



ThinkCERCA 6-12 Core ELAR Curriculum Overview

*Manage, Measure, and
Improve Literacy Growth
Across Your Curriculum*





ThinkCERCA's Core ELAR Curriculum was designed to help students develop the skills, knowledge, and competencies to thrive in a global economy.

To be the problem-solvers, leaders, and job-creators of our future, students need to be able to consume complex information, think about it critically, and express their own points of view effectively.

Guiding Values in Our Design:

- Student engagement
- Comprehensive coverage of standards
- Ease of implementation
- Support for best practices in reading and writing routines
- High-quality authentic texts
- Deeper learning opportunities

Each grade level invites students to engage in close-reading, analysis and collaboration, formal speaking and listening opportunities, and writing, research, and multimedia portfolio development – all grounded in our research-backed CERCA framework.

Ultimately, we espouse a pedagogy of confidence.

We truly believe that confident young people are the keys to the success of each and every one of our communities. This program is designed to help us spark courageous thinking!

Features

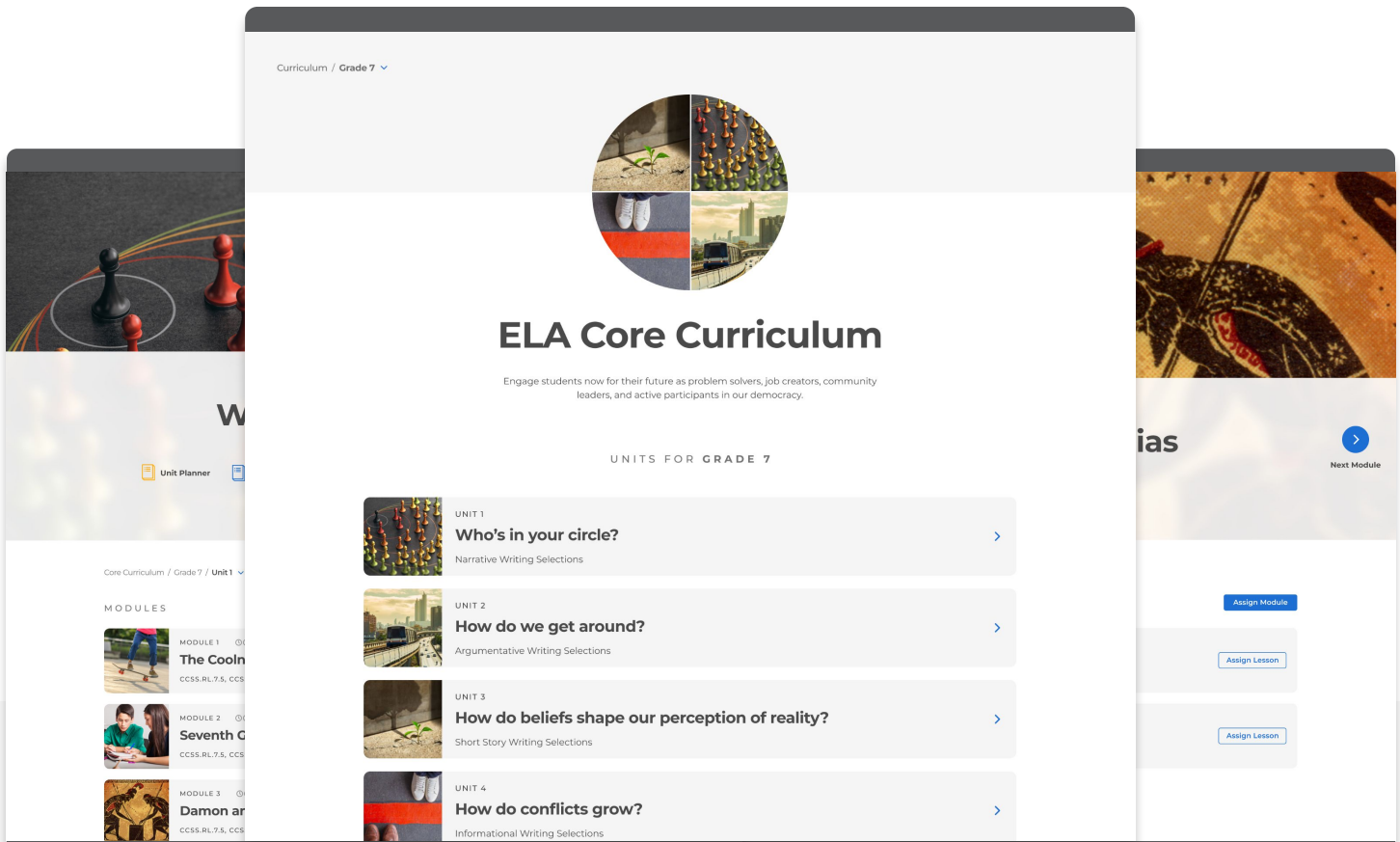
Ensures Instructional *Coherence* Between Grade Levels

Proven *Results* Based on Best Practices

Content Geared for *Today's* Students

Deeper Learning Opportunities with *Online and Offline Collaboration*

Comprehensive Curriculum with Modular Lesson Design



Sample Single Unit Progression

(22-26 Days of Instruction)





Integrated Literacy

A Comprehensive Solution

- Standards-aligned curriculum, instruction, and assessment for Tier 1, teacher-led English Language Arts courses from grades 6-12.
- Seven, month-long, digital units with printable student guides
- Customizable options
- Robust support for English language learners
- Comprehensive, technology-enabled Tier 2 resources and co-teaching capabilities for differentiating instruction for exceptional learners

Thematic Units

High quality texts from leading publishers

- Sequences of texts by a diverse, library of award-winning authors
- A comprehensive array of genres and structures
- Audio support, in-text vocabulary, and Spanish-language glossaries provided
- Topically related Tier 2 additional skills practice to support differentiation.
- Flexible implementation options for teacher-led, small group, or self-paced implementation
- Embedded assessment
- Aligned leveled reading comprehension practice

The image displays three overlapping digital unit guides. The top guide, 'Do Our Choices Define Us?' (Unit 5), features a title page with a unit overview, a list of mentor texts including 'The Bell' by Anne Chastain, 'Swelling' by James Joyce, 'American Gothic' by John Ford, and 'Apology' by Sherman Alexie, and a 'Read Across Genres' section. The middle guide, 'Who Is Thirsty?' (Unit 4), includes a title page, a unit overview, a list of mentor texts such as 'Why the Summer Months are the Best Time to Visit' by David Almond, 'A Map of the Future of Water' by David Almond, 'A Map of the Future of Water' by David Almond, and 'Why the Summer Months are the Best Time to Visit' by David Almond, and a 'Read Across Genres' section. The bottom guide, 'What Is Your Future?' (Unit 6), includes a title page, a unit overview, a list of mentor texts such as 'Exploring the Theme of a Good Setting' by David Almond, 'Sustainable Earth, Water' by David Almond, 'Mexico City: Thick and Shiny' by David Almond, and 'Sustainable Earth, Water' by David Almond, and a 'Read Across Genres' section. Each guide also features a 'Unit Progression' diagram showing the sequence of activities and their durations.



Proven Lesson Design

Research-based Units

- Focus on reading comprehension (Decoding and Language Comprehension support available)
- Embedded progression of reading comprehension strategies
- Strategies for reading informational texts across a wide range of genres, including articles, essays, biographies, memoirs, as well as multimedia, visual, and quantitative texts
- Strategies for reading literature across a wide range of genres including literary non-fiction narratives, multimedia texts, as well as full-length play and a selection of novels

Assessments

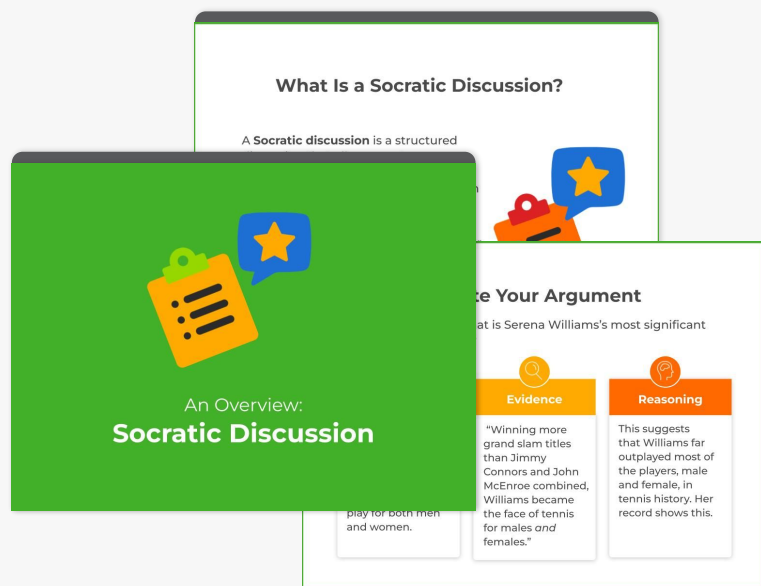
Assessment as, for, and of Learning

- Continuous embedded assessments throughout each unit
- Reading and Writing Benchmark Assessments (Professional Scoring Available)



- Quarterly assessments aligned to college and career readiness standards
- AP resources designed in collaboration with the College Board
- Quarterly ACT and SAT practice assessments





Formal Listening and Speaking Instruction

Critical Thinking, Communication, Collaboration, Creativity

- Peer discussion and collaboration
- Small group collaboration
- Formal training in Socratic discussion, debate, and a variety of oral presentation formats, including performance, formal oral research presentations, entrepreneurial pitch presentations, and multimedia production strategies

Writing Instruction

Writing Across Genres

- Writing to improve learning not just prove learning, including integrated writing-based close reading tasks; automated assistance
- Informal quick-write opportunities
- Comprehensive progressions of sentence-level, paragraph level, and formal essay writing instruction as well as multimedia production
- Culminating writing projects leading to a complete portfolio of students performance tasks

YOUR PORTFOLIO

Share Your Argument

Instructions: When you have finished an initial draft, pair with another writer and ask each other questions to help you flesh out your arguments in greater detail. For example, What is your claim? What evidence do you have to support it? Do you have a counterargument?

Share	Listen
What major parts of this other person's argument need more development?	What major parts of your argument need more development?

YOUR PORTFOLIO

Edit the Draft Together

Peer Edit: Give and Get Feedback

Instructions: After sharing your draft with a peer begin revising your sentences. Continue to replace words and phrases that appear to readers and expand on your claims. Follow these steps as you work independently and with a peer to edit each other's drafts.

1. Do a self-assessment of your draft. Use the online rubric for the lesson on [kenyonkenyon.com](#), checking each box where you find evidence that you have achieved the criteria.
2. Next, collaborate with a peer or peers to read each other's drafts. Again, use the rubric to evaluate each other's work.
3. Share insights into what might make your piece stronger. Find two positive attributes and one area of growth for each draft you review.
4. Revise your piece using what you learned from your self-assessment and the feedback from your peers.

Text	Writing	Rubric
<p>100 Years After Compact, Colorado River Nearing Crisis Point</p> <p>By Chris Outcast and Brittany Peterson</p> <p>AP News</p> <p>DENVER (AP) — The intensifying crisis facing the Colorado River amounts to what is fundamentally a math problem.</p> <p>The 40 million people who depend on the river to fill up a glass of water at the dinner table or wash their clothes or grow food across millions of acres use significantly more each year than actually flows through the banks of the Colorado.</p> <p>In fact, first sliced up 100 years ago in a document known as the Colorado River Compact, the calculation of who gets what amount of that water may never have been balanced.</p> <p>"The framers of the compact — and water leaders since then — have always either known or had access to the information that the allocations they were making were more than what the river could supply," said Anne Cella, a senior fellow at the Guthe-Wikenson Center at the University of Colorado Law School.</p> <p>PAUSE AND REFLECT: Why would political leaders have written an agreement that...</p>	<p>Create Draft</p> <p>Use your Argument Builder and the notes from your peer collaboration to write a CERCA paragraph that answers the writing prompt.</p> <p>Writing Prompt</p> <p>How does the author use text features such as photos and animations as evidence to support the arguments around the region's fight for scarce resources? What new information is highlighted that the author feels is important enough to draw attention to?</p> <p>You can start your CERCA with your summary ideas from your personal connection writing, or an attention-getting question, fact, or quotation.</p> <p>Need help getting started?</p> <div></div> <p>Back Step 5</p>	



Key Skills and Concepts Progressions

- Comprehensive coverage of key skills and concepts in reading informational texts, reading literature, language (vocabulary, grammar, punctuation, and conventions of English), listening and speaking and writing
- Flexible implementation options for teacher-led, small group, or self-paced implementation
- Embedded assessment
- Additional leveled skills practice



High quality texts from leading publishers

Supports for Foundational Literacy

- Decoding
- Phonological Awareness
- Sight Word Recognition (coming 2023!)

Language Comprehension

- Vocabulary Knowledge
- Background Knowledge
- Language Structures
- Literacy Knowledge
- Verbal Reasoning

Reading Comprehension

- See our [Close Reading Process](#)



MODULE 1

Quick Journal

What influences you?

Instructions: Complete the sentences below with a list of people, experiences, or even music or movies that have had an influence on who you are.

Example: Michelle and Angie who lived two doors down and showed me how to get along with people I didn't particularly like.

People: People who have influenced me include _____ because _____

One person who has influenced me significantly is _____ because _____

Experiences: Some traditions that have influenced me include _____ because _____

One experience that has influenced me significantly is _____ because _____

Media: Music or movies that have influenced me include _____ because _____

One musician/movie that has influenced me significantly is _____ because _____

30

Support for Diverse Learners

Research-based Resources and Pedagogy

- Fluent read-aloud for all texts
- Lesson-specific sentence starters
- Age-agnostic texts at all grade levels
- In-text vocabulary supports
- Visual vocabulary (3rd grade lessons)
- Graphic organizers
- CERCA builder chunks and scaffolds for all learners

Support for Emerging Multilingual Learners

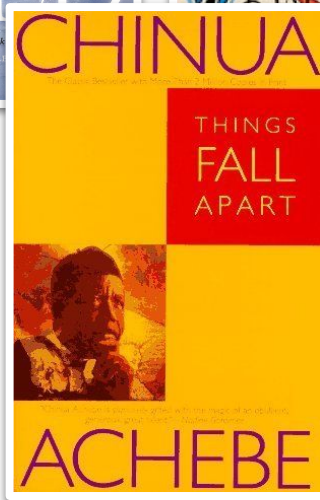
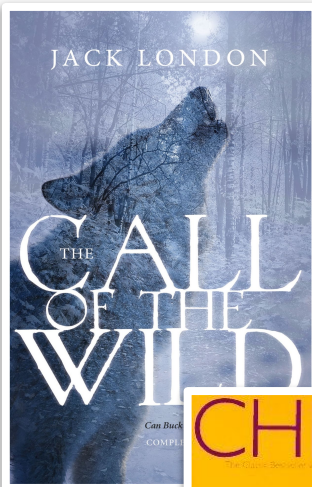
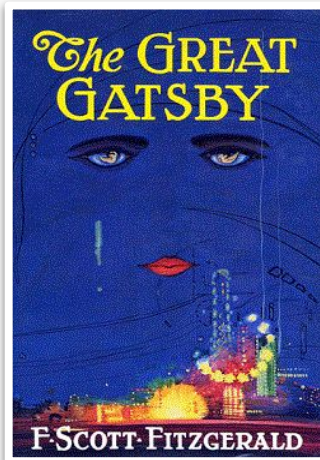
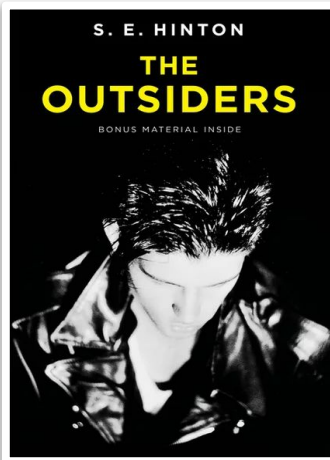
Research-based Resources and Pedagogy

- Discourse-rich classrooms
- Technology-enabled self-help tools
- Scaffolded student guides with modifications to support English language development
- Spanish Language glossaries and direct instruction in Spanish

More on our [ELD Resources](#)



Longer Works (Custom)



Custom Reading Guides

Research-Based, Volume-Reading Units

- [ThinkCERCA's Longer Works](#) are designed in conjunction with existing 28-day Core units as supplemental reading, or instead of existing Core units. Optional and essential activities can be included or removed according to a classroom's instructional needs and pacing. Longer Works can also be used as a completely independent reading opportunity outside your classroom instruction.
- Custom novel guides available for 2023 Multi-Year Adoptions. [See popular, award-winning titles here.](#)
- [See our Literacy Routines.](#)
- Independent reading activities and guides provide structured routines to allow for offline volume reading.
- See a [sample longer works student guide](#) for Lois Lowry's *The Giver*.

How do Longer Works support independent reading?

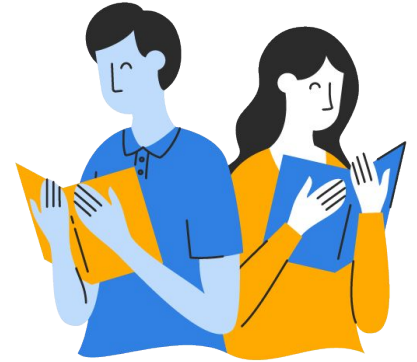
- Can be assigned independently as homework in preparation for book clubs or literature circles
- Activities in the app and within the Longer Works guides can be done completely at home, in an independent reading block, or in preparation for a book club/literature circle in class.
- Small group discussion activities provided in guides.

Independent Reading

Other in-app features that support independent reading include:

Reading Checks that automatically score comprehension of each selection.

After each module of reading, students are assessed via a ten-question reading check that allows them to practice important reading skills and test-taking. These questions are scored automatically for ease of progress monitoring.



Direct instruction lessons that build skills support the selection and the writing prompt

Within each module, students view direct instruction lessons that teach skill support in reading, writing, and the author's craft. ThinkCERCA also provides direct instruction for students specifically around [reading independently](#).

Applied learning lessons that support close reading and critical thinking

Within the app, students have access to pause and reflect questions and online analysis via highlighting and note-taking to interact directly with the longer work text as they read. These analyses support close reading and build toward a writing response to the module, and eventually, a culminating portfolio product.

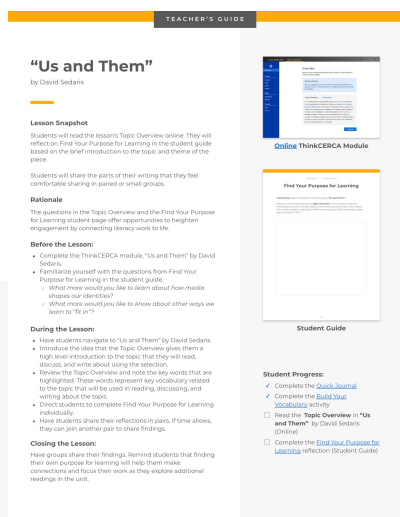
Students follow the CERCA approach to reading and writing

After each mentor selection, students are guided through the CERCA writing process (claim, evidence, reasoning, counterargument, and audience) to complete a paragraph or, if needed, a multi-paragraph essay responding to a prompt. Selections of poetry and informational texts that complement the longer work can be assigned to build essential background knowledge, help students make connections to multiple thematic perspectives, or explore how fiction authors use events or people in their own lives as context for their work.

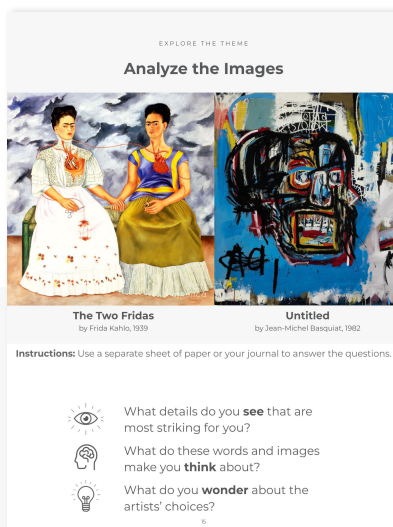
Online writing portfolios walk students through the writing process

Using the CERCA framework for writing, students can create a final portfolio Literary Analysis. In addition, select pages of the Longer Works Guides can be printed and taken home as homework. Vocabulary building, graphic organizers for questioning as preparation for in-class discussions, and personal response logs that allow students to express their takeaways as they read are all available for students to put pencil to paper beyond the in-app experience.

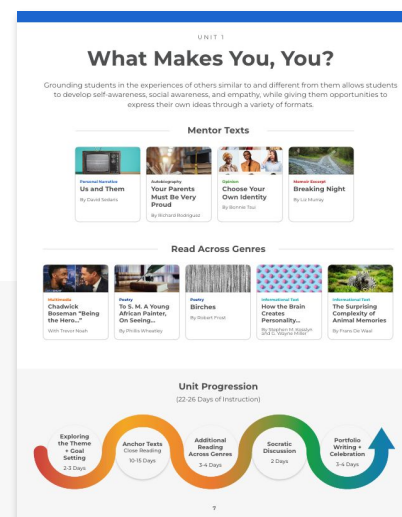
Resources to Make It Happen



Teacher's Guide



Student Guide



Differentiated Student Guide

Course Overview

- Roadmap for course including assessment map: BOY, MOY, EOY and unit level
- Portfolio assessments to show progression by unit throughout the year
- Assessment practices aligned to SAT and ACT

Student Guide

- Previews for all unit features: goal-setting, modules, speaking/listening activities, portfolio, and reflection
- Offline activities for each module for each step: Before Your Read, Read, Analyze, Write

Unit Planner

- At-a-glance view of the unit lesson and activities included

Differentiation Guides

- Additional instructional supports and ready-made modified materials for both online and offline activities throughout each unit

Teacher's Guide with Facilitator Notes

- Step-by-step guide for unit instruction
- Module preview with summary, unit connection, and key knowledge, understandings, and skills
- Facilitator notes with detailed talking points

Direct Instruction/Skills Practice

- Comprehensive coverage of key skills + concepts
- Flexible implementation options for teacher-led, small group, or self-paced implementation
- Embedded assessment
- Additional leveled skills practice

High-Quality Reading Selections



Penguin
Random
House



WSJ

The New York Times



WBEZ91.5
CHICAGO'S **npr** NEWS STATION

The Atlantic



The CHRISTIAN SCIENCE
MONITOR®

Integrations & Partnerships

ThinkCERCA is proud to partner with many organizations collaborating to enhance our platform for students, teachers, and district leaders.



