

Week	Marking Period 1	Week	Marking Period 3
1	<i>Short Story Unit: Jamestown Literature in with The Language of Literature Text: The Most Dangerous Game</i>	21	<i>Drama Unit: Begin with Greek Mythology (The Odyssey); Grammar Focus: Parts of a Sentence Subject/verb/noun</i>
2	<i>Unit continued with vocabulary</i>	22	<i>Greek Mythology (The Odyssey); Jamestown Literature Text; Vocabulary</i>
3	<i>Grammar Unit: Nouns/Verbs</i>	23	<i>Greek Mythology continued... Commas</i>
4	<i>Short story: The Necklace</i>	24	<i>Greek Mythology continued... Writing section</i>
5	<i>Unit continued with vocabulary</i>	25	<i>Greek Mythology continued... Final project</i>
6	<i>Assessment of literature in written format</i>	26	<i>Introduction to Shakespeare</i>
7	<i>Grammar Focus: Capitalization, MLA format, Basics of an essay</i>	27	<i>Romeo and Juliet Unit</i>
8	<i>Short story: The Bass, the River, and Sheila Mant</i>	28	<i>Vocabulary; Romeo and Juliet</i>
9	<i>Unit continued; vocabulary/writing</i>	29	<i>Romeo and Juliet; Grammar Focus Commas</i>
10	<i>Assessment of literature in written format</i>	30	<i>Vocabulary; Romeo and Juliet</i>
Week	Marking Period 2	Week	Marking Period 4
11	<i>Introduction to Non-Fiction Unit using Scope Action Magazine: Cross/curriculum History (US) a non-fiction article on the Cold War</i>	31	<i>Novel Unit: Tiger Rising, Holes, Because of Winn Dixie, Last Summer, Nim's Island, The Cay</i>
12	<i>Writing section to connect to current non-fiction article</i>	32	<i>Author background, Research cross curriculum to geography, history, and or science. Vocabulary preview</i>
13	<i>Vocabulary Unit; Grammar Unit Adjectives to preview next non-fiction article</i>	33	<i>Novel unit continued; reading comprehension</i>
14	<i>Non-Fiction Unit using Scope Action Magazine: Crossing curriculum to Science</i>	34	<i>Novel unit continued; reading comprehension, writing</i>
15	<i>Non-Fiction Unit using Scope Action Magazine continued; Grammar Focus Verbs</i>	35	<i>Novel unit continued; reading comprehension</i>
16	<i>Writing section to connect to current non-fiction article</i>	36	<i>Novel unit continued; reading comprehension</i>
17	<i>Detective/Mystery Unit: Edgar Allen Poe</i>	37	<i>Research Project; choose a subject from the non-fiction article choices Basics in research</i>
18	<i>Edgar Allen Poe continued</i>	38	<i>Computer technology support in research</i>
19	<i>Edgar Allen Poe continued</i>	39	<i>Research Project continued</i>
20	<i>Edgar Allen Poe continued</i>	40	<i>Research Project presentations</i>

<b>Time Frame</b>	<b>8-10 weeks</b>
<b>Topic</b>	
Short Story Unit	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. What are the elements of the short story?</li> <li>2. How does the author's use of the elements of the short story contribute to the effectiveness of the genre?</li> <li>3. What are the various methods of characterization?</li> <li>4. How does the author use various methods of characterization effectively within the text?</li> <li>5. How does the author establish the theme of the text?</li> <li>6. How does the author reveal various elements of the plot (exposition, rising action, climax, falling action, and resolution)?</li> <li>7. How does the author's use of literary devices contribute to the effectiveness of the story?</li> </ol>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to identify the elements of a short story in other works.</li> <li>• Students will be able to recognize the various methods of characterization in other works.</li> <li>• Students will be able to analyze how an author reveals theme through use of literary devices and word choice.</li> <li>• Students will be able to identify elements of plot in other works.</li> </ul>	
<b>Alignment to CCCS</b>	
W1.1,W1.2, RL1.1, RL1.2, RL1.3, RL2.1, RL2.2, RL3.1, RL3.2, RI1.1, RI1.2, RI1.3.	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Analyze text for meaning and make inferences</li> <li>• Determine theme and analyze the development over the course of the text</li> <li>• Analyze complex character development over the course of the text.</li> <li>• Analyze how author's word choice and use of literary devices contribute to plot.</li> <li>• Determine author's point of view</li> <li>• Write expository essays to convey ideas and support claims</li> <li>• Write 2-3 paragraphs to develop real or imagined experiences.</li> <li>• Plan, revise and edit writing</li> <li>• Use technology to conduct research projects</li> <li>• Participate in discussions</li> </ul>	
<b>Learning Activities</b>	
<b><u>Pre-reading Activities</u></b>	
<ul style="list-style-type: none"> <li>• Students will conduct an author study and establish setting based on research</li> <li>• Students will connect to topics presented in stories through quick writes (<i>ex:Most Dangerous Game</i> survival stories-What would you do if you were. . . ?)</li> <li>• Students will define specific elements of short story for each work using graphic organizers.</li> </ul>	
<b><u>Reading Activities</u></b>	
<ul style="list-style-type: none"> <li>• Students will create a reader's notebook (journal) to aid in comprehension of and connection to stories</li> <li>• Students will think critically and answer comprehension questions related to specific stories.</li> <li>• Students will identify elements of plot on a graphic organizer (<i>Most Dangerous Game</i>).</li> <li>• Students will identify various methods of characterization on a Venn diagram</li> </ul>	

