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 4: Photosynthesis	Energy	November 2019	How do plants capture and store energy? How do plants use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 5: Cellular Respiration	Energy	December 2019	How do cells capture and store energy? How do cells use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 6: Photosynthesis	Energy	January 2020	How do plants capture and store energy? How do plants use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 7: Cellular Respiration	Energy	February 2020	How do cells capture and store energy? How do cells use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 8: Photosynthesis	Energy	March 2020	How do plants capture and store energy? How do plants use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 9: Cellular Respiration	Energy	April 2020	How do cells capture and store energy? How do cells use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.
Unit 10: Photosynthesis	Energy	May 2020	How do plants capture and store energy? How do plants use energy to do work?	Students will understand the concept of energy and how it is transferred between systems. Students will understand the concept of energy and how it is transferred between systems.