Pear Deck™



CollegeBoard

BILL & MELINDA
GATES foundation



STEP BY STEP + DAY BY DAY

Science of Reading Practices

Secondary Literacy

ThinkCERCA™

ThinkVOCABULARY



The Carbon Cycle

CERCASounds

R and O
Sounds



An Overview:
**Structure in
Informational Texts**

Supports for Foundational Literacy in Disciplinary Literacy

Decoding and Word Recognition

Phonological Awareness	CERCASounds, MAP (Morphology, Automaticity, and Prosody)
Sight Word Recognition	Skills Lessons

Language Comprehension

Vocabulary Knowledge	Technology-enable in-text vocabulary and vocabulary concepts; visual vocabulary
Background Knowledge	Topic overview and units designed for deeper learning
Language Structures	Discipline-specific, genre-specific close reading
Literacy Knowledge	Critical reading across genres, Analysis of text structures and features; highlighting and annotating
Verbal Reasoning	Tracing the development of a text (purpose, focus, development, coherence); writing springing from mentor texts

Reading Comprehension

	Our 9 step close reading process.
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Close Reading & Writing Process for Anchor Texts

For Argumentative, Informational, and Narrative Writing

TOPIC
OVERVIEW

CONNECT

READ & CHECK

ANALYZE

SUMMARIZE

DEVELOP

DRAFT

REVIEW

MODULE 1

Build Your Vocabulary

Frayer Model: privilege, right, access

Instructions: Analyzing key vocabulary words will help you better understand texts you are reading. Use this technique to help the words "click" in your mind. Review this sample vocabulary model before trying it yourself (see example).

Definition	Facts and Context

Vocabulary Word:

Examples **Non-ex**

Analyze the Images

"Leighton Reservoir North Yorkshire, UK"
Anna Costeas, 2022

"Lead Pipe Removal Flint, Michigan, USA"
Steven Barber, 2020

Overview

Read the Topic Overview to build background knowledge. Preview the lesson vocabulary before reading.

Writing Prompt

How does the author use descriptive details and anecdotes to appeal to the audience in this argument for safe water access?

Topic Overview **Vocabulary**

The United States is often thought of as one of the most advanced countries in the world. One mark of this advancement is the **infrastructure**, such as access to clean, drinkable **tap water**, that allows many Americans a high **quality of life**. However, America's water **infrastructure** is increasingly breaking down in **urban** and **rural** communities around the country, fueling a growing political, economic, and **public health** crisis. Analyze how the author uses descriptive details and **anecdotes** to build an argument for safer water access.

Step 1: Overview and Vocabulary

- Through reading an overview, students will activate their prior knowledge to find an entry point for engaging with the text.
- Exploring key concept words related to the reading helps students deepen conceptual understanding and build vocabulary to express their reasoning about the meaning of a text. Our platform highlights these key concept words for easy viewing while reading.

Step 2: Connect

- Through connecting with a personal story or experience prior to reading, students will deepen the activation of their prior knowledge and entry points for engaging with the text.
- Students who have an opportunity to share their ideas with one person prior to speaking to a larger group participate in the larger group discussion at a significantly higher rate than students who do not.

Learn

Connect

First, read and think about the question. Then, write your response.

Write a very brief response based on your personal experience. There is no right or wrong answer.

What are some basic public health services, such as medical care, water, and electricity, that you and your community rely on for everyday life? Where do these services come from? How are they delivered to you and others in your community?

MODULE 1

Quick Journal

How do you get your drinking water?

Instructions: Think about your water source at home. Do you drink from the tap? Do you drink bottled water? Why do you choose one source over another? At the end and start of the lesson, you'll share in your class. Then, answer the question: Who is responsible for providing people with access to clean water?

Example: I only drink bottled water because... One possible reason to drink bottled water is... However, bottled water can be... Answer to clean water should be...

MODULE 1 — CONNECT

Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for "America's Clean Water Crisis Goes Far Beyond Flint" by Justin Worland.

- Think:** After reading about the topic in the Overview, think about your experiences related to the topic. Respond to the Personal Connection in the Connect section on your own.
- Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
- Reflect:** If time permits, reflect on your experience with others. What ideas did others share that you hadn't considered? How were your ideas alike?

Close Reading & Writing Process for Anchor Texts

For Argumentative, Informational, and Narrative Writing

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MODULE 2 — CHECK

Raise Your Score

Test Strategy: Understanding Question Stems

Instructions: Reflect on what the questions are asking you. Rephrase the questions in your own words so that you understand them. When you are confused by questions on future assessments, try rephrasing them as if you are explaining them to someone else. Determine what the question type is asking you to do.

Item	Question on ThinkCERCA	What is the question asking you to do?
	<i>Example: Which piece of evidence provides the strongest support for the claim that the Melamchi water project</i>	<i>Example: The question is asking me to find key pieces of evidence such as a quote.</i>

Learn
Check

Writing Prompt

According to the article, what were some of Kathmandu's biggest obstacles in accessing clean water?

Kathmandu Finally Got Tap Water. After a Climate Disaster, It Was Gone. 

Kathmandu Finally Got Tap Water. After a Climate Disaster, It Was Gone.

By Emily Schmall and Bhadra Sharma

The New York Times



1 2 3 4 5

Which of the following statements should be included in a summary of the article?

- ☐ A major flood followed a spike in temperature in the Himalayas.
- ☒ The Melamchi water project began in 1972 and took over 30 years to complete.
- ☐ Many Kathmandu residents use free public spouts to bathe and do laundry.
- ☐ The Asian Development Bank loaned \$160 million to Nepal's government.

Next

Step 3: Read & Check

- A reading check allows students to practice multiple choice question formats. They are intended to assess comprehension as well as higher order thinking skills and bring student attention to important noticings in the text that will later help them in completing various tasks.
- Pause and Reflect questions embedded throughout texts help students to chunk texts and practice reflection throughout the reading process in order to build stronger comprehension.
- Key vocabulary is also highlighted in each lesson and accompanying guides.

Step 4: Analyze

- Great writers use various techniques to ensure their ideas are expressed clearly and effectively. By understanding the way authors use conventions of writing, students will be able to use these strategies in their own writing.
- Our platform allows students to highlight and take notes directly on the text and use these notes to help them craft their arguments about the text.

Use Green to highlight data and statistics presented about the Colorado River drought. Add notes about what this evidence says about the region's fight for resources.

Use Purple to highlight captions, photos, and video evidence that support the author's arguments. Add notes about how these features impact your understanding of the issues at stake.

Select a Highlighter

Green

Purple

Until recently, water managers and politicians whose constituents rely on the river have avoided the most difficult questions about how to rebalance a system in which demand far outpaces supply. Instead, water managers have drained the country's two largest reservoirs, Lake Mead and Lake Powell, faster than Mother Nature refills them.

In 2000, both reservoirs were about 95% full. Today, Mead and Powell are each about 27% full — once healthy savings accounts now dangerously low.



A Kennedy Institute boat sits upright on the sand with its stern stuck in the mud along the shoreline of Lake Mead at the Lake Mead National Recreation Area, June 10, 2015, near Boulder City, Nev. (AP Photo/Lance Lohr)

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Step 5: Summarize

- Next students engage in deeper critical thinking and process their comprehension by summarizing the text. They can begin leveraging sentence stems to help them express a thorough and concise recap of the main ideas.

Step 6: Develop

- The critical thinking process that the argument builder is based on allows students to complete a rigorous practice in evidence-based reading and writing while developing a plan for a piece of writing. The scaffolding helps students develop strong claims that form the basis of effective writing.
- Our platform provides students with the tools to carefully develop every piece of their CERCA arguments.

Close Reading & Writing Process for Anchor Texts

For Argumentative, Informational, and Narrative Writing

TOPIC
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Text Writing Rubric

100 Years After Compact, Colorado River Nearing Crisis Point

By Chris Outcalt and Brittany Peterson
AP News

DENVER (AP) — The intensifying crisis facing the Colorado River amounts to what is **fundamentally** a math problem.

The 40 million people who depend on the river to fill up a glass of water at the dinner table or wash their clothes or grow food across millions of **acres** use significantly more each year than actually flows through the banks of the Colorado.

In fact, first sliced up 100 years ago in a document known as the Colorado River **Compact**, the calculation of who gets what amount of that water may never have been balanced.

"The framers of the compact — and water leaders since then — have always either known or had access to the information that the **allocations** they were making were more than what the river could supply," said Anne Castle, a senior **fellow** at the Getches-Wilkinson Center at the University of Colorado Law School.

PAUSE AND REFLECT: Why would political leaders have written an agreement about how to share the Colorado River that they knew

Create Draft

Use your Argument Builder and the notes from your peer collaboration to write a CERCA paragraph that answers the writing prompt:

Writing Prompt

How does the author use text features such as photos and animations as evidence to support the arguments around the region's fight for scarce resources? What new information is highlighted that the author feels is important enough to draw attention to?

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.

[Need help getting started?](#)

[Next Step >](#)

Step 7: Draft

- Writing the CERCA is the culminating step of close reading and critical thinking activities that build on one another. The Draft experience is about helping students make their critical thinking visible in a way that is effective for the purpose, audience, and occasion.
- Students can leverage the sentence stem supports for the lesson as needed to flesh out the connections between one part of the draft and another, so students aren't submitting a list of sentences and quotes.

Step 8: Review

- The Review experience is about engaging students to support each other and to improve their own writing. Through this practice, students will also learn to see readings as writings created by an author.
- Teachers then have the ability to leave specific feedback for students through our platform and assign rubric scores.

Create

Review

Click below to edit your text. Use the [Writing Checklist](#) to fully review your work, including punctuation and spelling.

My Assignment

Make It Powerful

Instructions: When you have finished an initial draft, ask each other to find the most important appeal essay. Then determine how you might choose word the appeal. For example, instead of saying "It is important for children", change it to "It is imperative to regular way, you will appeal to the readers' emotions and issues."

Choose Neutral Words in Your Essay	Make Your Appeal
Look for words that have neutral connotation in the essay. Choose at least three words that you can improve upon.	Explain the word appeal
1.	
2.	
3.	

Discussion: How might the word choices you have of are building in your essay? Are there opportunities to argument further through revised word choices and

[Submit Assignment](#)

Share Your Best Writing Sample

Instructions: Sharing your writing is an important step in the writing process. Now you have the opportunity to analyze your own writing and select one of the four CERCA paragraphs you wrote in this unit to share for feedback. To help you decide which piece to choose, complete the three boxes below.

I believe that I did a great job with...

I plan to share... The strongest areas of this piece of writing are...

An area for growth for me on this piece or in my writing in general is...



ThinkCERCA 6-12 Core ELAR Curriculum Overview



Unit Themes

Each grade level explores the following themes in their own developmentally-appropriate ways, featuring unique essential questions that build students' thematic understandings over the course of their 6-12 educational journeys. Units feature a diverse range of text genres that explore the theme from multiple angles, speaking and listening activities, and final writing portfolio pieces.

See [grade level course and unit overviews](#) for more detail on these unique progressions and the skills and standards aligned with them.

1

Theme: Growing and Becoming

Mentor Text Genre Focus: Narratives and Memoirs

Comparative Text Genre Focus: Poetry

Read Across Genres Focus: Informational Texts

Speaking and Listening Focus: Socratic Discussion

Portfolio: Personal Narrative

2

Theme: Designing Our Communities

Mentor Text Genre Focus: Informational & Argumentative Texts

Comparative Text Genre Focus: Arguments

Read Across Genres Focus: Visual Texts

Speaking and Listening Focus: Debate

Portfolio: Argumentative Essay

3

Theme: Developing a Purpose

Mentor Text Genre Focus: Short Stories

Comparative Text Genre Focus: Poetry

Read Across Genres Focus: Informational Texts

Speaking and Listening Focus: Socratic Discussion

Portfolio: Short Story

Themes Continued on Next Page

Unit Themes (Cont.)

4

Theme: Living Sustainably**Mentor Text Genre Focus:** Informational Texts**Comparative Text Genre Focus:** Informational Texts**Read Across Genres Focus:** Additional Sources**Speaking and Listening Focus:** Panel Discussion**Portfolio:** Research Paper

5

Theme: Resolving Conflicts**Mentor Text Genre Focus:** Dramas**Comparative Text Genre Focus:** Live Performances and Scripts**Read Across Genres Focus:** Informational Texts**Speaking and Listening Focus:** Performance**Portfolio:** Cause-and-Effect Essay

6

Theme: Planning Your Future**Mentor Text Genre Focus:** Informational Texts and Speeches**Comparative Text Genre Focus:** Profiles**Read Across Genres Focus:** Extension Activities**Speaking and Listening Focus:** Pitch Deck**Portfolio:** Personal Statement









7

Theme: Comparing Ideas**Mentor Text Genre Focus:** Various Genres**Comparative Text Genre Focus:** Various Genres**Read Across Genres Focus:** Informational Texts**Speaking and Listening Focus:** Socratic Discussion**Portfolio:** Literary Analysis

See [grade level course and unit overviews](#) for more detail on these unique progressions and the skills and standards aligned with them.

Course and Unit Overviews By Grade Level

Each grade level section includes yearly course and unit overviews. Each unit overview includes a scope and sequence chart with Common Core standards alignments. You will also find a preview of each unit's chosen texts as well as links to the student, teacher, and differentiation guides on our platform.

 Quantitative & Qualitative Text Analyses	View →
 Grade 6	View →
 Grade 7	View →
 Grade 8	View →
 Grade 9	View →
 Grade 10	View →
 Grade 11	View →
 Grade 12	View →

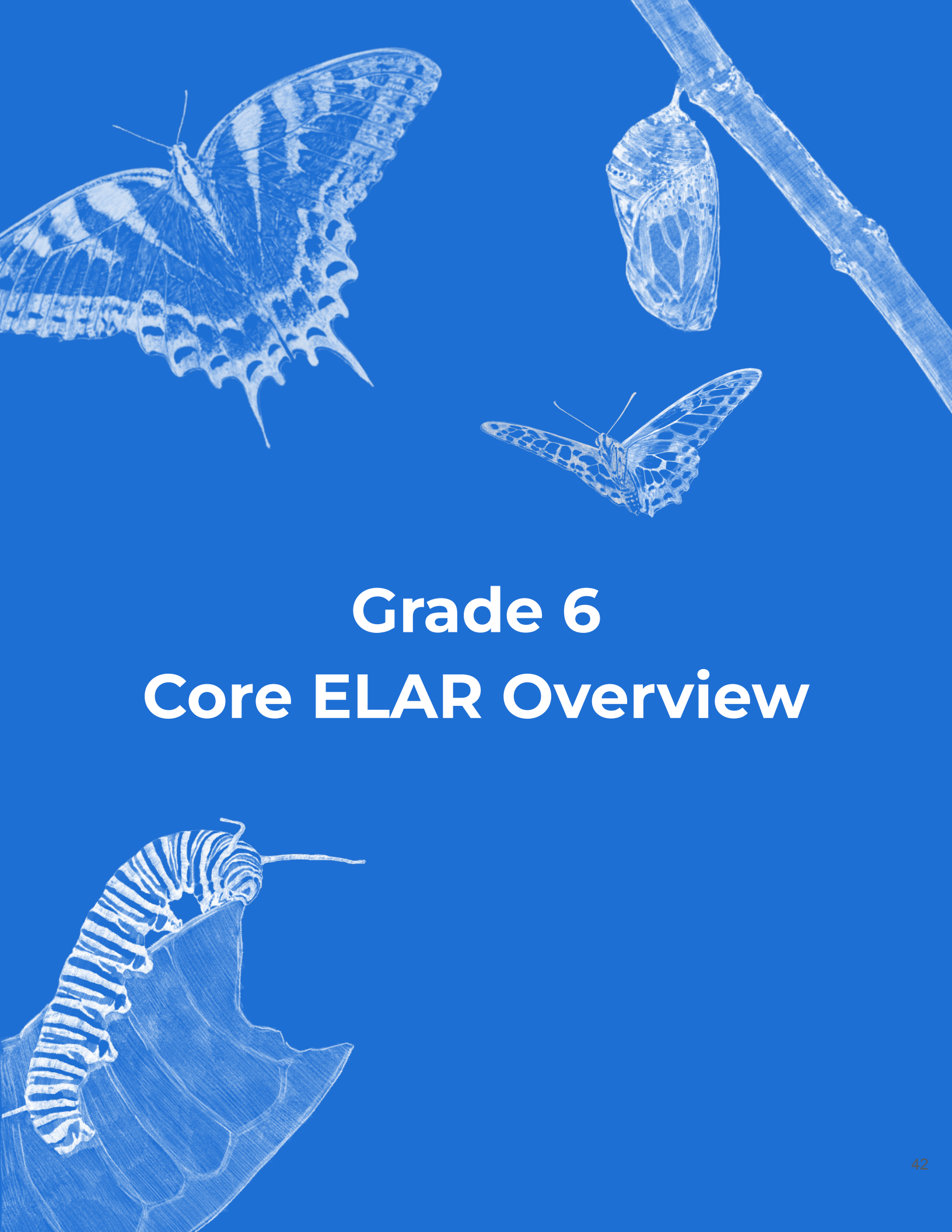


Click below for ThinkCERCA's 6-12 Core ELAR Quantitative and Qualitative Text Analyses

[CLICK HERE](#)

for access to:

- ISBN Information
- Platform Login
- Notes on Teaching Settings
- All 6-12 Core ELAR Text Titles and Citations (Sorted by Grade and Unit)
- Author Bios and Awards (if applicable)
 - Genres and Portfolio Pieces
 - Formative and Summative Tasks
- Aligned Common Core Standards for each text
- Quantitative Text Data (Lexile, ATOS, and Flesch-Kincaid)
 - Qualitative Narratives for each text



Grade 6

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 6 Core ELAR Unit Themes

[Click here for Grade 6 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

Who Are You?

What are the rewards and challenges of staying true to yourself? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Essay Writing

2

How Do We Design Better Schools?

What is the best way for today's schools to ensure the success of tomorrow's students? Explore models of nonfiction arguments about how public education can support communities and build traditions.

Portfolio: Argumentative Essay Writing

3

How Can New Perspectives Shape Our Choices?

How can looking at the world through someone else's eyes change our perception? Through short stories, develop literary analysis skills as well as an understanding of how mindset can help people overcome challenges.

Portfolio: Short Story Writing

ThinkCERCA Core ELAR

Grade 6 Core ELAR

4

Where's All the Food?

What are the impacts of locally grown and sustainable food sources? Learn more about sustainable communities and efforts by individuals to solve problems.

Portfolio: Research Paper Writing

5

What Is All the Drama About?

How can communication with others create and either resolve or deepen conflict? Explore this question through a full-length drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

How Do Our Brains Work?

How do our brains develop as we engage with formal education? Explore readings about how our brains grow and develop, while helping us learn and make decisions.

Portfolio: Personal Statement Writing

7

How Do Myths and Tales Teach Us?

How do myths and traditional tales teach readers about values and human behavior? Explore literature and other writings that explore myths and tales from different eras.

Portfolio: Literary Analysis Essay Writing



Grade 6, Unit 1

Who Are You?



Who Are You?

Concepts & Skills Focus

Essential Question:

What are the rewards and challenges of staying true to yourself?

[Click Here for All Grade 6, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.6.1) → Analyzing Imagery in a Personal Narrative (CCSS.RL.6.4) → Making Inferences in Literary Texts (CCSS.RL.6.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.6.2) → Analyzing Poetry through SOAPSTone (CCSS.RL.6.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.6.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.6.3) <i>Write a personal narrative about a moment in your life when you shared a side of yourself that you were afraid to show others.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Appreciate the Author's Craft (CCSS.W.6.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9a) → The Purpose of Personal Narrative Writing (CCSS.W.6.3) → Writing the Personal Narrative (CCSS.W.6.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.6.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.6.1.a, L.6.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Case Pronouns (subjective, objective, possessive) (L.6.1.a) → Intensive Pronouns (L.6.1.b)

Concepts and Skills Continued on Next Page

Who Are You?

Concepts & Skills Focus (Cont.)

Essential Question:

What are the rewards and challenges of staying true to yourself?

[Click Here for All Grade 6, Unit 1 Supporting Materials on Platform:](#)

Scope and Sequence (Unit Planner), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.1</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Formal Socratic Discussion (CCSS.SL.6.1) → Student Guide Share Your Reflections (CCSS.SL.6.1d)
Build Skills for Success: <i>Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, RL.10, L.4</i>	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

Who Are You?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.

Mentor Texts



Short Story

Eleven

By Sandra Cisneros



Personal Narrative

Fish Cheeks

By Amy Tan



Memoir Excerpt

The Boy in the Back of the Class

By Ronald L. Smith



Memoir Excerpt

Ice

By Graham Salisbury

Read Across Genres



Multimedia

Self Portrait

By Aleeza Kazmi



Poetry

I Know My Soul

By Claude McKay



Poetry

Day of the Refugios

By Alberto Rios



Informational Text

What Can A Personality Test Tell Us About...

By Shankar Vedantam



Informational Text

Be True to Yourself, Even in the Face of...

By Sharon Oosthoek

Note: All texts are considered anchor texts in our program.

Unit Progression

(22-26 Days of Instruction)





Grade 6, Unit 2

How Do We Design Better Schools?



How Do We Design Better Schools?

Concepts & Skills Focus

Essential Question:

What is the best way for today's schools to ensure the success of tomorrow's students?

[Click Here for All Grade 6, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.1, RI.2, RI.8</i>	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.6.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.6.1) → Analyzing Text Features (CCSS.RI.6.5) → Analyzing Issues and Appeals (CCSS.RI.6.6) → Understanding Visual Sources (CCSS.RI.6.7) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.6.8)
Respond and Write: Primary CCSS Writing Standards: <i>W.1</i>	Final Portfolio Product: Argumentative Essay (CCSS.W.6.1) <i>Based on your readings, what single change to your learning environment or school's design would have the greatest positive impact for student success?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Appreciate the Author's Craft (CCSS.W.6.1) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.6.1a, CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9b) → The Purpose of Argumentative Writing (CCSS.W.6.1) → Writing the Argumentative Essay (CCSS.W.6.1) → Student Guide Make it Powerful (CCSS.W.6.1b) → Student Guide Choose Your Argument (CCSS.W.6.1a)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.6.3.a, L.6.3.b</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Varying Sentence Patterns (L.6.3.a) → Maintaining Consistent Style and Tone (L.6.3.b)

Concepts and Skills Continued on Next Page

How Do We Design Better Schools?

Concepts & Skills Focus (Cont.)

Essential Question:

What is the best way for today's schools to ensure the success of tomorrow's students?