- Students will use various sources for in depth vocabulary study (text/dictionary/electronic).
- Students will answer active reading questions within the text.
- Students will connect artwork to the story.
- Students will respond to open ended questions connecting topics to their own lives.
- Students will expand on their reading of the stories through a series of writing assignments (writing a sequel, change the ending, etc.)
- Students will strengthen grammar skills through grammar worksheets.
- Students will create a visual representation of a short story (map of Ship Trap Island, reward poster, newspaper of events)
- Students will establish real world link by reading enrichment articles at end of story.
- Students will conduct a cooperative learning activity (character map, game, etc).

**Assessments**

- Quick Writes (Do-Nows)
- Comprehension quizzes
- Exit Tickets (to assess students' daily understanding of topics)
- Unit test
- Research project
- Independent short story analysis
- Class discussion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
	Career and Life Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy	<b>X</b>	

**Interdisciplinary Connections**

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|---|--|
| <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Public Speaking</li> <li>• Psychology/Sociology</li> <li>• TV Productions</li> </ul> | <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Science</li> <li>• Geography</li> </ul> |
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**Technology Integration**

Computer	Power Point
Elmo	Smart Board

<b>Time Frame</b>	<b>4-6 weeks</b>
<b>Topic</b>	
Non-Fiction Unit	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. What is the definition of fiction/non-fiction?</li> <li>2. What are the elements of Non-Fiction?</li> <li>3. How does the author use various methods to show the difference between fact and fiction?</li> <li>4. How does the author establish the purpose of the text?</li> <li>5. What is the difference in the various elements of the plot (exposition, rising action, climax, falling action, and resolution) between non-fiction and fiction?</li> <li>6. Does the author use literary devices to contribute to the effectiveness of the story (simile/metaphor, foreshadowing)?</li> <li>7. Who is Edgar Allen Poe?</li> <li>8. Where is he from, what genre did he write?</li> <li>9. What is the detective story and how hard is it to write?</li> </ol>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to identify the elements of non-fiction.</li> <li>• Students will be able to recognize the differences between fiction and non-fiction.</li> <li>• Students will be able to analyze how an author creates a work of non-fiction by using facts over imagery.</li> <li>• Students will be able to identify literary devices.</li> <li>• Students will determine the differences between horror, drama, and how to manipulate facts into fiction</li> <li>• Students will analyze the intent of the author who writes in various genres</li> <li>• Students will analyze the elements of the mystery genre</li> </ul>	
<b>Alignment to CCCS</b>	
W1.1,W1.2, RL1.1, RL1.2, RL1.3, RL2.1, RL2.2, RL3.1, RL3.2, RI1.1, RI1.2, RI1.3.	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Analyze text for meaning and make inferences</li> <li>• Determine fact vs fiction</li> <li>• Analyze development of story line: who, what, where, how and when</li> <li>• Analyze how author's word choice and use of literary devices contribute to story line</li> <li>• Determine author's point of view</li> <li>• Write expository essays to convey ideas and support claims</li> <li>• Write 2-3 paragraphs to develop real or imagined experiences.</li> <li>• Plan, revise and edit writing</li> <li>• Use technology to conduct research projects</li> <li>• Participate in discussions</li> </ul>	
<b>Learning Activities</b>	
<b><u>Pre-reading Activities</u></b>	
<ul style="list-style-type: none"> <li>• Students will conduct research on article topics</li> <li>• Students will debate issues brought up in specific articles</li> <li>• Students will use graphic organizers to break down articles for review</li> <li>• Students will engage in a newspaper project to further enforce understanding of the</li> </ul>	

difference between fact and fiction

**Reading Activities**

- Daily journal activities to coordinate with article
- Students will think critically and answer comprehension questions related to specific stories
- Students will identify story line on a graphic organizer
- Students will use various sources for in depth vocabulary study (text/dictionary/electronic).
- Students will answer active reading questions within the text.
- Students will utilize outside sources for connections (art, science, history)
- Students will respond to open ended questions connecting topics to their own lives.
- Students will strengthen grammar skills through grammar worksheets.
- Students will conduct a cooperative learning activity (debate, poster, “teach it to the class”).