[Click Here for All Grade 6, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1, SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Debate Game (CCSS.SL.6.3) → Student Guide Share Your Reflections (CCSS.SL.6.1d) → Student Guide Edit the Draft Together (CCSS.SL.6.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

How Do We Design Better Schools?

Investigating real issues that affect real students all over the country allows for students to build informed opinions on the ways schools should work today. From class participation to the use of technology and beyond, students investigate the ways schools can work better in the future.

Mentor Texts



Informational News Article
Starting Schools Later Leads to Less Tardiness, Fewer 'Zombies'

By Alison Pearce Stevens



Informational News Article
Should Kids Get Homework?

By Sarah Wood



Informational News Article
Straight from School Gardens to Lunchrooms

By Grace Chen



Opinion
Down with Class Participation Grades

By Melissa Pandika

Read Across Genres



Multimedia
Schools for Tired Teens

By Aleeza Kazmi



Opinion
The Case for Making Classrooms Phone Free

By Tyler Rablin



Opinion
For Schools, Accepting Student Mobile Phone Use May Be a Better Approach Than Banning Them

By Sarah Rose and Jennifer Taylor



Photo Essay
Check 'Em Out! A Collection of Extraordinary Libraries

By Carrie Tillotson



Visual Text
Designing the Future

By Elizabeth Preston

Note: All texts are considered anchor texts in our program.

Unit Progression

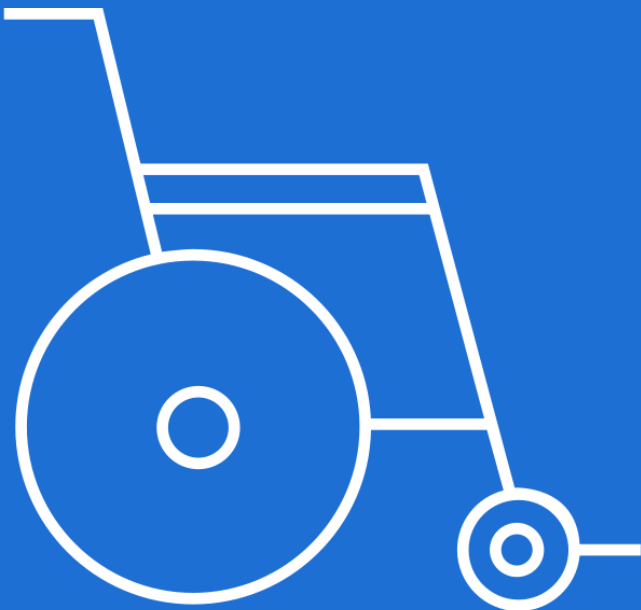
(22-26 Days of Instruction)





Grade 6, Unit 3

How Can Perceptions Shape Our Choices?



How Can Perceptions Shape Our Choices?

Concepts & Skills Focus

Essential Question:

How can looking at the world through someone else's eyes change our perception?

[Click Here for All Grade 6, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.2, RL.3, RL.6	<ul style="list-style-type: none"> → Determining Themes in Literature (CCSS.RL.6.2) → Developing Characters in Fiction (CCSS.RL.6.3) → Analyzing Story Elements in Literature (CCSS.RL.6.3) → Developing Point of View in Literature (CCSS.RL.6.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.6.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.6.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.6.3) <i>Write a short story set in a realistic or historical setting that addresses a changed perspective the main character has that influences their ideas, actions, and choices.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Appreciate the Author's Craft (CCSS.W.6.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9a) → The Purpose of Narrative Writing (CCSS.W.6.3) → Writing the Short Story (CCSS.W.6.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.6.3a, CCSS.W.6.3d, CCSS.SL.6.4, CCSS.SL.6.1b, CCSS.W.6.10)
Use Language and Grammar: Primary CCSS Language Standards: L.6.2.b, L.6.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Spelling Correctly (L.6.2.b) → Interpreting Figures of Speech (L.6.5.a)

Concepts and Skills Continued on Next Page

How Can Perceptions Shape Our Choices?

Concepts & Skills Focus (Cont.)

Essential Question:

How can looking at the world through someone else's eyes change our perception?

[Click Here for All Grade 6, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Formal Socratic discussion (CCSS.SL.6.1) → Student Guide Share Your Reflections (CCSS.SL.6.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

How Can New Perceptions Shape Our Choices?

Short stories can give us windows and mirrors into various cultures, beliefs, and challenges. In this unit, students will explore the essential question, “How can looking at the world through someone else’s eyes limit or expand our perception of choices?” to better understand how looking at others’ perspectives can influence the choices we make.

Mentor Texts



Short Story
Names/Nombres

By Julia Alvarez



Short Story
Sometimes a Dream Needs a Push

By Walter Dean Meyers



Short Story
The Medicine Bag

By Virginia Driving Hawk Sneve



Short Story
The Difficult Path

By Grace Lin

Read Across Genres



Poetry
Names

By Teresa Mei Chuc



Poetry
**In Praise of
Craziness, of a
Certain Kind**

By Mary Oliver



Multimedia
**Father Helps
Olympian Cross
the Finish Line**



Informational News Article
**Grand-mates:
Generations Sharing a
Special Bond (and
Sometimes the Rent)**

By Joanne Kaufman



Informational News Article
**Para Sport Explained:
Wheelchairs in
Wheelchair Sports**

By International
Paralympic Committee

Unit Progression

(22-26 Days of Instruction)





Grade 6, Unit 4:

Where's All the Food?



Where's All the Food?

Concepts & Skills Focus

Essential Question:

What are the impacts of locally grown and sustainable food sources?

[Click Here for All Grade 6, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.6.4) → Structure in Informational Texts (CCSS.RI.6.5) → Point of View and Purpose in Informational Texts (CCSS.RI.6.6) → Summarizing Informational Texts (CCSS.RI.6.2) → Evaluating Evidence (CCSS.RI.6.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.6.9) → Synthesizing Information from Sources (CCSS.RI.6.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2</i>	Final Portfolio Product: Research Paper (CCSS.W.6.2) <i>Based on the readings and other research, what are the most pressing issues and solutions surrounding food sustainability?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Appreciate the Author's Craft (CCSS.W.6.1) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.6.1a, CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9b) → Evaluating Evidence (CCSS.W.6.1) → The Purpose of Research Writing (CCSS.W.6.7) → Understanding the Research Process (CCSS.W.6.7) → Writing the Research Paper (CCSS.W.6.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.6.8, CCSS.W.6.5, CCSS.W.6.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.6.4.b, L.6.4.c, L.6.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Using Greek and Latin Roots for Word Meaning (L.6.4.b) → Consulting Reference Materials (L.6.4.c) → Verify the Meaning of Words and Phrases (L.6.4.d)

Concepts and Skills Continued on Next Page

Where's All the Food?

Concepts & Skills Focus (Cont.)

Essential Question:

What are the impacts of locally grown and sustainable food sources?

[Click Here for All Grade 6, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.4</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Panel Discussion (CCSS.SL.6.4) → Student Guide Share Your Reflections (CCSS.SL.6.1d) → Student Guide Edit the Draft Together (CCSS.SL.6.1b)
Build Skills for Success: <i>Primary CCSS Standards: W.9, W.10, RI.10, L.4</i>	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

Where's All the Food?

Food is one of the common necessities of life and it brings people together. In this unit, students will explore how others across the world are finding ways to sustain food growth in seemingly impossible areas through indoor farms and new technology. They will also delve into how much food is wasted and what other students are doing to reduce it in their schools and communities.

Mentor Texts



Informational Text

It's What's Outside That Counts

By Catherine Brown



Informational News Article

How the Teens of St. Pete Youth Farm Fight Food Insecurity, One Harvest at a Time

By Gabrielle Calise



Informational News Article

Students Keep Hundreds of Pounds of Food Waste From Entering Landfills

By Bridget O'Shea



Informational Text

Food Factories of the Future?

By Elizabeth M. Tenney

Read Across Genres



Informational News Article

Farms Sprout in Cities

By Jennifer Cutraro



Informational News Article

Rooftop Farming is Getting Off the Ground

By Eliza Barclay



Multimedia

Composting for Kids

By Highfields Composting



Poetry

Recycling Center

By Brenda Hillman



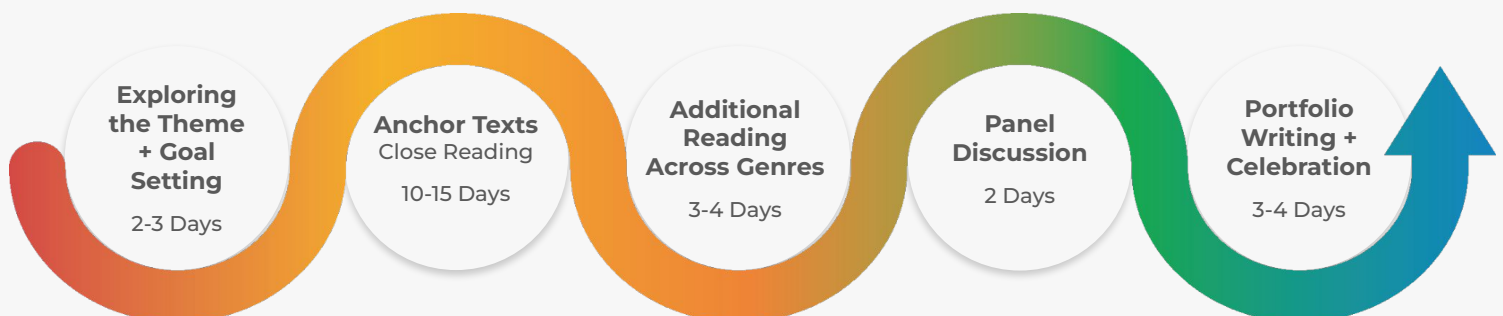
Infographic

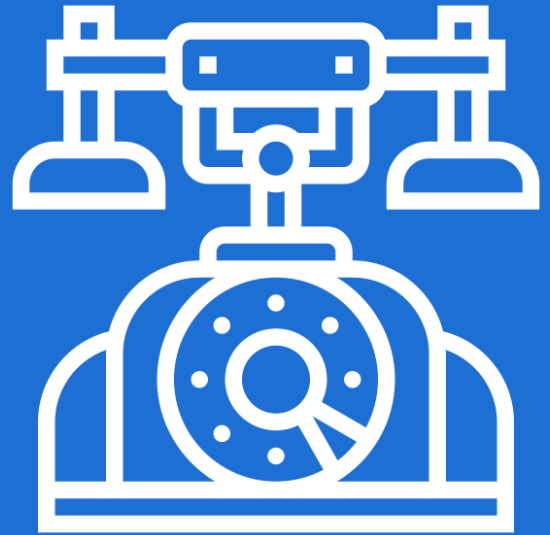
Food Waste

By National Geographic

Unit Progression

(22-26 Days of Instruction)





Grade 6, Unit 5

What Is All the Drama About?



What Is All the Drama About?

Concepts & Skills Focus

Essential Question:

How can communication with others create and either resolve or deepen conflict?

[Click Here for All Grade 6, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → Understanding the Importance of Setting in Drama (CCSS.RL.6.5) → Impact of Point of View on Audience (Suspense and Humor Techniques) (CCSS.RL.6.6) → Understanding Types of Conflict in Literature (CCSS.RL.6.5) → Compare and Contrast Literature in Different Mediums (CCSS.RL.6.7) → Using Historical Background to Build Context for Drama (CCSS.RL.6.10) → Student Guide Before You Read the Play (CCSS.RL.6.4) → Student Guide Map the Play (CCSS.RL.6.5)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.6.2) <i>Analyze Mrs. Stevenson's behavior throughout the play. How do her character's mannerisms and actions affect the final outcome of the play?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9a) → The Purpose of Cause-and-Effect Informative Writing (CCSS.W.6.2) → Writing the Cause-and-Effect Essay (CCSS.W.6.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.6.2, CCSS.SL.6.1b, CCSS.W.6.10)
Use Language and Grammar: Primary CCSS Language Standards: L.6.4.a, L.6.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Using Context Clues (L.6.4.a) → Relationships Between Word Parts (L.6.5.b)

Concepts and Skills Continued on Next Page

What Is All the Drama About? Concepts & Skills Focus (Cont.)

Essential Question:

How can communication with others create and either resolve or deepen conflict?

[Click Here for All Grade 6, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Performance (CCSS.SL.6.2) → Student Guide Share Your Reflections (CCSS.SL.6.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RL.6.10)

What Is All the Drama About?

The way we communicate affects how others perceive us, especially in times of conflict. As students analyze the drama, *Sorry, Wrong Number*, they will see how important communication is and how it can resolve or deepen conflict.

Mentor Texts



Drama

Sorry, Wrong Number: Part I

By Lucille Fletcher



Drama

Sorry, Wrong Number: Part II

By Lucille Fletcher



Drama

Sorry, Wrong Number: Part III

By Lucille Fletcher

Read Across Genres



Multimedia

Sorry, Wrong Number Original Radio Broadcast

From *Suspense*



Multimedia

Telling Stories with Sound: The Golden Age of Radio Drama



Informational Text

100 Years of Radio Drama

By Kamilah Bush



Informational Text

Sorry, Wrong Number Created the Telephone Horror Movie

By Gwen Ihnat

Unit Progression

(22-26 Days of Instruction)





Grade 6, Unit 6:

How Do Our Brains Work?



How Do Our Brains Work?

Concepts & Skills Focus

Essential Question:

How do our brains develop as we engage with formal education?

[Click Here for All Grade 6, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.6.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.6.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.6.6) → Analyzing Connections within Informational Texts (CCSS.RI.6.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.6.7)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Personal Statement (CCSS.W.6.3) <i>The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Appreciate the Author's Craft (CCSS.W.6.2) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.6.1a, CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9b) → The Purpose of Personal Statements (CCSS.W.6.3) → Writing the Personal Statement (CCSS.W.6.3) → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.6.3)
Use Language and Grammar: Primary CCSS Language Standards: L.6.2.a, L.6.5.c	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Using Punctuation (L.6.2.a) → Distinguishing Connotation and Denotation (L.6.5.c)

Concepts and Skills Continued on Next Page

How Do Our Brains Work?

Concepts & Skills Focus (Cont.)

Essential Question:

How do our brains develop as we engage with formal education?

[Click Here for All Grade 6, Unit 6 Supporting Materials on Platform:](#)

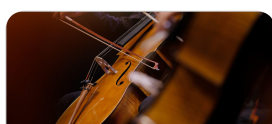
Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Pitch Deck (CCSS.SL.6.2) → Student Guide Share Your Reflections (CCSS.SL.6.1d) → Student Guide Edit the Draft Together (CCSS.SL.6.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

How Do Our Brains Work?

Our brains continue to grow significantly during our first twenty years of life. Throughout this unit, which is the first step in preparing students to develop a productive postsecondary plan, students will analyze various informational texts that show how they can change their brains with their mindset, actions, and education.

Mentor Texts



Informational Text
Build Your Brain!

By R. Douglas Fields



Informational Text
Learning Rewires the Brain

By Alison Pearce Stevens



Informational Text
Inside the Reading Mind

By Carrie M. CanELAR



Informational Text
Mindset Matters

By Meg Thacher

Read Across Genres



Multimedia
Soar

By Alyce Tzue



Informational Text
By the Numbers

By Brian S. McGrath



Informational Text
The Search for a Career

By Helen Kitrosser



Informational Text
Memory Lane

By Nick D'Alto



Informational Text
Breaking the Brain Code

By R. Douglas Fields

Unit Progression

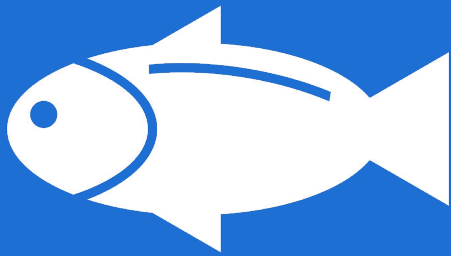
(22-26 Days of Instruction)





Grade 6, Unit 7:

How Do Myths and Tales Teach Us?



How Do Myths and Tales Teach Us?

Concepts & Skills Focus

Essential Question:

How do myths and traditional tales teach readers about values and human behavior?

[Click Here for All Grade 6, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.9, RI.9, RI.3, RL.5	<ul style="list-style-type: none"> → Summarizing a Literary Text (CCSS.RL.6.2) → Analyzing Traditional Tales: Mythology (CCSS.RL.6.9) → Analyzing Traditional Tales: Fairy Tales (CCSS.RL.6.3) → Common Themes Within and Across Texts (CCSS.RL.6.2; CCSS.RL.6.9) → Analyzing Poetic Structure (CCSS.RL.6.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.6.10)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Comparative Literary Essay (CCSS.W.6.1) <i>Using the myths and the traditional tales in the unit, compare the themes of at least two of the stories to explain how they convey values and human behavior.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.6.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.6.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.6.9a) → The Purpose of Literary Analysis Writing (CCSS.W.6.1) → Writing the Literary Analysis (CCSS.W.6.1) → Student Guide Your Portfolio - Writing the Literary Analysis Sections (CCSS.W.6.1b; CCSS.W.6.2a; CCSS.SL.6.1b; CCSS.W.6.1)
Use Language and Grammar: Primary CCSS Language Standards: L.6.1.c, L.6.1.d	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.6.6, CCSS.L.6.4d) → Student Guide Sharpen Your Sentences (CCSS.L.6.3a) → Pronouns: Persons and Numbers (L.6.1.c) → Recognize and Correct Vague Pronouns (L.6.1.d)

Concepts and Skills Continued on Next Page

How Do Myths and Tales Teach Us?

Concepts & Skills Focus

Essential Question:

How do myths and traditional tales teach readers about values and human behavior?

[Click Here for All Grade 6, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Formal Socratic Discussion (CCSS.SL.6.1) → Student Guide Share Your Reflections (CCSS.SL.6.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

How Do Myths and Tales Teach Us?

As students read and discuss myths and fairy tales, they will examine the common characteristics of these stories and why they endure.

Mentor Texts




Myth
The Twin Heroes
By Alphonso O. Stafford



Myth
Echo and Narcissus
Retold by Roger Lancelyn Green




Fairy Tale
The Fisherman and His Wife
By The Brothers Grimm



Fairy Tale
Jenny and the Night Women
By Melissa Albert


Read Across Genres



Poetry
Contentment
By Oliver Wendell Holmes




Poetry
Legacies
By Nikki Grimes



Comparative Analysis
Comparing Themes in Traditional Tales



Informational Text
How Fairy Tales Have Stood the Test of Time
By Adam Ganz

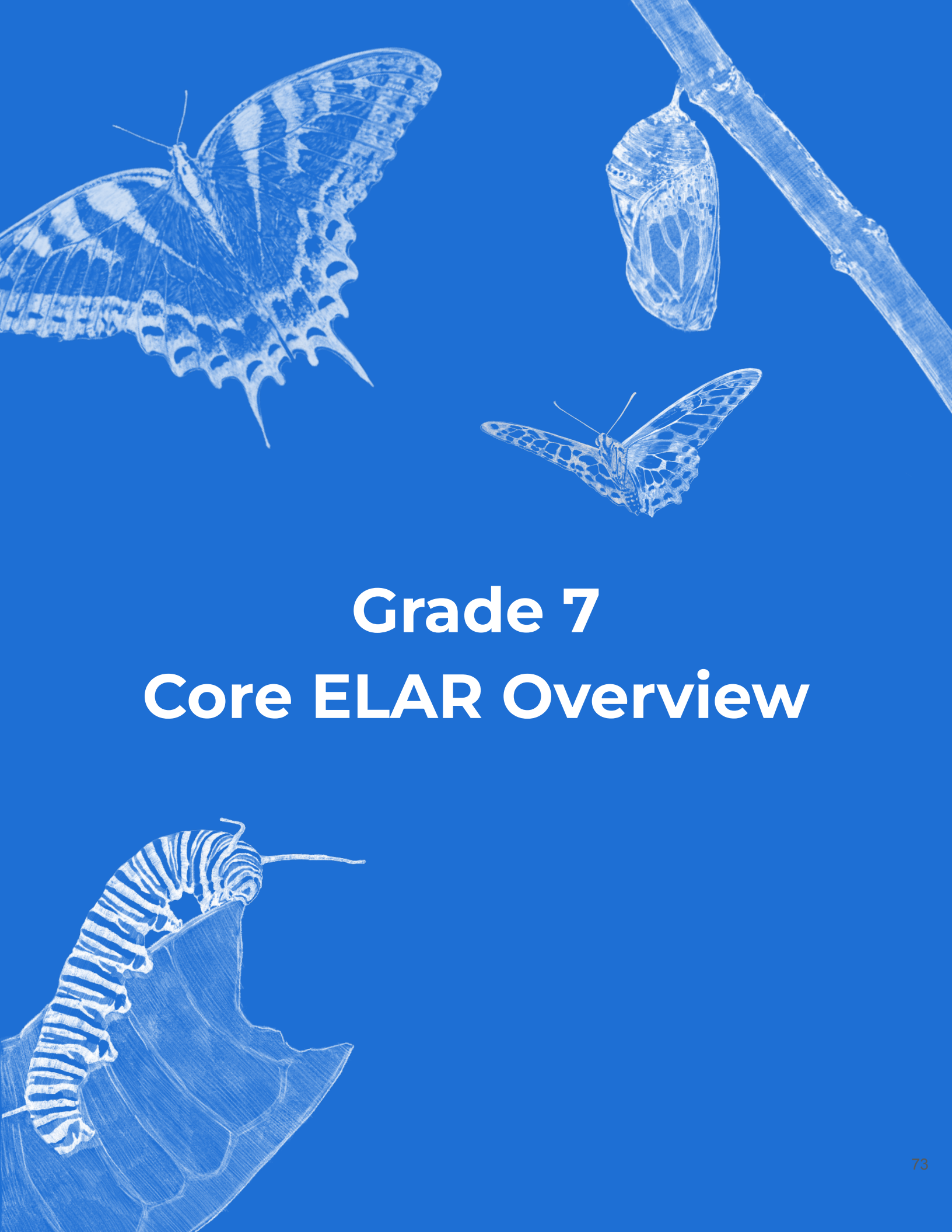


Informational Text
A Fairy Tale Is More Than Just a Fairy Tale
By Jack Zipes

Unit Progression

(22-26 Days of Instruction)





Grade 7

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 7 Core ELAR Unit Themes

[Click here for Grade 7 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

Who Is in Your Circle?

How does your search for belonging impact friendships and your sense of self? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Essay Writing

2

What Impact Can Transportation Have?

What is the best way for people to move around their communities? Explore models of nonfiction arguments about technologies we use to ensure transportation is available for all.

Portfolio: Argumentative Essay Writing

3

How Do Beliefs Shape Reality?

How can stories set outside of everyday reality help us better understand our own lives? Read a variety of stories that build a strong foundation for how we think about the reality of the world around us.

Portfolio: Short Story Writing

ThinkCERCA Core ELAR

Grade 7 Core ELAR Unit Themes

4

What's the Problem with Plastic?

How can packaging be effective and sustainable? Learn more about sustainable communities and efforts by individuals to solve problems through for profit and non-for-profit entrepreneurship.

Portfolio: Research Paper Writing

5

What's Love Got to Do with It?

What can happen when our individual wants conflict with what others desire for us? Explore this question through a full-length drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

What Do You Want to Do with Your Life?

What are the skills and career paths that are most likely to lead you to the future you hope to achieve? Explore readings about the future of work and the resources and frameworks for determining your pathway in life.

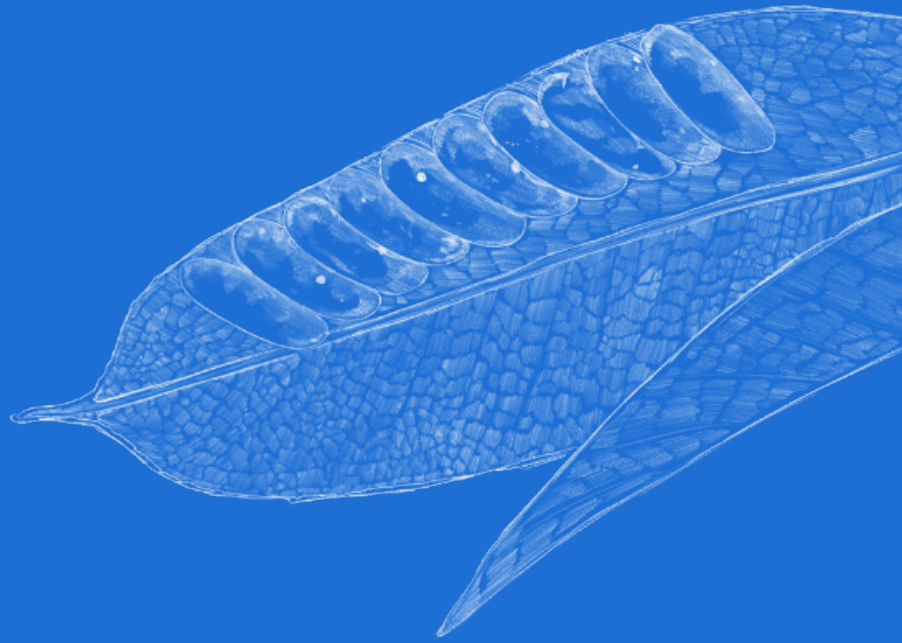
Portfolio: Personal Statement Writing

7

How Do We Understand Our Past Through Stories?

How do writers retell history in a way that reveals timeless lessons for humanity? Read several historical fiction stories and compare these stories to nonfiction texts.

Portfolio: Literary Analysis Writing



Grade 7, Unit 1

Who Is in Your Circle?



Who Is in Your Circle?

Concepts & Skills Focus

Essential Question:

How does your search for belonging impact your friendships and sense of self?

[Click Here for All Grade 7, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.7.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.7.2) → Determining Words and Phrases in Literary Texts (CCSS.RL.7.4) → Analyzing Imagery in a Personal Narrative (CCSS.RL.7.4) → Analyzing Poetry through SOAPSTone (CCSS.RL.7.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.7.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.7.3) <i>Write a personal narrative about a moment in your life when you found a friend that helped you feel a sense of belonging.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Appreciate the Author's Craft (CCSS.W.7.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9a) → The Purpose of Personal Narrative Writing (CCSS.W.7.3) → Writing the Personal Narrative (CCSS.W.7.3) → Student Guide Make it Vivid (CCSS.W.7.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.7.1.a, L.7.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Phrases and Clauses (L.7.1.a) → Simple, Compound, and Complex Sentences (L.7.1.b)

Concepts and Skills Continued on Next Page

Who Is in Your Circle?

Concepts & Skills Focus (Cont.)

Essential Question:

How does your search for belonging impact your friendships and sense of self?

[Click Here for All Grade 7, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.1</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.SL.7.1d) → Small group discussion (CCSS.SL.7.1d) → Formal Socratic discussion (CCSS.SL.7.1) → Student Guide Share Your Reflections (CCSS.SL.7.1d)
Build Skills for Success: <i>Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, RL.10, L.4</i>	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

Who's In Your Circle?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.

Mentor Texts



Short Story
Seventh Grade
By Gary Soto



Personal Narrative
The Coolness Equation
By Adam Gidwitz



Personal Narrative
Seventy-Six Dollars and Forty-Nine Cents: A Story in Verse
By Kwame Alexander



Personal Narrative
Fourth Grade Ukus
By Maria Hara

Read Across Genres



Multimedia
Blue Kid on the Block
By This American Life



Poetry
Stomp
By Nikki Grimes



Poetry
This Morning I Pray for My Enemies
By Joy Harjo



Informational Text
Searching for Better, Cooler Friends Might Backfire
By Matthew Hutson



Informational Text
Popular Kids Aren't that Special
By Joe Pinsker

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 2

What Impact Can Transportation Have?



What Impact Can Transportation Have?

Concepts & Skills Focus

Essential Question:

What is the best way for people to move around their communities?

[Click Here for All Grade 7, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.1, RI.2, RI.8	<ul style="list-style-type: none"> → Making Inferences (CCSS.RI.7.1) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.7.1) → Analyzing Text Features (CCSS.RI.7.5) → Analyzing Issues and Appeals (CCSS.RI.7.6) → Understanding Visual Sources (CCSS.RI.7.5; CCSS.RI.7.7) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.7.8)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Argumentative Essay (CCSS.W.7.1) <i>Based on your readings, what improvements to transportation would have the greatest positive impact in your community?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Appreciate the Author's Craft (CCSS.W.7.1) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.7.1a, CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9b) → The Purpose of Argumentative Writing (CCSS.W.7.1) → Writing the Argumentative Essay (CCSS.W.7.1) → Student Guide Make it Powerful (CCSS.W.7.1b) → Student Guide Choose Your Argument (CCSS.W.7.1a)
Use Language and Grammar: Primary CCSS Language Standards: L.7.3.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Using Precise and Concise Language (L.7.3.a)

Concepts and Skills Continued on Next Page

What Impact Can Transportation Have?

Concepts & Skills Focus (Cont.)

Essential Question:

What is the best way for people to move around their communities?

[Click Here for All Grade 7, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1, SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.SL.7.1d) → Small group discussion (CCSS.SL.7.1d) → Debate Game (CCSS.SL.7.3) → Student Guide Share Your Reflections (CCSS.SL.7.1d) → Student Guide Edit the Draft Together (CCSS.SL.7.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

What Impact Can Transportation Have?

Investigating real transportation issues that affect real people allows for students to build informed opinions on the ways communities should work today. From class participation to the use of technology and beyond, students investigate the ways communities can work better in the future.

Mentor Texts



Informational News Article

Building Better Drivers

By Dan Risch



Informational News Article

A Surprising Reason Preventing Some Students from Finishing College: Lack of Transportation

By Charlotte West



Informational News Article

A System In Sync: Smart Cars Need Smart Roads

Fiona Young-Brown



Informational Text

The Case for Making Public Transit Free Everywhere

By Nicole Kobie

Read Across Genres



Multimedia

Is Your City for People or Cars?

By Cornelia Dinca



Opinion

Unpopular Opinion: The Legal Driving Age Should Be Increased

By Maria Rowley



Opinion

Driving Ages Should Not Be Raised

By Muhammad Asharib



Photo Essay

Eight Unusual Transit Systems Around the World

By C. H. Kwak



Infographic

The Role of Transportation in Promoting Physical Activity

By Amanda Walker

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 3

How Do Beliefs Shape Reality?



How Do Beliefs Shape Reality?

Concepts & Skills Focus

Essential Question:

How can stories set outside of everyday reality help us better understand our own lives?

[Click Here for All Grade 7, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.2, RL.3, RL.6	<ul style="list-style-type: none"> → Determining Themes in Literature (CCSS.RL.7.2) → Analyzing Direct and Indirect Characterization (CCSS.RL.7.3) → Analyzing Story Elements in Literature (CCSS.RL.7.3) → Developing Point of View in Literature (CCSS.RL.7.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.7.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.7.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.7.3) <i>Think about a social issue you feel strongly about (for example, bullying, animal rights, climate change). Write a short story set in an alternate universe that addresses your theme and includes aspects of dystopia/utopia or science fiction that you have explored in this unit.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Appreciate the Author's Craft (CCSS.W.7.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9a) → The Purpose of Narrative Writing (CCSS.W.7.3) → Writing the Short Story (CCSS.W.7.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.7.3a, CCSS.W.7.3d, CCSS.SL.7.4, CCSS.SL.7.1b, CCSS.W.7.10)
Use Language and Grammar: Primary CCSS Language Standards: L.7.2.b, L.7.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Spelling Correctly (L.7.2.b) → Interpreting Figures of Speech (L.7.5.a)

Concepts and Skills Continued on Next Page

How Do Beliefs Shape Reality?

Concepts & Skills Focus (Cont.)

Essential Question:

How can stories set outside of everyday reality help us better understand our own lives?

[Click Here for All Grade 7, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.SL.7.1d) → Small group discussion (CCSS.SL.7.1d) → Formal Socratic discussion (CCSS.SL.7.1) → Student Guide Share Your Reflections (CCSS.SL.7.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

How Do Beliefs Shape Reality?

Short stories can give us a glimpse into new ideas and can help shape our thinking. In this unit, students look at the question, “How can stories set outside of everyday reality help us better understand our own lives?” to better understand how perception may be different from reality.

Mentor Texts



Short Story
All Summer in a Day

By Ray Bradbury



Short Story
Harrison Bergeron

By Kurt Vonnegut, Jr.



Short Story
Rainmaker

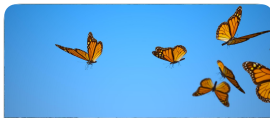
By Mazi Nwonu



Short Story
No Me Dejas

By Mark Oshiro

Read Across Genres



Poetry
the poem is a dream telling you its time

By Marwa Helari



Poetry
The Cry of the Cicada and An Ancient Pond

By Matsuo Basho



Multimedia
Short Fuse

By The CG Brothers



Informational News Article
Making Stranger Worlds

By Hannu Rajaniemi



Informational News Article
3D Glasses on Reality

By Kim Stanley Robinson

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 4:

What's the Problem with Plastic?



What's the Problem with Plastic?

Concepts & Skills Focus

Essential Question:

How can packaging be effective and sustainable?

[Click Here for All Grade 7, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.7.4) → Structure in Informational Texts (CCSS.RI.7.5) → Point of View and Purpose in Informational Texts (CCSS.RI.7.6) → Summarizing Informational Texts (CCSS.RI.7.2) → Evaluating Evidence (CCSS.RI.7.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.7.9) → Synthesizing Information from Sources (CCSS.RI.7.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.7.2) <i>Based on the readings and other research, what are the most pressing issues surrounding the use of plastic in packaging and other goods?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Appreciate the Author's Craft (CCSS.W.7.1) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.7.1a, CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9b) → Evaluating Evidence (CCSS.W.7.1) → The Purpose of Research Writing (CCSS.W.7.7) → Understanding the Research Process (CCSS.W.7.7) → Writing the Research Paper (CCSS.W.7.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.7.8, CCSS.W.7.5, CCSS.W.7.10)

Concepts and Skills Continued on Next Page

What's the Problem with Plastic?

Concepts & Skills Focus

Essential Question:

How can packaging be effective and sustainable?

[Click Here for All Grade 7, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: <i>Primary CCSS Language Standards: L.7.4.b, L.7.4.c, L.7.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Using Greek and Latin Roots for Word Meaning (L.7.4.b) → Consulting Reference Materials (L.7.4.c) → Verify the Meaning of Words and Phrases (L.7.4.d)
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.4</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.SL.7.1d) → Small group discussion (CCSS.SL.7.1d) → Panel Discussion (CCSS.SL.7.4) → Student Guide Share Your Reflections (CCSS.SL.7.1d) → Student Guide Edit the Draft Together (CCSS.SL.7.1b)
Build Skills for Success: <i>Primary CCSS Standards: W.9, W.10, RI.10, L.4</i>	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

What's the Problem with Plastic?

Students will examine what kinds of packaging society uses and how that affects sustainability. Through informational texts and multimedia, they will understand which materials are sustainable and which ones should be done away with.

Mentor Texts



Informational News Article

She Tried to Avoid Plastic While Grocery Shopping For a Week. Here's How It Went

By Martha Bebinger



Informational Text

How The Plastic Bottle Went from Miracle Container to Hated Garbage

By Laura Parker



Informational News Article

In the Ocean, It's Snowing Microplastics

By Sabrina Imbler



Informational Text

Help for a World Drowning in Microplastics

By Sharon Oosthoek and Maria Temming

Read Across Genres



Informational Text

This 12-Year-Old Girl Built a Robot That Can Find Microplastics in the Ocean

By Rachael Lallensack



Informational News Article

A Young Entrepreneur Turns Plastic Waste into Water Bottles

By Daniel Cross



Multimedia

Our Choices Matter: Towards a Greener Planet



Opinion

There Are Some Single-Use Plastics We Truly Need. The Rest We Can Live Without

By Paul Harvey



Informational Text

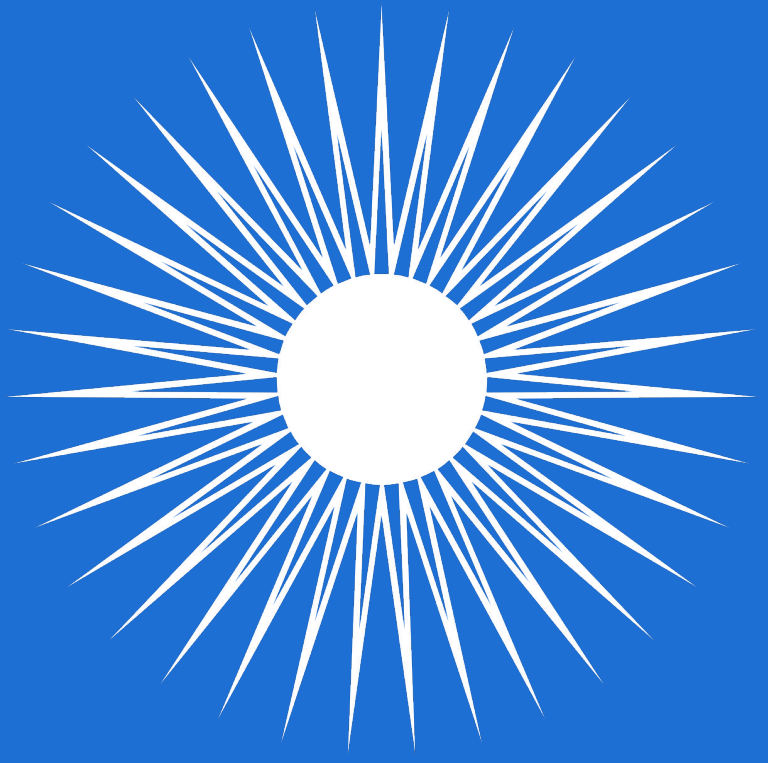
Researchers Say Environmentally Conscious Shoppers Don't Bring Reusable Bags to the Store

By Jeff Kart

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 5

What's Love Got to Do with It?



What's Love Got to Do with It?

Concepts & Skills Focus

Essential Question:

What can happen when our individual wants conflict with what others desire for us?

[Click Here for All Grade 7, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → Understanding Types of Conflict in Literature (CCSS.RL.7.5) → How Playwrights Introduce Dramatic Action through Scenes (CCSS.RL.7.5) → Understanding Shakespearean Language (CCSS.RL.7.4) → Impact of Point of View on Audience (Suspense and Humor Techniques) (CCSS.RL.7.6) → How Playwrights Resolve Dramatic Action through Scenes (CCSS.RL.7.5) → Compare and Contrast Literature in Different Mediums (CCSS.RL.7.7) → Using Historical Background to Build Context for Drama (CCSS.RL.7.10) → Student Guide Before You Read the Play (CCSS.RL.7.4) → Student Guide Map the Play (CCSS.RL.7.5)
Respond and Write: Primary CCSS Writing Standards: W.2	<p>Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.7.2)</p> <p><i>The plot of the play revolves around conflicts created through tensions between characters, plot twists, and playful language. Using evidence, what are the causes and effects of these conflicts and how do they develop the theme of love?</i></p> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.7.2) → Writing the Cause-and-Effect Essay (CCSS.W.7.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.7.2, CCSS.SL.7.1b, CCSS.W.7.10)

Concepts and Skills Continued on Next Page

What's Love Got to Do with It?

Concepts & Skills Focus

Essential Question:

What can happen when our individual wants conflict with what others desire for us?

[Click Here for All Grade 7, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.7.4.a, L.7.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Using Context Clues (L.7.4.a) → Relationships Between Word Parts (L.7.5.b)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.SL.7.1d) → Small group discussion (CCSS.SL.7.1d) → Performance (CCSS.SL.7.2) → Student Guide Share Your Reflections (CCSS.SL.7.1d)

What's Love Got to Do with It?

It's easy to get along with people when you have the same ideas and opinions. What happens when their ideas and opinions change? Students will examine this concept as they go through a Shakespearean drama, enhancing their understanding of language, performance, and rhythm.

Mentor Texts



Drama
A Midsummer Night's Dream: Act I
By William Shakespeare



Drama
A Midsummer Night's Dream: Act II
By William Shakespeare



Drama
A Midsummer Night's Dream: Act III
By William Shakespeare

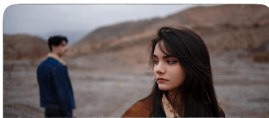


Drama
A Midsummer Night's Dream: Act IV
By William Shakespeare



Drama
A Midsummer Night's Dream: Act V
By William Shakespeare

Read Across Genres



Drama Excerpt
A Midsummer Night's Dream: Act III, Scene I
By William Shakespeare



Multimedia
Bottom Takes a Selfie



Multimedia
How to Rap Shakespeare



Informational Text
Shakespeare's Other World
By Kim Zarina



Informational Text
Fun With Words
By Diana Childress

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 6:

What Do You Want to Do with Your Life?



What Do You Want to Do with Your Life?

Concepts & Skills Focus

Essential Question:

What are the skills and career paths that are most likely to lead you to the future you hope to achieve?

[Click Here for All Grade 7, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.7.3) → Analyzing Connections within Informational Texts (CCSS.RI.7.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.7.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.7.6) → Using Informational Texts to Make Personal Connections (CCSS.RI.7.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.7.3) <i>Describe a topic, idea, or concept you find so engaging it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9a) → The Purpose of Personal Statement Writing (CCSS.W.7.3) → Writing the Personal Statement (CCSS.W.7.3) → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.7.3)
Use Language and Grammar: Primary CCSS Language Standards: L.7.2.a, L.7.5.c	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Using Commas (L.7.2.a) → Distinguishing Connotation and Denotation (L.7.5.c)

Concepts and Skills Continued on Next Page

What Do You Want to Do with Your Life?

Concepts & Skills Focus (Cont.)

Essential Question:

What are the skills and career paths that are most likely to lead you to the future you hope to achieve?

[Click Here for All Grade 7, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.2</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCS → Pitch Deck (S.SL.7.1d) → Small group discussion (CCSS.SL.7.1d)CCSS.SL.7.2) → Student Guide Share Your Reflections (CCSS.SL.7.1d)
Build Skills for Success: <i>Primary CCSS Standards: W.9, W.10, RI.10, L.4</i>	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

What Do You Want to Do with Your Life?

The world is ever-changing and careers that were not available ten years ago have opened up today. In this unit, students will learn how to develop the skills needed to prepare for an unknown future. They will also begin thinking about how to prepare a career path as they finish middle school and begin high school within the next several years.

Mentor Texts



Informational Text
Go Your Own Way

By Terina Allen



Informational Text
Careers of the Future

By Rachel Kempster Barry



Informational Text
Exploring Postsecondary Options and Choosing What's Best for You

By Enilorac Archeval Rivera



Informational Text
What Are the Big Five Personality Traits?

By Kendra Cherry

Read Across Genres



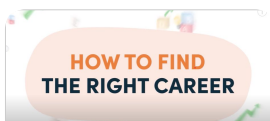
Informational Text
Plotting a Course

By Jaime Joyce



Informational Text
Staying Curious

By Emily Cambias



Multimedia
How to Choose the Right Career Path in 7 Simple Steps

By Career Addict



Extension Activity (Non-Text)
Career Interest Inventory

By ThinkCERCA staff



Extension Activity (Non-Text)
Career Exploration

By US Bureau of Labor Statistics

Unit Progression

(22-26 Days of Instruction)





Grade 7, Unit 7:

How Do We Understand Our Past Through
Stories?



How Do We Understand Our Human Past Through Stories?

Concepts & Skills Focus

Essential Question:

How do writers retell history in a way that reveals timeless lessons for humanity?

[Click Here for All Grade 7, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.9, RI.9, RL.5	<ul style="list-style-type: none"> → How Authors Use Real Places to Create Settings in Fiction (CCSS.RI.7.9, CCSS.RL.7.9) → How Authors Use Real People to Create Characters in Fiction (CCSS.RI.7.9, CCSS.RL.7.9) → How Authors Use Real Life Events to Create Conflict in Fiction (CCSS.RI.7.9, CCSS.RL.7.9) → Analyzing Poetic Structure (CCSS.RL.7.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.7.10)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Literary Analysis (CCSS.W.7.1) <i>Choose two of the historical fiction texts from the unit. Make a claim about how the author of each text retells history (real events, people, and places) in order to reveal timeless lessons for humanity.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.7.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.7.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.7.9a) → The Purpose of Literary Analysis Writing (CCSS.W.7.1) → Writing the Literary Analysis (CCSS.W.7.1) → Student Guide Your Portfolio - Writing the Literature Analysis Sections (CCSS.W.7.1)
Use Language and Grammar: Primary CCSS Language Standards: L.7.1.c	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.7.6, CCSS.L.7.4d) → Student Guide Sharpen Your Sentences (CCSS.L.7.3a) → Phrases and Clauses (L.7.1.c)

Concepts and Skills Continued on Next Page

How Do We Understand Our Human Past Through Stories?

Concepts & Skills Focus (Cont.)

Essential Question:

How do writers retell history in a way that reveals timeless lessons for humanity?