**Assessments**

- Quick Writes (Do-Nows)
- Comprehension quizzes
- Exit Tickets (to assess students’ daily understanding of topics)
- Unit test
- Research project
- Independent story analysis
- Class discussion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Career and Life Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

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|---|--|
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**Technology Integration**

Computer	Power Point
Elmo	Smart Board

**Time Frame** 3-5 Weeks**Topic**

Drama Unit

**Essential Questions**

- What are the different genres we read? (drama, comedy, history, fiction, non-fiction)
- What is drama?
- What are examples of movies or TV shows that would fall under this category?
- Is Shakespeare's category tragedy similar to drama? How?
- What is a myth? Is a myth fiction or fact?
- Where is Greece? What is Greek Mythology?
- Why do we use certain stories to teach us lessons?
- What does literature teach us about leadership?
- How is it possible to admire characters or heroes who fail?
- What are the positive and negative aspects of ambition?
- What are the consequences of going against conscience?
- Under what circumstances do we allow ourselves to be manipulated by others?

**Enduring Understandings**

- Students will explore literature and how it was used to promote moral code in past society
- Students will research Greek culture and how it influenced it's literature
- Students will determine the differences between multiple genres by exploring current and past examples
- Students will discover literature, no matter the genre or date of the writing, and how it is a study of man's nature.
- Students will explore literature which provokes a discussion of fate and/or the consequences of choice.
- Students will make inferences regarding how the language and structure of literature reinforces scenes of chaos.
- Students will make inferences about plot and character based on dialogue by examining context clues and literary devices to determine how an author builds suspense.
- Students will make inferences regarding how the language and structure of literature reinforces scenes of chaos.
- Students will demonstrate an understanding that mythology is not unique to one culture, but is common to nearly all cultures if not all.
- Students will recognize that myths are a way of explaining the unexplainable, some are based on fantastic beings, and some are based on known people and events; mythology has had and is having a significant impact and influence on our lives today.

**Alignment to Common Core Standards: ELA**

W1.1,W1.2, L1.2, RL1.1, RL1.2, RL1.3, RL2.1, RL2.2, RL3.1, 2, RI1.1,2, RI1.3, SL.1.1,2,3

**Key Concepts and Skills**

- Research past cultures
- Navigating school online databases
- Reading and performing classic literature in the classroom.
- Applying vocabulary to classic literature.
- Introduce students to key terms, figurative language and symbolism.
- Identifying with characters' plights.
- Reflecting on quotations from the text and rephrasing/explaining in modern language.

### Learning Activities

- Students will research histories of words that come from Greek myths. For instance, ask them what it means to have an “Achilles heel.” Atlas, Hercules, Labyrinth, Midas, Pan, Procrustes, Sisyphus, Tantalus, Titans
- Define and present characteristics of epic journey (Star Wars) tragedy and the human condition.
- Every day we come across references to myths, especially in advertising. Students are assigned to watch for these and bring in examples for discussion. Why do florists use Mercury (the Greek Hermes) as a symbol for their delivery service? Why a magazine of the arts is called Daedalus? And so on.
- Students will create their own ad campaign (using a real or imaginary product) that features one of the gods or heroes from the Greek myths.
- The journey of Odysseus is mapped out. Students will choose a form: Power Point, Poster Board, Diary
- Daily reading of The Odyssey (Jamestown adapted reader)
- Comprehension check using consumable reader
- Vocabulary worksheets in conjunction with dictionary/electronic/Smart Board
- Unit quizzes
- Unit project comparing Greek culture to modern American culture

### Assessments

- Daily journal entries
- Comprehension checks
- Discussions
- Unit quizzes
- Projects

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>X</b>	Career and Life Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Art</li> <li>• Psychology/Sociology</li> </ul> | <ul style="list-style-type: none"> <li>• Science</li> <li>• Geography</li> </ul> |
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### Technology Integration