[Click Here for All Grade 7, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.7.1c, CCSS.7.1d) → Formal Socratic discussion (CCSS.SL.7.1) → Small group discussion (CCSS.SL.7.1d)CCSS.SL.7.2) → Student Guide Share Your Reflections (CCSS.SL.7.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.7.10) → Raise Your Score Test Prep and Strategy (CCSS.W.7.9, CCSS.L.7.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.7.10, CCSS.RI.7.10)

How Do We Understand Our Human Past Through Stories?

In this comparative literature unit, students will read several novel excerpts, short stories, and poems and compare to nonfiction texts about the same events. These historical fiction pieces look at important moments in time from various angles, and students will develop a deeper understanding of the different ways in which we can understand the human past through stories.

Mentor Texts: Novel Excerpt & Informational text Comparisons



Novel Excerpt & Informational Text

Call of the Wild & "Gold Fever! Deadly Cold! And the Amazing True Adventures of Jack London in the Wild"

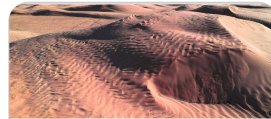
By Jack London and Richard Grant



Novel Excerpt & Informational Text

A Pair of Wings & "For Pilot Bessie Coleman, Every 'No' Got Her Closer to 'Yes'"

By Carole Hopson and David Kindy



Novel Excerpt & Memoir Excerpt

A Long Walk to Water & A Long Way Gone

By Linda Sue Park and Ishmael Beah

Read Across Genres



Informational Text

The Vietnam War: An Overview

By ThinkCERCA Editorial Staff



Short Story

Stop the Sun

By Gary Paulsen



Poetry

At the Vietnam War Memorial

By Robert Patrick Dana



Poetry

A Tale of Two Soldiers

By Pham Duy

Unit Progression

(22-26 Days of Instruction)

Exploring the Theme + Goal Setting

2-3 Days

Anchor Texts Close Reading

10-15 Days

Additional Reading Across Genres

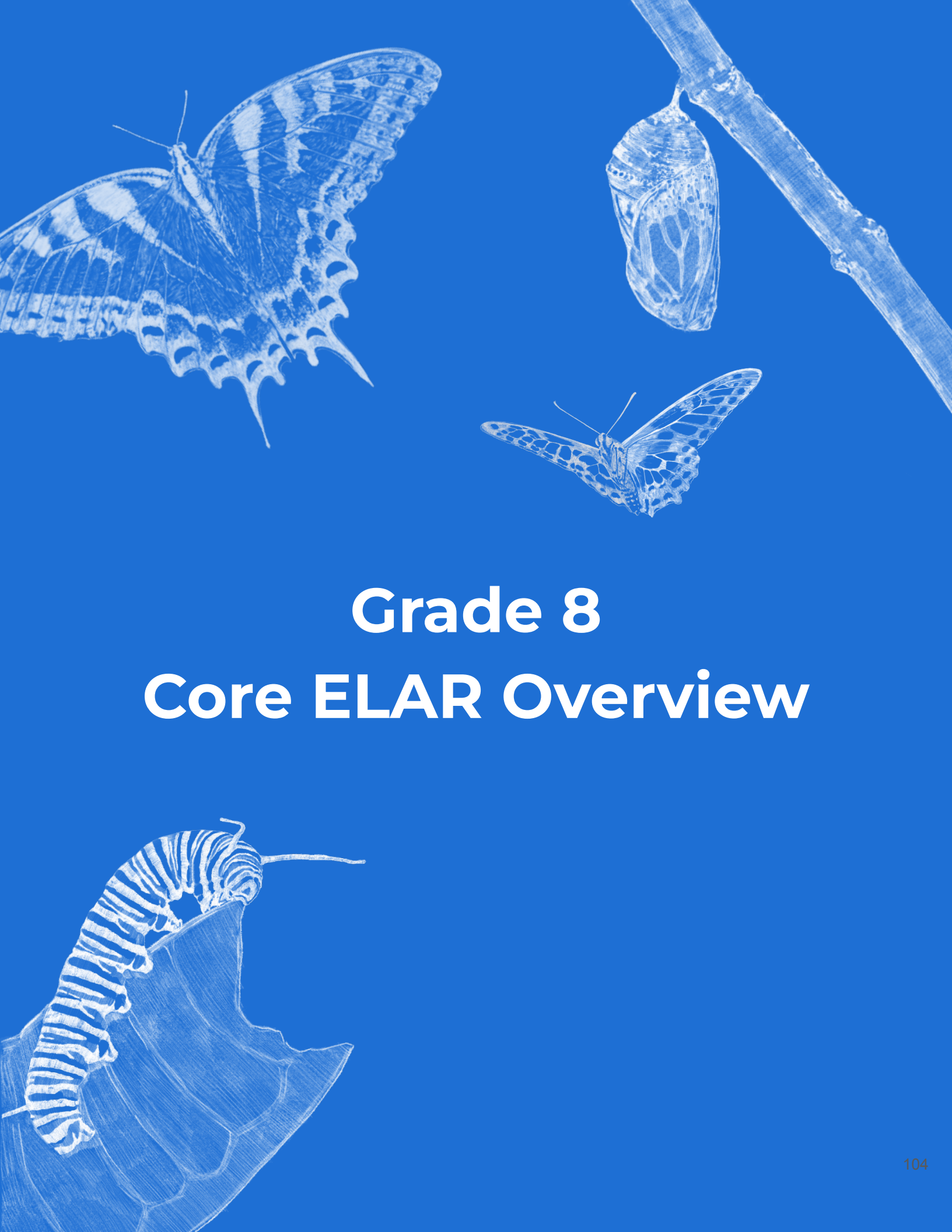
3-4 Days

Socratic Seminar

2 Days

Portfolio Writing + Celebration

3-4 Days



Grade 8

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 8 Core ELAR Unit Themes

[Click here for Grade 8 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned
Practice

1

Who Do You Aim to Be?

How do various personal experiences, positive and negative, allow you to grow and change? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Essay Writing

2

How Do We Fuel a Community?

How does a community find, source, and utilize energy effectively? Explore models of nonfiction arguments about energy sources and how communities are learning to fuel themselves on renewable resources.

Portfolio: Argumentative Essay Writing

3

How Does Imagination Shape Our Vision?

How do people use their imaginations to entertain, reflect on the past, and explore new ideas? Delve into new ideas and concepts that could be our reality in the future. Read a variety of short stories that spark thinking about new possibilities.

Portfolio: Short Story Writing

4

How Can Travel Be Green?

How can transportation be both effective and sustainable? Read several informational texts on a journey to creating a pitch deck designed to identify the most pressing issues surrounding sustainable transportation.

Portfolio: Research Paper Writing

ThinkCERCA Core ELAR

Grade 8 Core ELAR Unit Themes

5

What Is the Legacy of Our Words?

How do people react when they feel powerless in the face of conflict? Explore this question through a classic, full-length drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

What Directions Might You Take?

How can different pathways help you meet your post-secondary goals? Explore readings about the future of work and the resources and frameworks for determining your pathway in life.

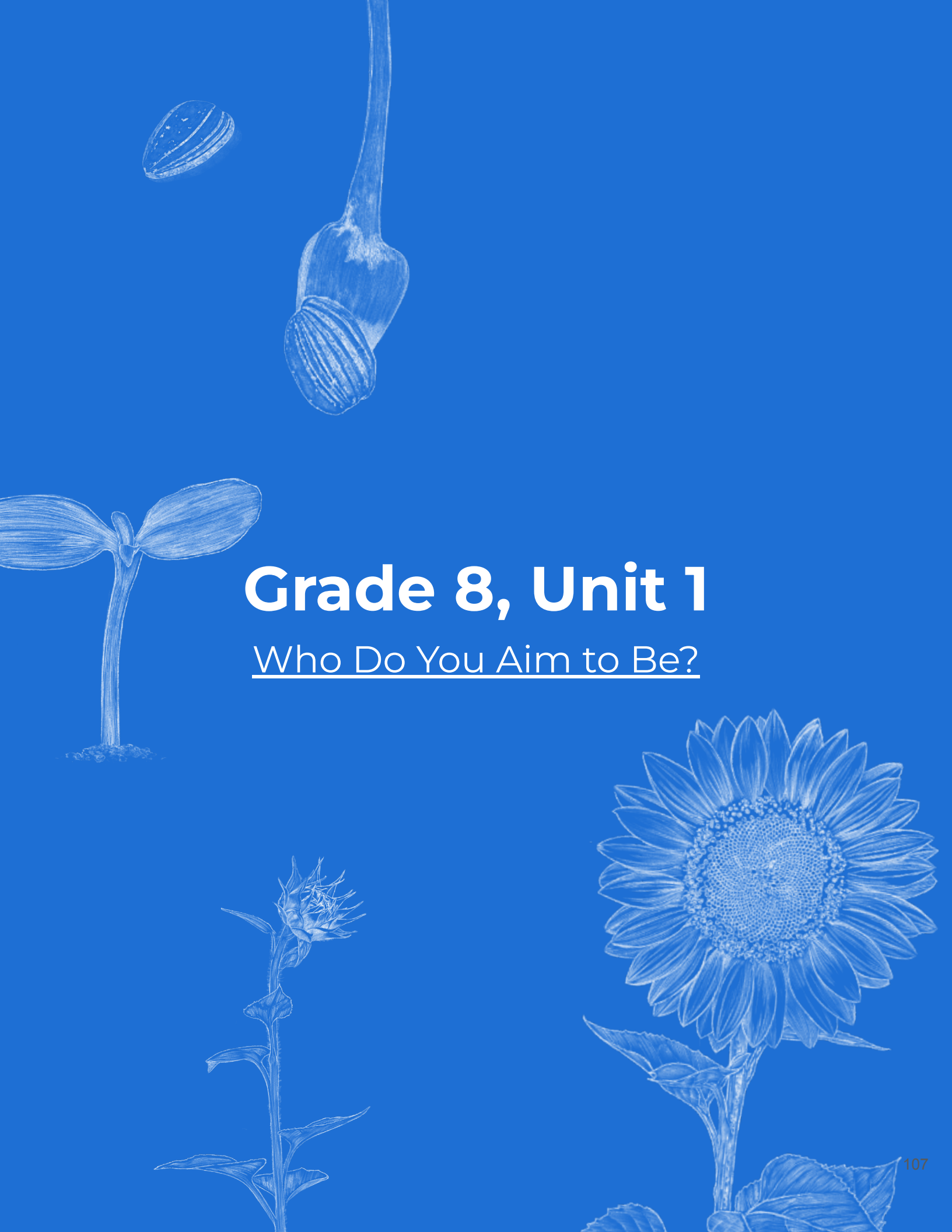
Portfolio: Personal Statement Writing

7

How Does Knowledge Change Perspective?

What is the impact of new knowledge on our perceptions of our own lives and the lives of those around us? Explore short stories and literary works that are retellings of traditional and classic tales.

Portfolio: Literary Analysis Writing



Grade 8, Unit 1

Who Do You Aim to Be?

Who Do You Aim to Be?

Concepts & Skills Focus

Essential Question:

How do various personal experiences, positive and negative, allow you to grow and change?

[Click Here for All Grade 8, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.8.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.8.2) → Summarizing Literary Texts (CCSS.RL.8.2) → Analyzing Imagery in a Personal Narrative (CCSS.RL.8.4) → Analyzing Poetry through SOAPSTone (CCSS.RL.8.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.8.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.8.3): <i>Write a personal narrative about a moment when you learned a valuable lesson that changed your life.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Personal Narrative Writing (CCSS.W.8.3) → Writing the Personal Narrative (CCSS.W.8.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.8.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.8.1.a, L.8.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → The Function of Verbs (L.8.1.a) → Active and Passive Voice (L.8.1.b)

Concepts and Skills Continued on Next Page

Who Do You Aim to Be?

Concepts & Skills Focus (Cont.)

Essential Question:

How do various personal experiences, positive and negative, allow you to grow and change?

[Click Here for All Grade 8, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.1</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Formal Socratic discussion (CCSS.SL.8.1) → Student Guide Share Your Reflections (CCSS.SL.8.1d)
Build Skills for Success: <i>Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, RL.10, L.4</i>	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

Who Do You Aim to Be?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.

Mentor Texts



Short Story

Marigolds

By Eugenia Collier



Personal Narrative

I Am the Greatest

By James Bird



Short Story

Amigo Brothers

By Piri Thomas



Personal Narrative

Off the Shelf

By Patti Smith

Read Across Genres



Multimedia

Gillian Anderson reads a letter of advice...

By Letters Live Series



Poetry

Experience

By Emily Dickinson



Poetry

One Wants a Teller in a Time Like This

By Gwendolyn Brooks



Informational Text

To Really Learn, Fail, Then Fail Again!

By Susan Moran



Informational Text

How Your Body Reacts to Stress

By Holly Blake

Unit Progression

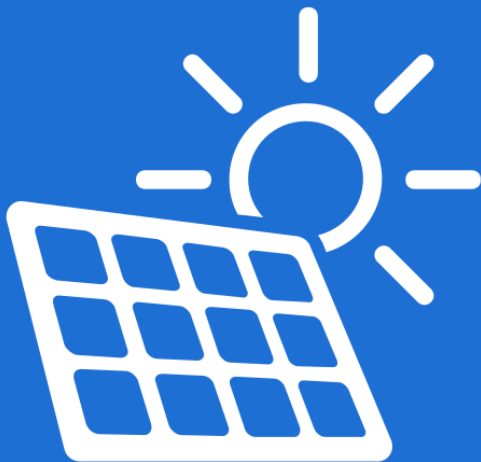
(22-26 Days of Instruction)





Grade 8, Unit 2

How do we fuel a community?



How Do We Fuel a Community?

Concepts & Skills Focus

Essential Question:

How does a community find, source, and utilize energy effectively?

[Click Here for All Grade 8, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.1, RI.2, RI.8</i>	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.8.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.8.1) → Analyzing Text Features (CCSS.RI.8.5; CCSS.RI.8.7) → Analyzing Issues and Appeals (CCSS.RI.8.6) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.8.8) → Understanding Visual Sources (CCSS.RI.8.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.1</i>	Final Portfolio Product: Argumentative Essay (CCSS.W.8.1) <i>Based on your readings, what changes have to be made to sourcing, utilizing, and investing in energy to power communities more effectively?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Argumentative Writing (CCSS.W.8.1) → Writing the Argumentative Essay (CCSS.W.8.1) → Student Guide Make It Powerful (CCSS.W.8.1b) → Student Guide Choose Your Argument (CCSS.W.8.1a)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.8.3.a</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Verbs: Conditional and Subjunctive Mood (L.8.3.a)

Concepts and Skills Continued on Next Page

How Do We Fuel a Community?

Concepts & Skills Focus (Cont.)

Essential Question:

How does a community find, source, and utilize energy effectively?

[Click Here for All Grade 8, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1, SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Debate Game (CCSS.SL.8.3) → Student Guide Share Your Reflections (CCSS.SL.8.1d) → Student Guide Edit the Draft Together (CCSS.SL.8.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

How Do We Fuel a Community?

Investigating real issues that affect real communities all over the country allows for students to build informed opinions on the ways to improve energy systems. From solar power to wind and water power, students investigate fuel solutions that can work better in the future.

Mentor Texts



Informational News Text

California Just Ran on 100% Renewable Energy, but Fossil Fuels Aren't Fading Away Yet

By Lauren Sommer



Informational News Text

Fueling Up

By Lee Gjertsen Malone



Informational News Text

Facing Budget Shortfalls, These Schools Are Turning to the Sun

By Cara Buckley



Opinion

Nuclear Fusion Breakthrough a Milestone for the Future of Clean Energy, US Officials Say

By Ella Nilsen

Read Across Genres



Multimedia

Renewable Energy 101

By National Geographic



Opinion

Why We Have a Love-Hate Relationship with Electric Scooters"

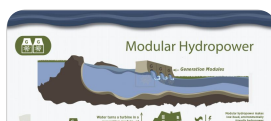
By Anthony Eggert



Opinion

E Is for Environment: Unpacking the Benefits of E-Scooters

By Francesca Perry



Infographic

5 Promising Types of Water Power

By US Office of Energy Efficiency and Renewable Energy

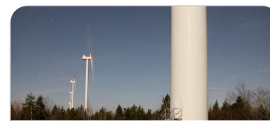


Photo Essay

A Day in the Life of a Wind Farm Operator

By Christine Duval

Unit Progression

(22-26 Days of Instruction)





Grade 8, Unit 3

How Does Imagination Shape Our Vision?



How Does Imagination Shape Our Vision?

Concepts & Skills Focus

Essential Question:

How do people use their imaginations to entertain, reflect on the past, and explore new ideas?

[Click Here for All Grade 8, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.2, RL.3, RL.6	<ul style="list-style-type: none"> → Analyzing Story Elements in Literature (CCSS.RL.8.3) → Developing Characters in Fiction (CCSS.RL.8.3) → Determining Themes in Literature (CCSS.RL.8.2) → Developing Point of View in Literature (CCSS.RL.8.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.8.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.8.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.8.3) <i>Write a short story, set in an imaginary setting, in which the main character uses the power of imagination to solve a problem.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Narrative Writing (CCSS.W.8.3) → Writing the Short Story (CCSS.W.8.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.8.3a, CCSS.W.8.3d, CCSS.SL.8.4, CCSS.SL.8.1b, CCSS.W.8.10)
Use Language and Grammar: Primary CCSS Language Standards: L.8.2.c, L.8.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Spelling Correctly (L.8.2.c) → Interpreting Figures of Speech (L.8.5.a)

Concepts and Skills Continued on Next Page

How Does Imagination Shape Our Vision?

Concepts & Skills Focus (Cont.)

Essential Question:

How do people use their imaginations to entertain, reflect on the past, and explore new ideas?

[Click Here for All Grade 8, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Formal Socratic discussion (CCSS.SL.8.1) → Student Guide Share Your Reflections (CCSS.SL.8.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

How Does Imagination Shape Our Vision?

Short stories are often full of imaginative characters, worlds, and adventures, all of which shape our society. In this unit, students will explore the essential question, “How do people use their imaginations to entertain, reflect on the past, and explore new ideas?” to explore how creative thinking can shape the future.

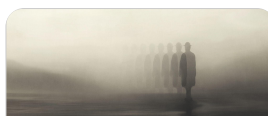
Mentor Texts



Short Story
The Ingredients
By Jason Reynolds



Short Story
The Attack
By Lulu Delacre



Short Story
My Country Is a Ghost
By Eugenia Triantafyllou



Short Story
Tiger Mending
By Aimee Bender

Read Across Genres



Poetry
Memory
By Lawson Fusao Inada



Poetry
The Owl
By Edward Thomas



Multimedia
The Power of Imagination
By Sir Ken Robinson



Informational Text
6 Ways to Spark Your Creativity
By Christine Nunez



Informational Text
Your Brain on Movies
By Aaron Millar

Unit Progression

(22-26 Days of Instruction)





Grade 8, Unit 4:

How Can Travel Be Green?



How Can Travel Be Green?

Concepts & Skills Focus

Essential Question:

How can transportation be both effective and sustainable?

[Click Here for All Grade 8, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.8.4) → Structure in Informational Texts (CCSS.RI.8.5) → Point of View and Purpose in Informational Texts (CCSS.RI.8.6) → Summarizing Informational Texts (CCSS.RI.8.2) → Evaluating Evidence (CCSS.RI.8.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.8.9) → Synthesizing Information from Sources (CCSS.RI.8.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.7.2) <i>Based on the readings and other research, what are the most pressing issues around the effectiveness and sustainability of transportation?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.1) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.W.8.1a, CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9b) → Evaluating Evidence (CCSS.W.8.1) → The Purpose of Research Writing (CCSS.W.8.7) → Understanding the Research Process (CCSS.W.8.7) → Writing the Research Paper (CCSS.W.8.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.8.8, CCSS.W.8.5, CCSS.W.8.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.8.4.b, L.8.4.c, L.8.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Using Greek and Latin Roots for Word Meaning (L.8.4.b) → Consulting Reference Materials (L.8.4.c) → Verify the Meaning of Words and Phrases (L.8.4.d)

Concepts and Skills Continued on Next Page

How Can Travel Be Green?

Concepts & Skills Focus

Essential Question:

How can transportation be both effective and sustainable?

[Click Here for All Grade 8, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.4	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Panel Discussion (CCSS.SL.8.4) → Student Guide Share Your Reflections (CCSS.SL.8.1d) → Student Guide Edit the Draft Together (CCSS.SL.8.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

How Can Travel Be Green?

Students will explore the positive and negative effects of different modes of transportation. Throughout this unit, students will research which transportation methods are both effective and sustainable.

Mentor Texts



Informational Text

For the Climate and Fairness, Take Buses and Sidewalks Before Electric Cars

By Dan Charles



Opinion

The Holy Grail of Transportation is Right in Front of Us

By Farhad Manjoo



Opinion

Electric Scooters on Collision Course with Pedestrians and Lawmakers

By James Sallis



Informational News Article

What Can Convince Chicagoans to Rely Less on Cars? City Aims to Make Transit-Oriented Development the Answer

By Sarah Freisstat and Alice Yin

Read Across Genres



Infographic

12 Best Ways to Get Cars Out of Cities—Ranked by New Research

By Kimberly Nicholas



Opinion

Should Cars Be Banned in Cities?

By TIME for Kids



Multimedia

Energy 101: Electric Vehicles

By National Geographic



Informational News Article

Hydrogen-Powered Passenger Trains Are Now Running in Germany

By Yasmin Khan



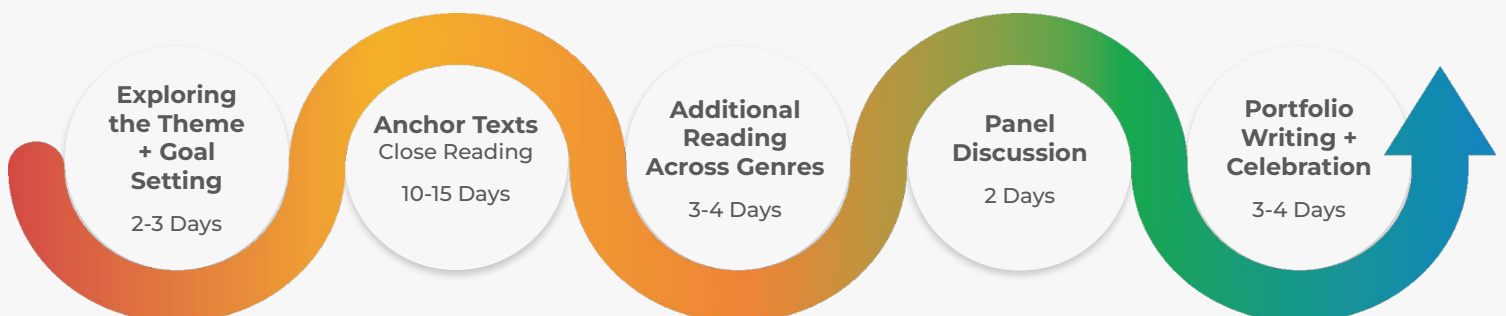
Informational News Article

The Environmental Impacts of Cars, Explained

By National Geographic

Unit Progression

(22-26 Days of Instruction)





Grade 8, Unit 5

What is the Legacy of Our Words?



What is the Legacy of Our Words?

Concepts & Skills Focus

Essential Question:

How do people react when they feel powerless in the face of conflict?

[Click Here for All Grade 8, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → Understanding the Importance of Setting in Drama (CCSS.RL.8.5) → Understanding Types of Conflict in Literature (CCSS.RL.8.5) → Developing Characters in Drama (CCSS.RL.8.3) → Determining Themes in Drama (CCSS.RL.8.2) → How Playwrights Develop Dramatic Action Through Scenes (CCSS.RL.7.5) → Compare and Contrast Literature in Different Mediums (CCSS.RL.8.7) → Using Historical Background to Build Context for Drama (CCSS.RL.8.10) → Student Guide Before You Read the Play (CCSS.RL.8.4) → Student Guide Map the Play (CCSS.RL.8.5)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.8.2) <i>Using evidence from the play, what conflicts did Anne experience that motivated her to write about her experiences in her diary? What are the lasting effects of her words, thoughts, and ideas for generations of readers?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.8.2) → Writing the Cause-and-Effect Essay (CCSS.W.8.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.8.2, CCSS.SL.8.1b, CCSS.W.8.10)

Concepts and Skills Continued on Next Page

What is the Legacy of Our Words?

Concepts & Skills Focus (Cont.)

Essential Question:

How do people react when they feel powerless in the face of conflict?

[Click Here for All Grade 8, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.8.4.a, L.8.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Using Context Clues (L.8.4.a) → Word Relationships (L.8.5.b)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Performance (CCSS.SL.8.2) → Student Guide Share Your Reflections (CCSS.SL.8.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

What Is the Legacy of Our Words?

Students will discuss and analyze how people react when they feel powerless in the face of conflict.

By reading the dramatization of Anne Frank's experience during the Holocaust, experiencing a virtual tour of the Anne Frank house, and reading more about who Anne Frank was, students will see a real life example of people's reactions to conflict.

Mentor Texts



Drama
The Diary of Anne Frank: Act I, Scenes I-II

By Frances Goodrich and Albert Hackett



Drama
The Diary of Anne Frank: Act I, Scene III

By Frances Goodrich and Albert Hackett



Drama
The Diary of Anne Frank: Act I, Scenes IV-V

By Frances Goodrich and Albert Hackett



Drama
The Diary of Anne Frank: Act II, Scenes I-II

By Frances Goodrich and Albert Hackett



Drama
The Diary of Anne Frank: Act II, Scenes III-V

By Frances Goodrich and Albert Hackett

Read Across Genres



Drama Excerpt
The Diary of Anne Frank: Act II, Scenes IV-V

By Frances Goodrich and Albert Hackett



Multimedia
Diary of Anne Frank Live Scene



Multimedia
A day in the Secret Annex | Anne Frank House



Informational Text
Resisting During World War II

By Emilie Bishop

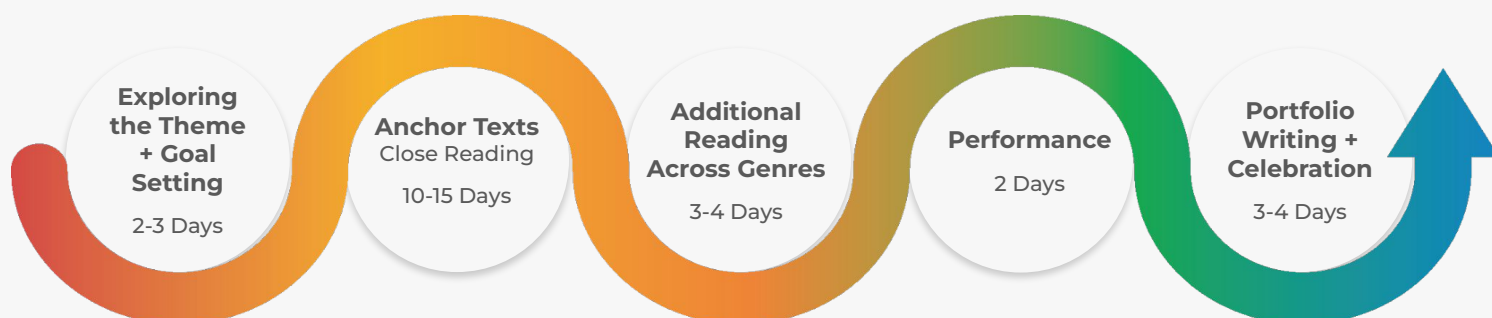


Informational Text
Anne Frank: The Real Story of the Girl Behind The Diary

By Bart van Es

Unit Progression

(22-26 Days of Instruction)





Grade 8, Unit 6:

What Directions Might You Take?



What Directions Might You Take?

Concepts & Skills Focus

Essential Question:

How can different pathways help you meet your post-secondary goals?

[Click Here for All Grade 8, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.8.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.8.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.8.6) → Analyzing Connections within Informational Texts (CCSS.RI.8.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.8.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.8.3) <i>Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Personal Statements (CCSS.W.8.3) → Writing the Personal Statement (CCSS.W.8.3) → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.8.3)
Use Language and Grammar: Primary CCSS Language Standards: L.8.2.a, L.8.2.b, L.8.5.c	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Using Punctuation (L.8.2.a and L.8.2.b) → Distinguishing Connotation and Denotation (L.8.5.c)

Concepts and Skills Continued on Next Page

What Directions Might You Take?

Concepts & Skills Focus (Cont.)

Essential Question:

How can different pathways help you meet your post-secondary goals?

[Click Here for All Grade 8, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.8.1c, CCSS.SL.8.1d) → Small group discussion (CCSS.SL.8.1d) → Pitch Deck (CCSS.SL.8.2) → Student Guide Share Your Reflections (CCSS.SL.8.1d) → Student Guide Edit the Draft Together (CCSS.SL.8.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RI.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.8.10) → Raise Your Score Test Prep and Strategy (CCSS.W.8.9, CCSS.L.8.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.8.10, CCSS.RI.8.10)

What Directions Might You Take?

Students know they have to choose something to do in their postsecondary life, but may not be sure of which direction to take. Throughout this unit, they will be given the tools and opportunities to look at various pathways after high school graduation. This will allow them to plan for their future before the start of high school—an essential piece to the postsecondary planning process.

Mentor Texts



Informational Text

Bringing to Light Dark Matter: The Story of Vera Rubin

By Joseph Taylor



Informational Text

10 Steps to Choosing the Right College

By Katy Hopkins and Sarah Wood



Informational Text

First in the Family Make Their Mark in College

By Melissa Ezarik

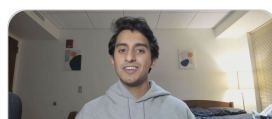


Informational Text

7 Things to Do in High School to Make Your College Application Stand Out

By Chelsea Castonguay

Read Across Genres



Essay

My Path to Boston University—A Real Student's Story

By Yesh Datar



Informational Text

Five Reasons to Consider Community College

By Andrew Warner



Multimedia

Sal Kahn's Story: Exploring College Options

From Khan Academy



Extension Activity

CCE4Me Stories

By College Changes Everything



Extension Activity

College Search

By ThinkCERCA staff

Unit Progression

(22-26 Days of Instruction)





Grade 8, Unit 7:

How Does Knowledge Change Perspective?



How Does Knowledge Change Perspective?

Concepts & Skills Focus

Essential Question:

What is the impact of new knowledge on our perceptions of our own lives and the lives of those around us?

[Click Here for All Grade 8, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.9, RL.5, RL.4	<ul style="list-style-type: none"> → Analyzing Traditional Tales: Fairy Tales (CCSS.RL.8.9) → Common Literary Devices Within and Across Texts (CCSS.RL.8.4) → Common Themes Within and Across Texts (CCSS.RL.8.2; CCSS.RL.8.9) → Analyzing Poetic Structure (CCSS.RL.8.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.8.10)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Comparative Literary Essay (CCSS.W.8.1) <i>How does enlightenment change characters, their actions, or their personalities in Plato's famous "Allegory of the Cave" and other texts in this unit?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.8.10) → Student Guide Appreciate the Author's Craft (CCSS.W.8.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.8.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.8.9a) → The Purpose of Literary Analysis Writing (CCSS.W.8.1; CCSS.W.8.4) → Writing the Literary Analysis (CCSS.W.8.1) → Student Guide Your Portfolio - Literary Analysis Sections (CCSS.W.8.3a, CCSS.W.8.3d, CCSS.SL.8.4, CCSS.SL.8.1b, CCSS.W.8.10)
Use Language and Grammar: Primary CCSS Language Standards: L.8.1.c, L.8.1.d	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.8.6, CCSS.L.8.4d) → Student Guide Sharpen Your Sentences (CCSS.L.8.3a) → Verbs in the Indicative, Imperative, Interrogative, Conditional, and Subjunctive Mood (L.8.1.c) → Recognize and Correct Inappropriate Shifts in Tone and Mood (L.8.1.d)

Concepts and Skills Continued on Next Page

How Does Knowledge Change Perspective?

Concepts & Skills Focus (Cont.)

Essential Question:

What is the impact of new knowledge on our perceptions of our own lives and the lives of those around us?

[Click Here for All Grade 8, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.6.1c, CCSS.SL.6.1d) → Small group discussion (CCSS.SL.6.1d) → Formal Socratic discussion (CCSS.SL.6.1) → Student Guide Share Your Reflections (CCSS.SL.6.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, RL.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.6.10) → Raise Your Score Test Prep and Strategy (CCSS.W.6.9, CCSS.L.6.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.6.10, CCSS.RI.6.10)

How Does Knowledge Change Perspective?

Throughout this unit, students will look at retellings of classic and traditional stories, while examining how modern knowledge and lifestyles impact how these stories are told. They will consider, what is the impact of new knowledge on our perceptions of our own lives and the lives of those around us?

Mentor Texts



Fairy Tale
The Bee-Man

By Alice Moore
Dunbar-Nelson



Short Story
The Necklace

By Guy De Maupassant



Short Story
The Far and the Near

By Thomas Wolfe



Short Story
The Handsomest Drowned Man in the World

By Gabriel García Márquez

Read Across Genres



Poetry
Nothing Gold Can Stay

By Robert Frost



Poetry
My Grandma Told Me Stories or Cautionary Tales

By Marlanda Dekine



Multimedia
Choices

From Tess Gallagher



Informational Text
Things You Cannot Unsee (and What They Say About Your Brain)

By Alexis C. Madrigal



Informational Text
Three Wise Monkeys of Tōshōgū Shrine

From Atlas Obscura

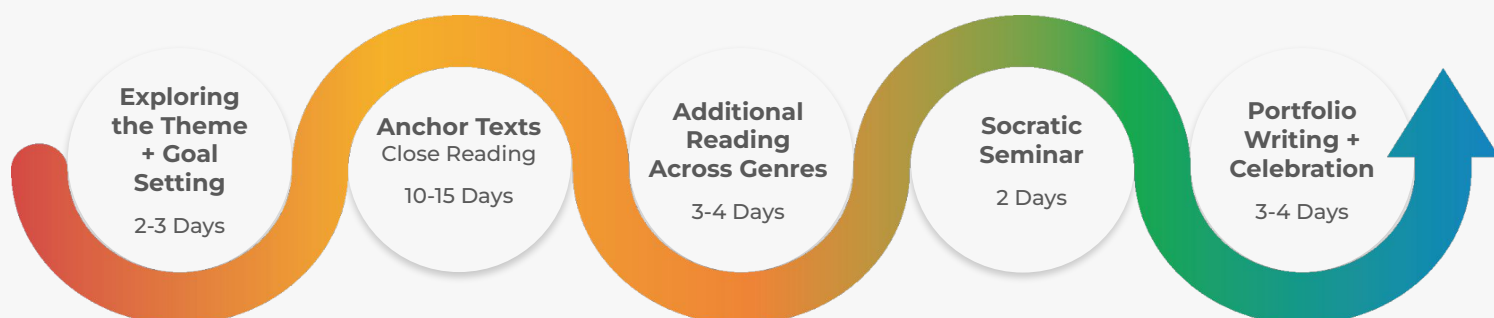


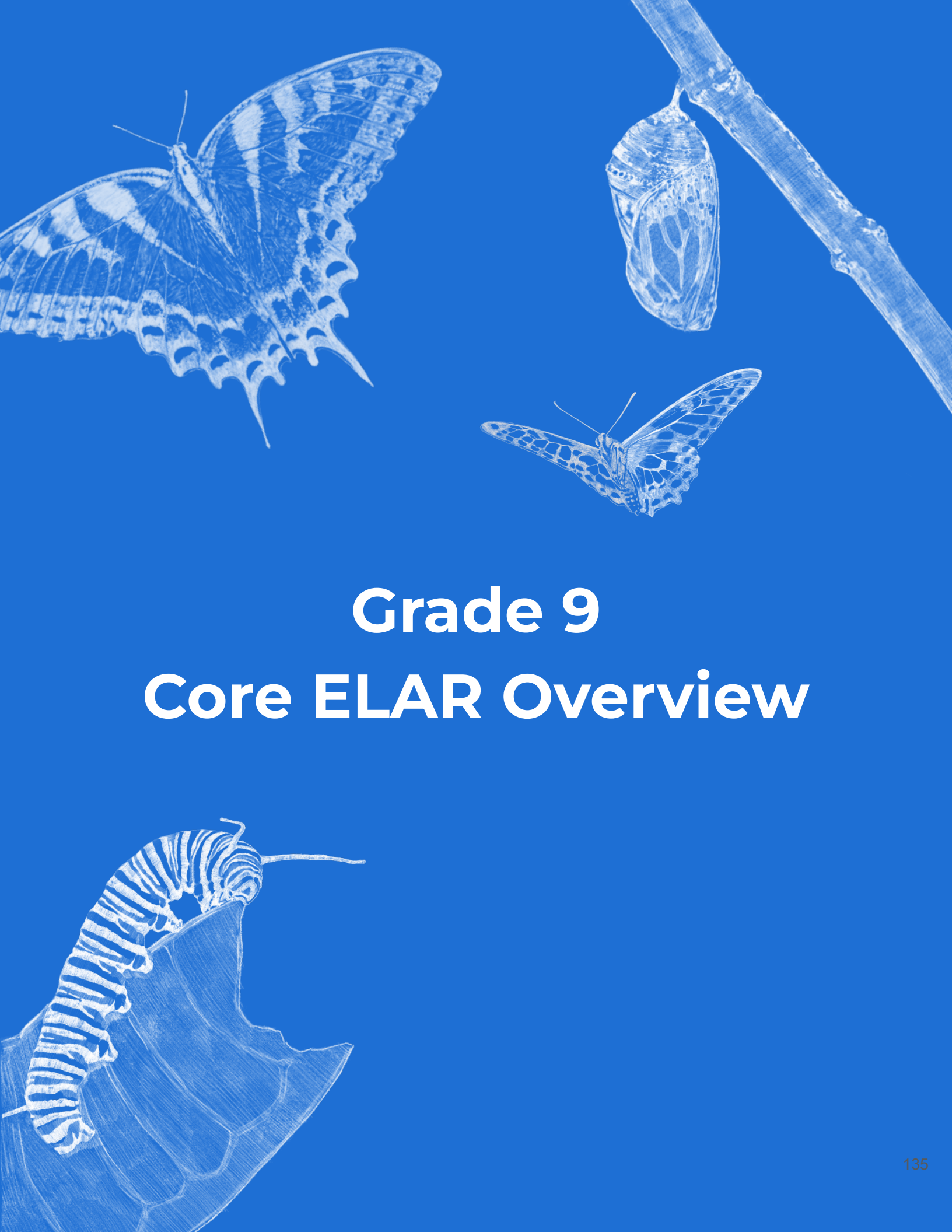
Essay
Excerpts Plato's Allegory of the Cave

By Plato with Introduction by ThinkCERCA Staff

Unit Progression

(22-26 Days of Instruction)





Grade 9

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 9 Core ELAR Unit Themes

[Click here for Grade 9 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

Where Are You From?

How can certain memories, places, and experiences shape who we become? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Writing

2

How Do Communities Connect Safely?

How do we ensure that we build and become members of healthy virtual communities that allow us to share and learn? Explore models of nonfiction arguments about communication and how people and communities are working to communicate safely.

Portfolio: Argumentative Writing

3

How Do We Make Difficult Decisions?

How do our experiences shape our values and reveal the choices we have available to us? Explore a variety of short stories that involve characters and themes that are often at odds with one another.

Portfolio: Literary Analysis Essay Writing

4

How Does Food Impact the Environment?

How are protein sources made healthy and sustainably? Learn more about sustainable communities and efforts by individuals to solve problems for profit and not-for-profit entrepreneurship.

Portfolio: Research Essay

ThinkCERCA Core ELAR

Grade 9 Core ELAR Unit Themes

[Click here for Grade 9 Unit Overview on Platform](#)

5

What Is This Thing Called Love?

What happens when adults get in the way of childhood? Explore this question through a full-length drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

What Interests You?

How can you use the activities and courses you enjoy to build a strong application for college? Explore readings about the future of work and the resources and frameworks for determining your pathway in life.

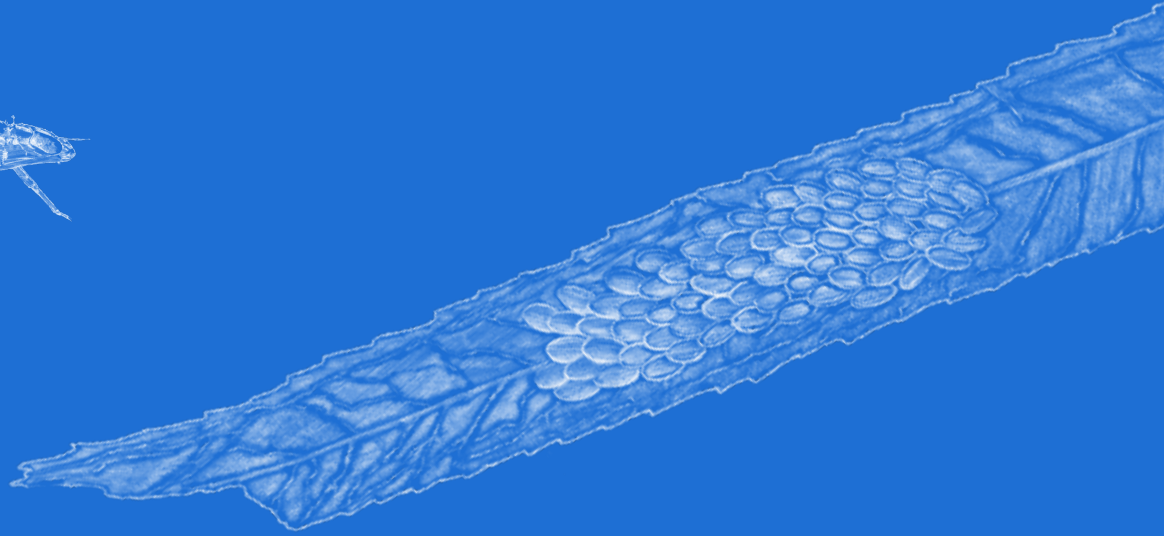
Portfolio: Research Paper

7

Why Does the Odyssey Endure?

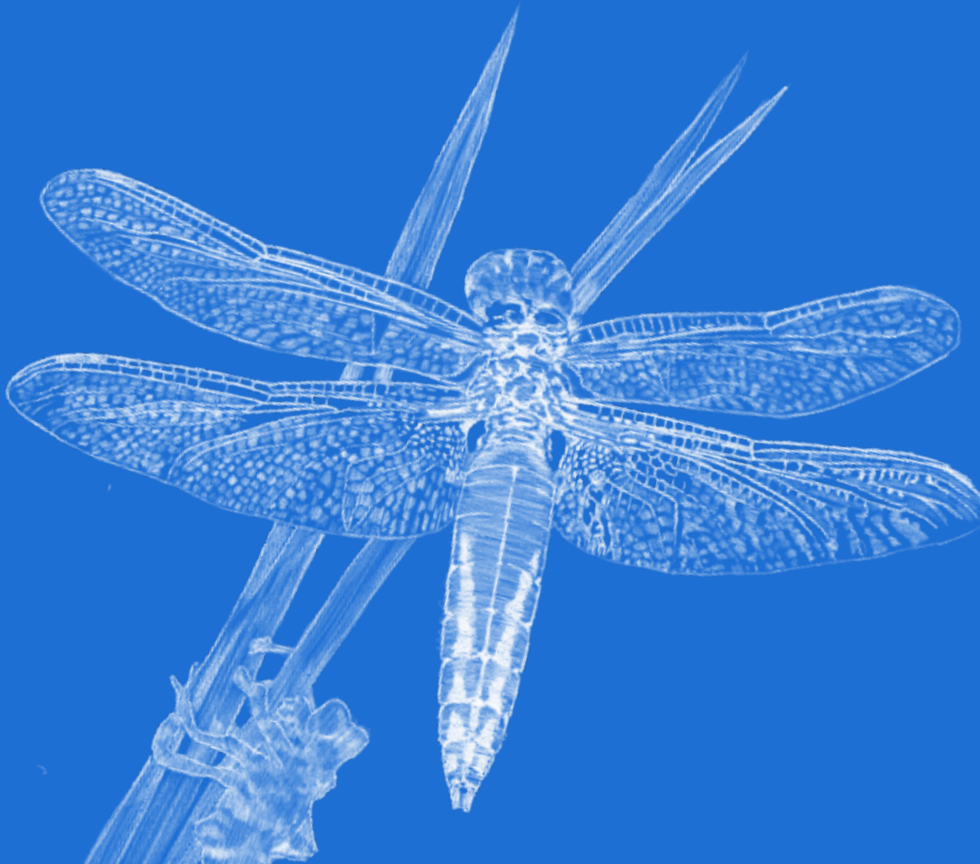
What can we learn from the ancient texts that ripple through our literary traditions? Explore short stories and memoirs about the moments when we have to make defining choices in uncertain times.

Portfolio: Literary Analysis Essay



Grade 9, Unit 1

Where Are You From?



Where Are You From?

Concepts & Skills Focus

Essential Question:

How can certain memories, places, and experiences shape who we become?