Computer	Power Point
Elmo	Smart Board

<b>Time Frame</b>	<b>3-5 weeks</b>
<b>Topic</b>	
Shakespeare's <i>Romeo and Juliet</i>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. Who is Shakespeare? Name ten facts about him.</li> <li>2. What is the Elizabethan Period? Name ten facts.</li> <li>3. How does Shakespeare's era change the story – or does it?</li> <li>4. How do Shakespeare's characters interact and develop over the course of the drama?</li> <li>5. How does Shakespeare's language and word choice create the picture of time and place?</li> <li>6. What is the universal appeal of Shakespearean drama? Why do we still read it after 500 years?</li> <li>7. What is the central theme of the play?</li> <li>8. How are the motifs presented in <i>Romeo and Juliet</i> similar to issues related to young people today (suicide, relationships, parental issues, gangs, etc.)?</li> </ol>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will understand how Shakespeare's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</li> <li>• Students will recognize the structures of a Shakespearean drama and the cultural experiences reflected during the Elizabethan era.</li> <li>• Students will identify dramatic conventions (e.g., dramatic irony, soliloquy, stage direction, and dialogue) in other works.</li> <li>• Students will identify and understand Shakespeare's use of poetic devices including: idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, alliteration and figurative language in other plays.</li> <li>• Students will analyze and appreciate Shakespeare's complex characters, their development over the course of the drama, their interaction with other characters.</li> <li>• Students will identify Shakespeare's use of allusion drawing on a wide reading of world literature.</li> <li>• Students will further develop research writing skills.</li> </ul>	
<b>Alignment to Common Core Standards: ELA</b>	
<ul style="list-style-type: none"> <li>• W1.1,W1.2, L1.2, RL1.1, 2, 3, RL2.1, .2, RL3.1, 2, RI1.1, RI1.2, RI1.3, SL.1.1,2,3</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Understanding of the impact of the historical time period on a literary work</li> <li>• Determine a theme or central idea of a text</li> <li>• Analyze how complex characters) develop over the course of a text</li> <li>• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</li> <li>• Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time</li> <li>• Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.</li> <li>• Analyze how an author draws on and transforms source material in a specific work</li> <li>• By the end of grade 9, read and comprehend literature, including stories, dramas, and poems</li> <li>• Determine a central idea of a text and analyze its development over the course of the text,</li> <li>• Determine the meaning of words and phrases as they are used in a text,</li> <li>• Write appropriate to task and audience</li> <li>• Plan, revise and edit writing</li> <li>• Use technology (internet) Conduct short research projects</li> </ul>	



- Initiate and participate in range of discussions
- Demonstrate conventions of standard English grammar and usage when writing or speaking
- Write and edit to conform to MLA guidelines
- Determine meaning of unknown vocabulary
- Demonstrate understanding of figurative language and figures of speech

### Learning Activities

- Students will conduct vocabulary study of unique Shakespearean/Elizabethan words
- Students will conduct an author background study through a Webquest
- Identifying and analyzing literary devices in graphic organizer
- Study guide questions will assist students understanding of events of plot
- Plot map-students will document key events of the plot
- Create newspaper based on plot, characters and conflict (predicting outcome for plot)
- Research paper relating *Romeo and Juliet* to contemporary topic
- Character map demonstrating understanding of character's development
- Journal topics related to theme and concepts introduced in the play
- Analysis of soliloquy
- Compare *Romeo and Juliet* to contemporary work (Scope Non-Fiction article)
- Visual interpretation of quote

### Assessments

- Journal Check: Daily Do Nows
- Essays: Expository, Creative, Persuasive requires students to analyze themes and personal experiences through writing
- Comprehension Quizzes
- Creative Project
- Class Discussion
- Study guide questions
- Completion of Graphic Organizer

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication		Collaboration
	Career and Life Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- Social Studies
- Science
- Psychology of sociology
- Public Speaking
- Art

### Technology Integration

Computer	Power Point
Elmo	Smart Board

**Time Frame 4-6 Weeks****Topic**

*Novel Unit: Tiger Rising, Holes, Because of Winn-Dixie, The Last Days of Summer, Nim's Island, The Cay*

**Essential Questions**

1. Where does the author use figurative language within a text (e.g., irony, metaphor, simile, personification)?
2. How do the elements of setting and characterization construct meaning of how characters influence the progression of the plot and resolution of the conflict?
3. How does an author's use of words create tone and mood, and how does choice of words advances the theme or purpose of the work?
4. How does the author reveal various elements of the plot (exposition, rising action, climax, falling action and resolution)
5. How do literary devices affect reading emotions and understanding within the novel?
6. How are moral dilemmas in works of literature, as revealed by the characters and their motivations?
7. How are recurring themes presented across literary works, and in which ways are these themes and ideas developed?