[Click Here for All Grade 9, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.9-10.1) → Analyzing Imagery in a Personal Narrative (CCSS.RL.9-10.4) → Making Inferences in Literary Texts (CCSS.RI.9-10.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.9-10.2) → Analyzing Poetry through SOAPSTone (CCSS.RL.9-10.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.9-10.3) <i>Write a personal narrative that illustrates a moment within a specific place and time that has an impact on who you are becoming.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Appreciate the Author's Craft (CCSS.W.9-10.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → Appreciate the Author's Craft (CCSS.W.9-10.3) → The Purpose of Personal Narrative Writing (CCSS.W.9-10.3) → Writing the Personal Narrative (CCSS.W.9-10.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.9-10.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.9.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Various Types of Phrases and Clauses (L.9.1.b)

Concepts and Skills Continued on Next Page

Where Are You From?

Concepts & Skills Focus (Cont.)

Essential Question:

How can certain memories, places, and experiences shape who we become?

[Click Here for All Grade 9, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4) → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, L.4	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.9-10.10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

Where Are You From?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.

Mentor Texts



Personal Narrative
Once More to the Lake
By E. B. White



Memoir Excerpt
An American Childhood
By Annie Dillard




Poetry
Mango No. 61
By Richard Blanco




Personal Narrative
My Favorite Photograph
By Veera Hiranandani


Read Across Genres



Multimedia
NPR's Morning Edition: "Where I'm From"
By Kwame Alexander and Rachel Martin




Poetry
Where I'm From
By George Ella Lyon and NPR Crowdsourcing



Poetry
Things You May Find Hidden In My Ear
By Mosab Abu Toha



Informational Text
What Makes a New York City Kid?
By NY Times



Informational Text
What Adolescents Miss When We Let Them Grow Up in Cyberspace
By Brent Staples

Unit Progression

(22-26 Days of Instruction)





Grade 9, Unit 2

How do communities connect safely?



How do communities connect safely?

Concepts & Skills Focus

Essential Question:

How do we ensure that we build and become members of healthy virtual communities?

[Click Here for All Grade 9, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.1, RI.2, RI.8	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.9-10.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.9-10.1) → Analyzing Text Features (CCSS.RI.9-10.5) → Analyzing Issues and Appeals (CCSS.RI.9-10.6) → Understanding Visual Sources (CCSS.RI.9-10.7) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.9-10.8)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Argumentative Essay (CCSS.W.9-10.1) <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Argumentative Writing (CCSS.W.9-10.1) → Writing the Argumentative Essay (CCSS.W.9-10.1) → Student Guide Make it Powerful (CCSS.W.9-10.1b) → Student Guide Choose Your Argument (CCSS.W.9-10.1a)
Use Language and Grammar: Primary CCSS Language Standards: L.9.3.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Writing According to Style Guidelines (L.9.3.a) → Edit Writing According to Style Guidelines (L.9.3.a)

Concepts and Skills Continued on Next Page

How do communities connect safely?

Concepts & Skills Focus (Cont.)

Essential Question:

How do we ensure that we build and become members of healthy virtual communities?

[Click Here for All Grade 9, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1, SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Debate Game (CCSS.SL.9-10.3) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Do Communities Connect Safely?

Investigating real issues that affect real communities all over the country allows for students to build informed opinions on the ways to improve systems. Social media, memes, influencers, and cyberbullying are just a few topics that help develop a clear picture of the virtual landscape today.

Mentor Texts



Informational News Article
You Can Track Almost Everything Your Kids Do Online. Here's Why That May Not Be a Good Idea

By Lisa Damour



Informational News Article
Influencers Aren't Going Anywhere

By Christianna Silva



Informational News Article
Green Teen Memes: How TikTok Could Save the Planet

By Yasemin Craggs Mersinoglu



Opinion
It Was a Mistake to Let Kids on Social Media Sites

By Yuval Levin

Read Across Genres



Multimedia
Social Media, Social Life: Teens Reveal Their Experiences

By Common Sense Media



Opinion
Silicon Valley Says Kids Over the Age of 13 Can Handle the Big, Bad World of Social Media

By Katie Canales



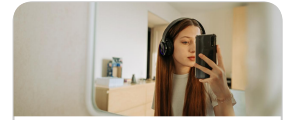
Opinion
Why Kids Shouldn't Get Social Media Until They Are Eighteen

By Rachel Sample



Photo Essay
Removed

By Eric Pickersgill



Infographic
The Impact of Social Media on Body Image

By Dove

Unit Progression

(22-26 Days of Instruction)





Grade 9, Unit 3

How Do We Make Difficult Decisions?



How Do We Make Difficult Decisions?

Concepts & Skills Focus

Essential Question:

How do our experiences shape our values and reveal the choices we have available to us?

[Click Here for All Grade 9, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.6	<ul style="list-style-type: none"> → Developing Characters in Fiction (CCSS.RL.9-10.3) → Analyzing Story Elements in Literature (CCSS.RL.9-10.3) → Developing Point of View in Literature (CCSS.RL.9-10.6) → The Impact of an Author's Choices in Literature (CCSS.RL.9-10.5) → Analyzing and Comparing Elements of Poetry (CCSS.RL.9-10.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.9-10.3) <i>Think about the factors that lead to certain decisions. Write a short story in which a character or several characters make choices that are shaped by their experiences and values.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Narrative Writing (CCSS.W.9-10.3) → Writing the Short Story (CCSS.W.9-10.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.9-10.3a, CCSS.W.9-10.3d, CCSS.SL.9-10.4, CCSS.SL.9-10.1b, CCSS.W.9-10.10)
Use Language and Grammar: Primary CCSS Language Standards: L.9.2.c L.9.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Spelling Correctly (L.9.2.c) → Interpreting Figures of Speech (L.9.5.a)

Concepts and Skills Continued on Next Page

How Do We Make Difficult Decisions?

Concepts & Skills Focus (Cont.)

Essential Question:

How do our experiences shape our values and reveal the choices we have available to us?

[Click Here for All Grade 9, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Do We Make Difficult Decisions?

Short stories can show us the various experiences of others and how those shape the choices they make. In this unit, students will explore the essential question, “How do our experiences help shape or determine our values and our perceptions of the choices we have available to us?”

Mentor Texts



Short Story
The Most Dangerous Game

By Richard Connell



Short Story
A White Heron

By Sarah Orne Jewett



Short Story
The Paper Menagerie

By Ken Liu



Short Story
St. Lucy's Home for Girls Raised by Wolves

By Karen Russell

Read Across Genres



Poetry
Tending

By Elizabeth Alexander



Poetry
Aquí

By Carmen Tafolla



Multimedia
The Designated Celebrator

By Melinda Shoaf



Informational Text
Decision-Making

By Psychology Today



Memoir Excerpt
Hot Dogs and Wild Geese

By Firoozeh Dumas

Unit Progression

(22-26 Days of Instruction)





Grade 9, Unit 4:

How Does Food Impact the Environment?



How Does Food Impact the Environment?

Concepts & Skills Focus

Essential Question:

How can we make protein sources healthy and sustainable?

[Click Here for All Grade 9, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.9-10.4) → Structure in Informational Texts (CCSS.RI.9-10.5) → Point of View and Purpose in Informational Texts (CCSS.RI.9-10.6) → Summarizing Informational Texts (CCSS.RI.9-10.2) → Evaluating Evidence (CCSS.RI.9-10.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.9-10.7) → Synthesizing Information from Sources (CCSS.RI.9-10.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.9-10.2) <i>Based on the readings and other research, what are the most pressing issues surrounding meat sustainability?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → Evaluating Evidence (CCSS.W.9-10.1) → The Purpose of Research Writing (CCSS.W.9-10.7) → Understanding the Research Process (CCSS.W.9-10.7) → Writing the Research Paper (CCSS.W.9-10.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.9-10.8, CCSS.W.9-10.5, CCSS.W.9-10.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.9.4.b, L.9.4.c, L.9.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Identify and Correctly Use Word Patterns (L.9.4.b) → Consulting Reference Materials (L.9.4.c) → Verify the Meaning of Words and Phrases (L.9.4.d)

Concepts and Skills Continued on Next Page

How Does Food Impact the Environment?

Concepts & Skills Focus (Cont.)

Essential Question:

How can we make protein sources healthy and sustainable?

[Click Here for All Grade 9, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.4	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Panel Discussion (CCSS.SL.9-10.4) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d) → Student Guide Edit the Draft Together (CCSS.SL.9-10.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Does Food Impact the Environment?

Students will examine where various protein sources come from and how those proteins can be made healthy and sustainably. They will also analyze how various protein sources can affect our climate.

Mentor Texts



Informational News Article
Is Grass-Fed Beef Really Better for the Planet? Here's the Science

By Nancy Matsumoto



Informational Text
How Cattle Can Help Save Birds of the Great Plains

By Molly Loomis



Opinion
Can Lab-Grown Burgers Help Stop Climate Change?

By Spencer Bokak-Lindell



Informational Text
Factory Farms Provide Abundant Food, but Environment Suffers

By John Flescher

Read Across Genres



Informational News Article
Perennial Rice Could Raise Yields and Cut Costs

By Sarah Kuta



Informational Text
Sea Change: Environmental Group Gives First Time Nod to Sustainable Salmon-Farming Method

By Clare Leschin-Hoar



Multimedia
Climate Change, Global Food Security, and the U.S. Food System

By The USDA



Informational Text
Food and Climate Change: Healthy Diets for a Healthier Planet

By the United Nations



Informational News Article
Your Questions About Food and Climate Change, Answered

By Julia Moskin, Brad Plumer, Rebecca Lieberman and Eden Weingart

Unit Progression

(22-26 Days of Instruction)





Grade 9, Unit 5

What Is This Thing Called Love?



What Is This Thing Called Love?

Concepts & Skills Focus

Essential Question:

What happens when adults get in the way of childhood?

[Click Here for All Grade 9, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → Understanding Shakespearean Language (CCSS.RL.9-10.4) → Analyzing Direct and Indirect Characterization (CCSS.RL.9-10.3) → Understanding Types of Conflict in Literature (CCSS.RL.9-10.5) → How Playwrights Develop Dramatic Action through Scenes (CCSS.RL.9-10.5) → Developing Characters in Drama (CCSS.RL.9-10.3) → Determining Themes in Drama (CCSS.RL.9-10.2) → Compare and Contrast Literature in Different Mediums (CCSS.RL.9-10.7) → Using Historical Background to Build Context for Drama (CCSS.RL.9-10.10) → Student Guide Before You Read the Play (CCSS.RL.9-10.4) → Student Guide Map the Play (CCSS.RL.9-10.5)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.9-10.2) <i>Choose one of the protagonists--either Romeo or Juliet. In your cause and effect essay, analyze the character traits, personal choices, and external factors that ultimately led to his or her final fate.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.9-10.2) → Writing the Cause-and-Effect Essay (CCSS.W.9-10.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.9-10.2, CCSS.SL.9-10.1b, CCSS.W.9-10.10)

Concepts and Skills Continued on Next Page

What Is This Thing Called Love?

Concepts & Skills Focus (Cont.)

Essential Question:

What happens when adults get in the way of childhood?

[Click Here for All Grade 9, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.9.4.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Context Clues (L.9.4.a)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4) → Small group discussion (CCSS.SL.9-10.1d) → Performance (CCSS.SL.9-10.2) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

What Is This Thing Called Love?

By examining a classic and well-known Shakespearean drama through the lens of conflict, students will discuss how adults can affect the conflict in teenagers' lives, positively or negatively. By the end of the unit, they will write a cause-and-effect essay, analyzing how personal choices, character traits, and external factors led to a protagonist's fate.

Mentor Texts



Drama
Romeo and Juliet:
Act I, Scenes I-II

By William Shakespeare



Drama
Romeo and Juliet:
Act I, Scenes III-V

By William Shakespeare



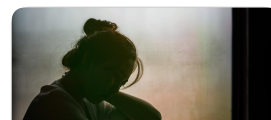
Drama
Romeo and Juliet:
Act II

By William Shakespeare



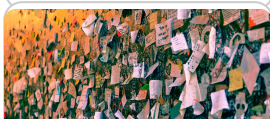
Drama
Romeo and Juliet:
Act III

By William Shakespeare



Drama
Romeo and Juliet:
Act IV

By William Shakespeare



Drama
Romeo and Juliet:
Act V

By William Shakespeare

Read Across Genres



Drama Excerpt
Romeo and Juliet:
Act I, Scene V

By William Shakespeare



Multimedia
Romeo + Juliet (1996) -
Star-crossed Lovers
Scene



Informational Text
Romeo & Juliet Has No
Balcony

By Lois Leveen



Informational Text
The Infectious Pestilence
Did Reign

By Ben Cohen

Unit Progression

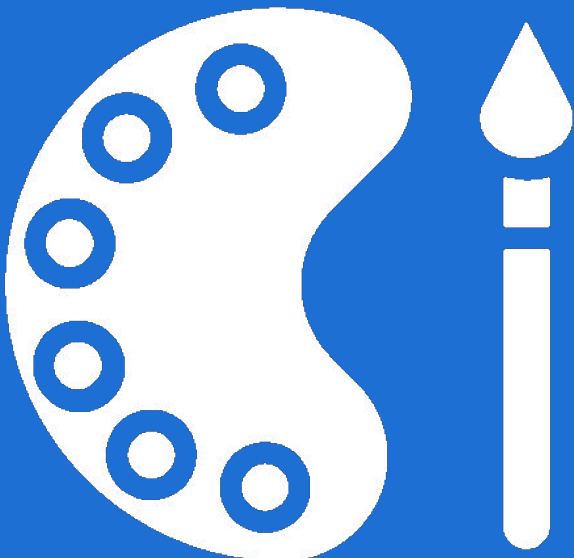
(22-26 Days of Instruction)





Grade 9, Unit 6:

What Interests You?



What Interests You?

Concepts & Skills Focus

Essential Question:

How do your interests help you further your own future?

[Click Here for All Grade 9, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.9-10.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.9-10.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.9-10.6) → Analyzing Connections within Informational Texts (CCSS.RI.9-10.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.9-10.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.9-10.3) <i>Describe something you're passionate about. What makes it so appealing? How do you learn more about it?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Personal Statements (CCSS.W.9-10.3) → Writing the Personal Statement (CCSS.W.9-10.3) → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.9-10.3)
Use Language and Grammar: Primary CCSS Language Standards: L.9.2.a, L.9.2.b, L.9.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Semicolons (L.9.2.a) → Using Colons (L.9.2.b) → Analyze Nuances in Meaning (L.9.5.b)

Concepts and Skills Continued on Next Page

What Interests You?

Concepts & Skills Focus (Cont.)

Essential Question:

How do your interests help you further your own future?

[Click Here for All Grade 9, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Pitch Deck (CCSS.SL.9-10.2) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d) → Student Guide Edit the Draft Together (CCSS.SL.9-10.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

What Interests You?

As students begin to consider post-secondary options, it is important for them to consider what they can do now to guide that process. Throughout this unit, students will explore various extracurricular activities they can participate in throughout their high school career and how those extracurriculars will be beneficial to them throughout their future.

Mentor Texts



Speech
Shonda Rhimes' Commencement Address



Informational News Article
How Colleges Weigh High School Extracurriculars

By Tiffany Sorenson



Informational Text
Top 8 Benefits of Extracurricular Activities for High School Students

From Crimson Education



Informational News Article
Pros, Cons of High School Jobs for College Applications

By Alexandra Pannoni

Read Across Genres



Informational Text
The Best Summer Job You'll Ever Have

By Marcia Amidon Lusted



Multimedia
Why Extracurricular Activities are So Important

By The USDA



Info Text/Extension
The Benefits of Extracurricular Activities for Students

By Mark Anthony Llego

Unit Progression

(22-26 Days of Instruction)





Grade 9, Unit 7:

Why Does the Odyssey Endure?



Why Does the Odyssey Endure?

Concepts & Skills Focus

Essential Question:

What makes the Odyssey such an enduring tale in world literature?

[Click Here for All Grade 9, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.5	<ul style="list-style-type: none"> → Analyzing Traditional Tales: Mythology (CCSS.RL.9-10.3) → Analyzing Poetic Structure (CCSS.RL.9-10.5) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Literary Analysis (CCSS.W.9-10.1) <i>Select one or two texts that build on or transform ideas about themes, plot points, or character from “The Odyssey”. Make a claim about how each author conveys their own unique perspective on an idea from “The Odyssey” and support it with examples from the original text as well as the newer text.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Literary Analysis (CCSS.W.9-10.1) → Writing the Literary Analysis (CCSS.W.9-10.1) → Student Guide Your Portfolio - Literary Analysis Sections (CCSS.W.9-10.3a, CCSS.W.9-10.3d, CCSS.SL.9-10.4, CCSS.SL.9-10.1b, CCSS.W.9-10.10)
Use Language and Grammar: Primary CCSS Language Standards: L.9.1.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Parallel Structure (L.9.1.a)

Concepts and Skills Continued on Next Page

Why Does the Odyssey Endure?

Concepts & Skills Focus

Essential Question:

What makes the Odyssey such an enduring tale in world literature?

[Click Here for All Grade 9, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4) → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

Why Does the Odyssey Endure?

Homer's Iliad and Odyssey are widely considered the most enduring tales of the western world. Throughout the history of European and American literature, writers and artists have found inspiration in the tales. Students will explore the texts inspired by and in conversation with this archetypal story, including contemporary African American and Latino artists and writers.

Mentor Texts



Epic Poem

The Odyssey-The Wanderings of Odysseus (Section 1)

By Homer



Epic Poem

The Odyssey-The Wanderings of Odysseus (Section 2)

By Homer



Epic Poem

The Odyssey-The Wanderings of Odysseus (Section 3)

By Homer



Epic Poem

The Odyssey-Stringing the Bow (Section 4)

By Homer

Read Across Genres



Poetry

Siren Song

By Margaret Atwood



Poetry

Ithaka

By C.P. Cavafy



Multimedia

Romare Bearden: A Black Odyssey



Informational Text

The Greatest Tale Ever Told?

By Natalie Haynes



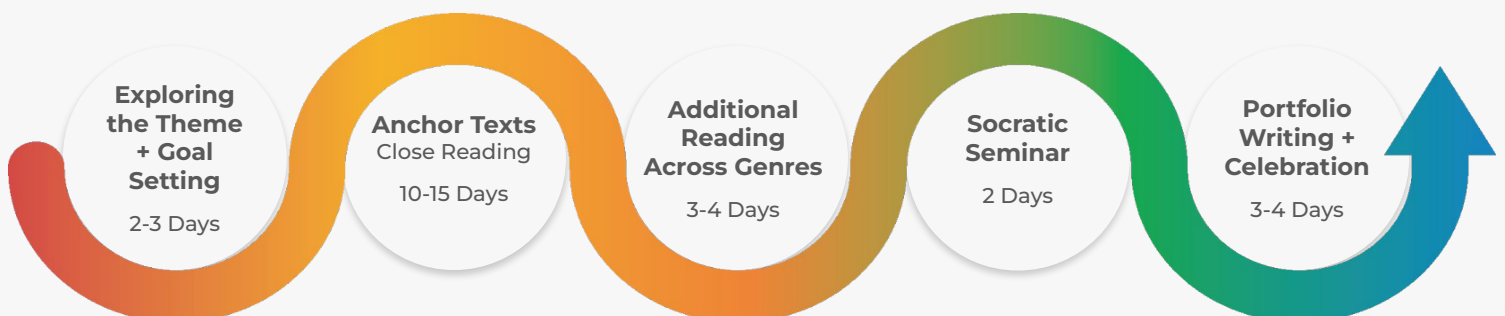
Biography

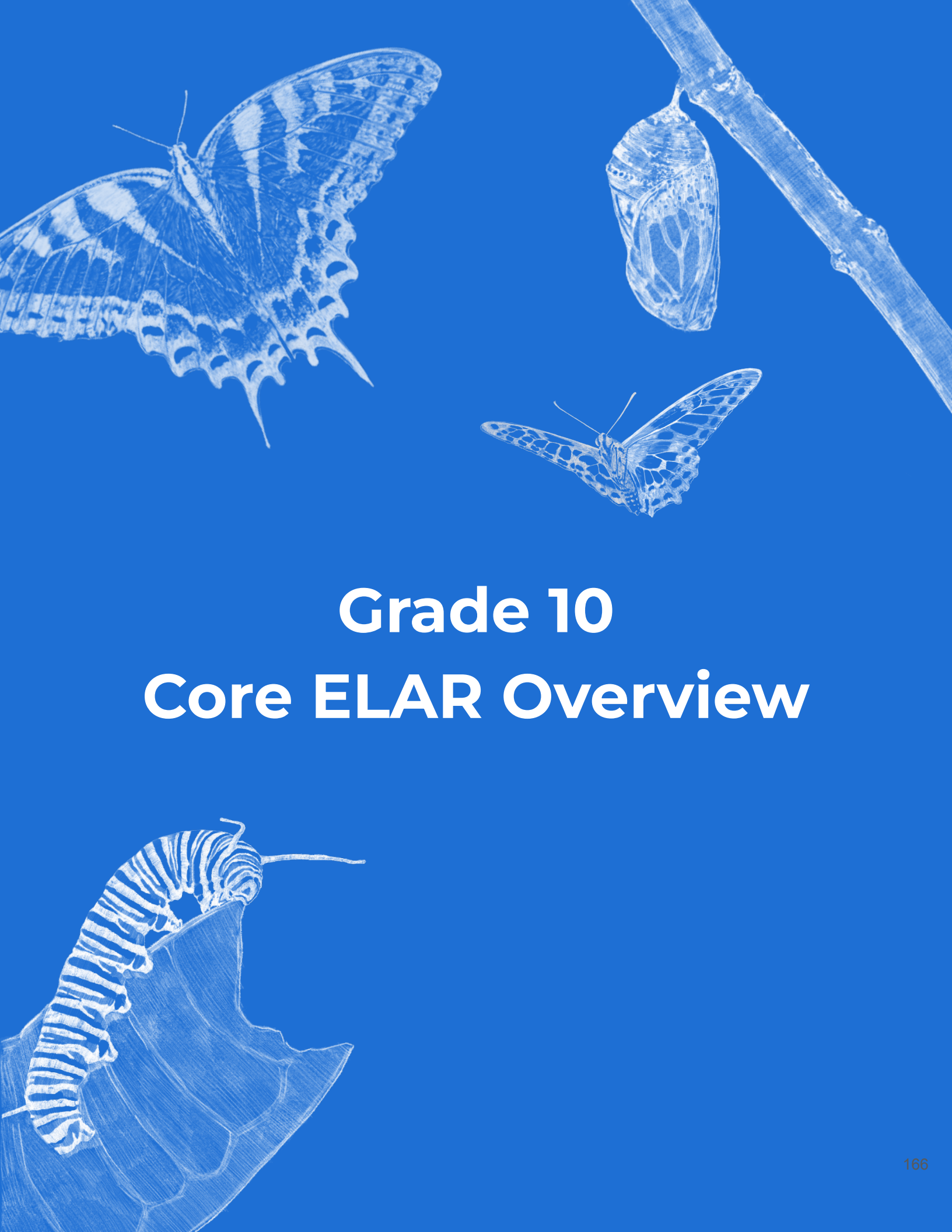
Excerpt from Enrique's Journey

By Sonia Nazario

Unit Progression

(22-26 Days of Instruction)





Grade 10

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 10 Core ELAR Unit Themes

[Click here for Grade 10 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

What Makes You, You?