**Enduring Understandings**

- Students will be able to analyze figurative language within the text
- Students will understand how elements of setting and characterization influence the progression of plot and contribute to the conflicts.
- Students will explore how the author's use of words creates tone and mood and advances the theme or purpose of the work.
- Students will identify elements of plot within the novel.
- Students will analyze how literary affect reading emotions and understanding with the novel.
- Students will analyze how moral dilemmas in works of literature are revealed by characters' motivations and behaviors.
- Students will recognize and analyze recurring themes across literary works.

**Alignment to Common Core and Career Standards ELA**

W1.1,W1.2, RL1.1, RL1.2, RL1.3, RL2.1, RL2.2, RL3.1, RL3.2, RI1.1, RI1.2, RI1.3, SL.1.1,2,3

**Key Concepts and Skills**

Identify figurative language devices within the novel  
 Analyze the effectiveness of figurative language devices within the novel  
 Determine how an author's use of words creates tone and mood  
 Analyze how the author's choice of words advances the theme or purpose of the novel  
 Identify various elements of the plot (exposition, rising action, climax, falling action and resolution)  
 Analyze how literary affect reading emotions and understanding within the novel  
 Analyze how moral dilemmas in works of literature  
 Identify recurring themes across literary works

**Learning Activities**

- Students will define various literary terms and plot elements
- Students will conduct an author study and historical research on novel's context and time

period

- Students will create a reader's notebook to use throughout novel reading
- Students will review active reading strategies
- Students will maintain a reader's notebook throughout the reading of the novel
- Students will utilize active reading strategies and document evidence of reading in reader's notebook.
- Students will use a graphic organizer to create a plot analysis (exposition, rising action, climax, falling action and resolution)
- Students will identify textual evidence of various plot elements (direct quotes)
- Students will use a graphic organizer to analyze various characters in the novel
- Students will provide textual evidence of character traits
- Students will use a graphic organizer to create a thematic analysis
- Students will analyze theme within novel and make connections to other works
- Students will create a project related to the theme of novel

### Assessments

- Quick Write (Do-Nows)
- Review of reader's notebook for accuracy and content
- Journal writing based on thematic connections to novel
- Comprehension quizzes
- Exit Ticket-formative assessment to determine students' understanding of daily concepts
- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides
- Completion of graphic organizers

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
	Career and Life Skills		Information Literacy		Media Literacy		

### Interdisciplinary Connections

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Public Speaking</li> </ul> | <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Science</li> <li>• Geography</li> </ul> |
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### Technology Integration

Computer	Power Point
Elmo	Smart Board

**Time Frame 4 Weeks****Topic**

The Research Project

**Essential Questions**

- What are you researching?
- How do you decide on a subject?
- What is a thesis?
- What are the requirements for the paper?
- Will it all be done in school or at home?
- What sources will be allowed?
- What is the time frame?

**Enduring Understandings**

- Students will examine an author's literature and determine a topic they can relate to their lives in order to write a relative paper.
- Students will explore cultural eras in literary movements (Elizabethan) and how it reflects a social time period.
- Students must use library databases to support their research
- Students will research and incorporate findings through direct quotation and paraphrasing
- Students will observe good research material that is either a fact or opinion from a scholar, but it is not common knowledge.
- Students will follow MLA guidelines and formal writing conventions

**Alignment to Common Core and Career Standards ELA**

W1.1,W1.2, RL1.1, RL1.2, RL1.3, RL2.1, RL2.2, RL3.1, RL3.2, RI1.1, RI1.2, RI1.3, SL.1.1,2,3

**Key Concepts and Skills**

- Literary Research
- Reading a work of Classic Literature
- Paraphrasing and direct quoting
- Creating a research paper with works cited page
- Research and evaluation of non-fiction articles.
- Basic use of school data bases
- The ins-outs of plagiarism
- MLA formatting in the research paper

**Learning Activities**

- Students will think critically and answer comprehension questions related to the subject of the research paper.
- Group discussion of requirements of paper
- Timeline: visual and print assignment
- Creating an outline
- How to write a thesis
- Where is my research? Computer lab project (101 database lesson)
- Putting all this information together: essential and non-essential information

- Creating paragraphs: topic sentence, intro/body/conclusion
- How to transition between paragraphs
- Quoting and paraphrasing
- Citing 911: how to cite and create a works cited page project
- Putting it all together

### Assessments

- Research Paper/Project
- Research and Present Information (Group Work Style)
- Computer lab Assessment
- Final Product

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life and Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

- Social Studies
- 21<sup>st</sup> Century Skills
- Sociology
- Technology

### Technology Integration

Computer	Power Point
Elmo	Smart Board