How do various factors shape the people we become? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Writing

2

How Do We Solve the Water Problem?

How can we improve access to clean water for all? What happens when a community does not have enough water? What about communities without clean water? Explore these questions through argumentative texts and a variety of other pieces across genres.

Portfolio: Argumentative Essay Writing

3

Who Decides What You Should Do?

How can fantasy and various otherworldly elements of stories help us explore important questions about human behavior and society? How do people decide who can do what and when? How has this changed over time? Explore these questions through a variety of texts.

Portfolio: Short Story Writing

4

How Do We Feed the World?

What lessons can be learned about sustainable food sources by looking into the past and toward the future? Learn more about sustainable communities and efforts by individuals to solve problems.

Portfolio: Research Paper Writing

ThinkCERCA Core ELAR

Grade 10 Core ELAR Unit Themes

[Click here for Grade 10 Unit Overview on Platform](#)

5

What Happens to a Dream Deferred?

How can our families influence the ways in which we approach our dreams? Explore this question through a classic, full-length drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

What Is the Value of College?

What factors should you consider in determining the path for your post-secondary life? Explore readings about the future of work and the resources and frameworks for determining your pathway in life.

Portfolio: Research Paper Writing

7

How Do Ancient and Sacred Texts Speak to Us?

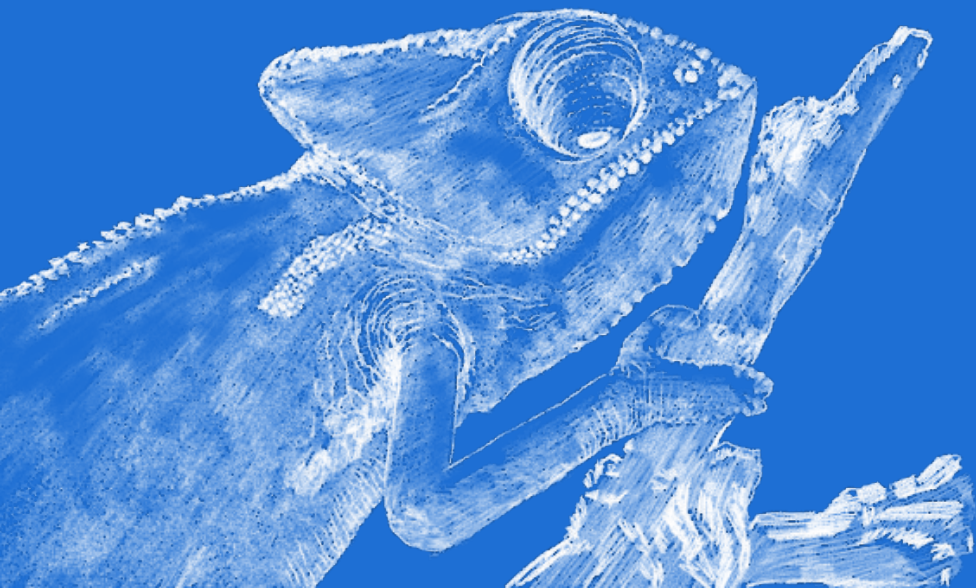
How and why do modern storytellers retell, reinvent, and expand on well-known creation stories from the past? Explore creation stories from various cultures.

Portfolio: Literary Analysis Writing



Grade 10, Unit 1

What Makes You, You?



What Makes You, You?

Concepts & Skills Focus

Essential Question:

How do various factors shape who we become?

[Click Here for All Grade 10, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.9-10.1) → Analyzing Imagery in a Personal Narrative (CCSS.RL.9-10.4) → Making Inferences in Literary Texts (CCSS.RI.9-10.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.9-10.2) → Analyzing Poetry through SOAPSTone (CCSS.RL.9-10.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.9-10.3) <i>Write about a moment when you realized the influence your family, community or the media had shaped an important aspect of who you are.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Appreciate the Author's Craft (CCSS.W.9-10.3) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → Appreciate the Author's Craft (CCSS.W.9-10.3) → The Purpose of Personal Narrative Writing (CCSS.W.9-10.3) → Writing the Personal Narrative (CCSS.W.9-10.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.9-10.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.10.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Various Types of Phrases and Clauses (L.10.1.b)

Concepts and Skills Continued on Next Page

What Makes You, You? Concepts & Skills Focus (Cont.)

Essential Question:

How do various factors shape who we become?

[Click Here for All Grade 10, Unit 1 Supporting Materials on Platform:](#)


Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.1</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: <i>Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, L.4</i>	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.9-10.10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)


What Makes You, You?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.


Mentor Texts




Personal Narrative
Us and Them
By David Sedaris



Autobiography
Your Parents Must Be Very Proud
By Richard Rodriguez



Opinion
Choose Your Own Identity
By Bonnie Tsui



Memoir Excerpt
Breaking Night
By Liz Murray

Read Across Genres



Multimedia
Chadwick Boseman "Being the Hero..."
With Trevor Noah



Poetry
To S. M. A Young African Painter, On Seeing...
By Phillis Wheatley



Poetry
Birches
By Robert Frost



Informational Text
How the Brain Creates Personality...
By Stephen M. Kosslyn and G. Wayne Miller



Informational Text
The Surprising Complexity of Animal Memories
By Frans De Waal

Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 2

How Do We Solve the Water Problem?



How Do We Solve the Water Problem?

Concepts & Skills Focus

Essential Question:

How can we improve access to clean water for all?

[Click Here for All Grade 10, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.1, RI.2, RI.8	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.9-10.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.9-10.1) → Analyzing Text Features (CCSS.RI.9-10.5) → Analyzing Issues and Appeals (CCSS.RI.9-10.6) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.9-10.8) → Understanding Visual Sources (CCSS.RI.9-10.7)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Argumentative Essay (CCSS.W.9-10.1) <i>Based on your readings, what are the most pressing issues facing communities around the world in the ongoing debate about how to access clean water?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Argumentative Writing (CCSS.W.9-10.1) → Writing the Argumentative Essay (CCSS.W.9-10.1) → Student Guide Make it Powerful (CCSS.W.9-10.1b) → Student Guide Choose Your Argument (CCSS.W.9-10.1a)
Use Language and Grammar: Primary CCSS Language Standards: L.10.3.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Writing According to Style Guidelines (L.10.3.a) → Edit Writing According to Style Guidelines (L.10.3.a)

Concepts and Skills Continued on Next Page

How Do We Solve the Water Problem?

Concepts & Skills Focus (Cont.)

Essential Question:

How can we improve access to clean water for all?

[Click Here for All Grade 10, Unit 2 Supporting Materials on Platform:](#)


Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1, SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Debate Game (CCSS.SL.9-10.3) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Do We Solve the Water Problem?

Investigating real issues that affect real communities all over the country allows for students to build informed opinions on the ways to improve systems. Droughts, desalination, infrastructure, and land rights are all issues that are explored as arguments for water conservation are developed.

Mentor Texts




Informational News Article
America's Clean Water Crisis Goes Far Beyond Flint
 By Justin Worland



Informational News Article
Kathmandu Finally Got Tap Water. After a Climate Disaster, it Was Gone.
 By Emily Schmall and Badra Sharma



Informational News Article
100 Years After Compact, Colorado River Nearing Crisis Point
 By Chris Outcalt and Brittany Peterson




Informational News Article
California and the American West Is Thirsty.
 By Matt Vasilogambros


Read Across Genres



Multimedia
Is Water a Human Right?
 By Justin Worland



Opinion
Let Them Drink Bottled Water
 By Mohammad Hanif



Opinion
Bottled Water Is Sucking Florida Dry
 By Michael Sainato and Chelsea Skojec



Infographic
Clean Water and Sanitation: A Global Report Card
 By National Geographic



Photo Essay
Thirst for Clean Water
 By The Wider Image/ Reuters

Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 3

Who Decides What You Should Do?



Who Decides What You Should Do?

Concepts & Skills Focus

Essential Question:

How can fantasy and various otherworldly elements of stories help us explore important questions about human behavior and society?

[Click Here for All Grade 10, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.6	<ul style="list-style-type: none"> → Understanding Types and Categories of Characters (CCSS.RL.9-10.3) → Analyzing Story Elements in Literature (CCSS.RL.9-10.3) → Understanding Story Structure (CCSS.RL.9-10.5) → Developing Point of View in Literature (CCSS.RL.9-10.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.9-10.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.9-10.3) <i>Think about an aspect of human behavior that society affects. Write a short story using the characters, settings, and plot characteristics of horror, dystopia, magical realism, or fantasy to develop your story.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Narrative Writing (CCSS.W.9-10.3) → Writing the Short Story (CCSS.W.9-10.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.9-10.3a, CCSS.W.9-10.3d, CCSS.SL.9-10.4, CCSS.SL.9-10.1b, CCSS.W.9-10.10)
Use Language and Grammar: Primary CCSS Language Standards: L.10.2.c L.10.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Spelling Correctly (L.10.2.c) → Interpreting Figures of Speech (L.10.5.a)

Concepts and Skills Continued on Next Page

Who Decides What You Should Do?

Concepts & Skills Focus (Cont.)

Essential Question:

How can fantasy and various otherworldly elements of stories help us explore important questions about human behavior and society?

[Click Here for All Grade 10, Unit 3 Supporting Materials on Platform:](#)




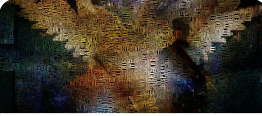
Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

Who Decides What You Should Do?

Many short stories include other worldly elements, which may make us wonder, “What if?” In this unit, students will explore the essential question, “How can fantasy and other worldly elements of story help us explore important questions about society and our perceptions?” to better understand how society shapes our worldview.

Mentor Texts

 <p>Short Story Return of the Queen By Tananarive Due</p>	 <p>Short Story The Lottery By Shirley Jackson</p>	 <p>Short Story Hop Frog By Edgar Allan Poe</p>	 <p>Short Story A Very Old Man with Enormous Wings By Gabriel García Márquez</p>
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Read Across Genres

 <p>Poetry Revenge By Taha Muhammad Ali</p>	 <p>Poetry About Standing (in Kinship) By Kimberly Blaeser</p>	 <p>Multimedia Compare Dystopian Movie Trailers</p>	 <p>Informational Text What Was the Milgram Experiment? By Kendra Cherry</p>	 <p>Informational Text The Mesoamerican Influences Behind Namor from Black Panther: Wakanda Forever By Nili Blanck</p>
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Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 4:

How Do We Feed the World?



How Do We Feed the World?

Concepts & Skills Focus

Essential Question:

What lessons can be learned about sustainable food sources by looking into the past and toward the future?

[Click Here for All Grade 10, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.9-10.4) → Structure in Informational Texts (CCSS.RI.9-10.5) → Point of View and Purpose in Informational Texts (CCSS.RI.9-10.6) → Summarizing Informational Texts (CCSS.RI.9-10.2) → Evaluating Evidence (CCSS.RI.9-10.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.9-10.7) → Synthesizing Information from Sources (CCSS.RI.9-10.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.9-10.2) <i>Based on the readings and other research, what are the most pressing issues around how to solve the global food crisis and agricultural sustainability?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → Evaluating Evidence (CCSS.W.9-10.1) → The Purpose of Research Writing (CCSS.W.9-10.7) → Understanding the Research Process (CCSS.W.9-10.7) → Writing the Research Paper (CCSS.W.9-10.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.9-10.8, CCSS.W.9-10.5, CCSS.W.9-10.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.10.4.b, L.10.4.c, L.10.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Identify and Correctly Use Word Patterns (L.10.4.b) → Consulting Reference Materials (L.10.4.c) → Verify the Meaning of Words and Phrases (L.10.4.d)

Concepts and Skills Continued on Next Page

How Do We Feed the World?

Concepts & Skills Focus (Cont.)

Essential Question:

What lessons can be learned about sustainable food sources by looking into the past and toward the future?

[Click Here for All Grade 10, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.4	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Panel Discussion (CCSS.SL.9-10.4) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d) → Student Guide Edit the Draft Together (CCSS.SL.9-10.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Do We Feed the World?

Past generations used techniques to provide more sustainable ways of living, especially when it comes to food. Today, farmers are not only using these techniques, but are also using technology to sustain food growth. Throughout this unit, will look at how both the past and future can come together to build a more sustainable world.

Mentor Texts



Informational News Article

Farmers in India Cut Their Carbon Footprint with Trees and Solar Power

By Sibi Arasu



Informational Text

Can We Feed the World and Sustain the Planet?

By Jonathan A. Foley



Informational News Article

South Suburban Hydroponic Farm Owner Seeks to Democratize the Food System and Change the Narrative in the Ford Heights Neighborhood

By Darcel Rockett



Informational Text

As Seas Rise, Bangladesh Farmers Revive Floating Farms

By Ruma Paul

Read Across Genres



Informational Text

What is Sustainable Agriculture?

By David N. Sundberg



Informational Text

What is the Difference Between Organic Farming and Sustainable Farming?

From Tillable



Multimedia

Farming for a Sustainable Future

From The Nature Conservancy



Poetry

Farmland

By Walter Lowenfels



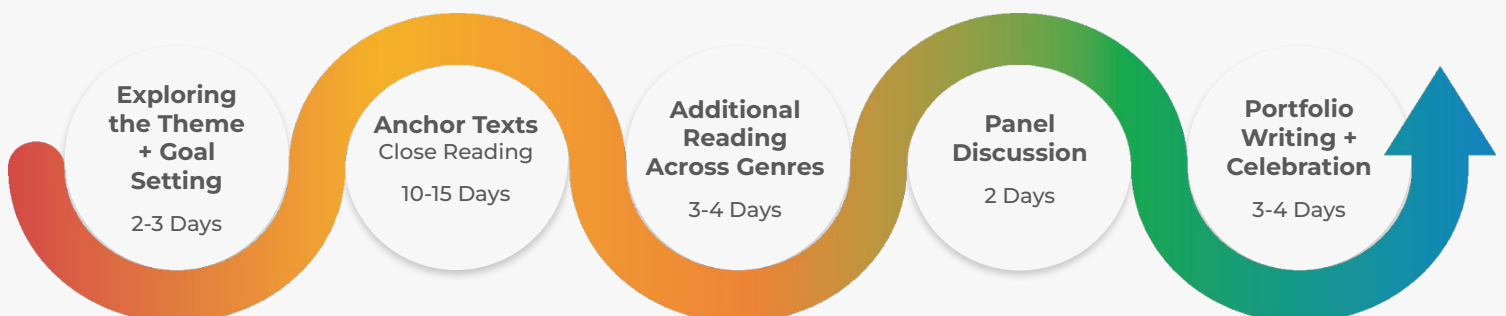
Informational Text

Smart Farming, Precision Agriculture to Achieve a More Sustainable World

From Iberdrola

Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 5

What Happens to a Dream Deferred?



What Happens to a Dream Deferred?

Concepts & Skills Focus

Essential Question:

How can our families influence the ways in which we approach our dreams?

[Click Here for All Grade 10, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → How Playwrights Introduce Dramatic Action through Scenes (CCSS.RL.9-10.5) → Understanding Types of Conflict in Literature (CCSS.RL.9-10.3) → Analyzing Point of View and Perspective (CCSS.RL.9-10.6) → How Playwrights Develop Dramatic Action through Scenes (CCSS.RL.9-10.5) → Developing Characters in Drama (CCSS.RL.9-10.3) → Determining Themes in Drama (CCSS.RL.9-10.2) → Compare and Contrast Literature in Different Mediums (CCSS.RL.9-10.7) → Using Historical Background to Build Context for Drama (CCSS.RL.9-10.10) → Student Guide Before You Read the Play (CCSS.RL.9-10.4) → Student Guide Map the Play (CCSS.RL.9-10.5)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.9-10.2) <i>Choose one of the members of the Younger family. What role does the "American Dream" play in shaping this character's desires and what are its effects on how their story plays out in A Raisin in the Sun?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.9-10.2) → Writing the Cause-and-Effect Essay (CCSS.W.9-10.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.9-10.2, CCSS.SL.9-10.1b, CCSS.W.9-10.10)

Concepts and Skills Continued on Next Page

What Happens to a Dream Deferred?

Concepts & Skills Focus (Cont.)

Essential Question:

How can our families influence the ways in which we approach our dreams?

[Click Here for All Grade 10, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.10.4.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Context Clues (L.10.4.a)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4) → Small group discussion (CCSS.SL.9-10.1d) → Performance (CCSS.SL.9-10.2) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

What Happens to a Dream Deferred?

Through close reading and writing, performance, and a final cause-and-effect essay, students will explore how families can influence the ways in which we approach our dreams. They will also discuss how the “American Dream” specifically shapes the desires of the family throughout the drama.

Mentor Texts



Drama

**A Raisin in the Sun:
Act I, Scene I**

By Lorraine Hansberry



Drama

**A Raisin in the Sun
Act I, Scene II**

By Lorraine Hansberry



Drama

**A Raisin in the Sun:
Act II, Scene I**

By Lorraine Hansberry



Drama

**A Raisin in the Sun:
Act II, Scene II**

By Lorraine Hansberry



Drama

**A Raisin in the Sun:
Act II, Scene III**

By Lorraine Hansberry



Drama

**A Raisin in the Sun:
Act III**

By Lorraine Hansberry

Read Across Genres



Drama Excerpt

**A Raisin in the Sun:
Act I, Scene I**

By Lorraine Hansberry



Multimedia

**A Raisin in the
Sun (1961) |
Damn These
Eggs!**



Multimedia

**Why Are US cities
Still So
segregated?**



Informational Text

**How Lorraine
Hansberry Turned Her
Family's Story Into A
Raisin in the Sun**

By Robert Loerzel



Informational Text

**The Long-Lasting
History of the
Great Migration**

By Isabel Wilkerson

Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 6:

What Is the Value of College?



What Is the Value of College?

Concepts & Skills Focus

Essential Question:

What factors should you consider in determining the path for your post-secondary life?

[Click Here for All Grade 10, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.9-10.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.9-10.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.9-10.6) → Analyzing Connections within Informational Texts (CCSS.RI.9-10.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.9-10.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.9-10.3) <i>Describe a time when you had to either take a risk or stay safe. What did you do? What happened? Would you do it again?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Personal Statements (CCSS.W.9-10.3) → Writing the Personal Statement CCSS.W.9-10.3 → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.9-10.3)
Use Language and Grammar: Primary CCSS Language Standards: L.10.2.a, L.10.2.b, L.10.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Using Semicolons (L.10.2.a) → Using Colons (L.10.2.b) → Analyze Nuances in Meaning (L.10.5.b)

Concepts and Skills Continued on Next Page

What Is the Value of College?

Concepts & Skills Focus

Essential Question:

What factors should you consider in determining the path for your post-secondary life?

[Click Here for All Grade 10, Unit 6 Supporting Materials on Platform:](#)


Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4, → Small group discussion (CCSS.SL.9-10.1d) → Pitch Deck (CCSS.SL.9-10.2) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d) → Student Guide Edit the Draft Together (CCSS.SL.9-10.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)


What is the Value of College?

With the seemingly high cost of college tuition, some students may ask if it's worth it to attend college. Throughout this unit, students will examine the value of college as well as how to explore college and career options to make the best postsecondary choice for themselves.


Mentor Texts




Speech
Kerry Washington Commencement Speech



Informational Text
The Surprising Thing Google Learned About Its Employees—and What It Means for Today's Students
By Valerie Strauss and Cathy N. Davidson




Informational Text
How Thinking about 'Future You' Can Build a Happier Life
By David Robson




Informational Text
College Still Matters, Now More Than Ever
By Stanley Litow

Read Across Genres




Informational Text
Does It Matter Where You Go to College?
By Derek Thompson



Informational Text
Where Your Kid Goes to College Doesn't Matter As Much As You Think
By David Allan



Informational Text
Career Exploration for High School Students—3 Steps to Follow
By Paige Buttels



Extension Activity
Bureau of Labor Statistics Search
By ThinkCERCA Staff

Unit Progression

(22-26 Days of Instruction)





Grade 10, Unit 7:

How Do Ancient and Sacred Texts Speak to Us?



How Do Ancient and Sacred Texts Speak to Us?

Concepts & Skills Focus

Essential Question:

How and why do modern storytellers retell, reinvent, and expand on well-known creation stories from the past?

[Click Here for All Grade 10, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.9, RI.9, RI.3, RL.3	<ul style="list-style-type: none"> → Analyzing Traditional Tales: Creation Stories (CCSS.RL.9-10.3; CCSS.RL.9-10.9) → Common Characters Within and Across Texts (CCSS.RL.9-10.3; CCSS.RL.9-10.9) → Common Themes Within and Across Texts (CCSS.RL.9-10.2; CCSS.RL.9-10.9) → Analyzing Poetic Structure (CCSS.RL.9-10.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.9-10.2; CCSS.RI.9-10.10)
Respond and Write: Primary CCSS Writing Standards: W.1	<p>Final Portfolio Product: Literary Analysis (CCSS.W.9-10.1)</p> <p><i>How do modern creation texts draw on ancient, sacred, or classical texts as inspiration while transforming them into completely new works? Select one of the ancient, sacred, or classical works of literature from this unit to compare to a later text that draws on it as inspiration or transforms it into a modern or re-envisioned work.</i></p> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.9-10.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.9-10.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.9-10.9a) → The Purpose of Literary Analysis (CCSS.W.9-10.1) → Writing the Literary Analysis (CCSS.W.9-10.1) → Student Guide Your Portfolio - Literary Analysis Sections (CCSS.W.9-10.3a, CCSS.W.9-10.3d, CCSS.SL.9-10.4, CCSS.SL.9-10.1b, CCSS.W.9-10.10)

Concepts and Skills Continued on Next Page

How Do Ancient and Sacred Texts Speak to Us?

Concepts & Skills Focus

Essential Question:

How and why do modern storytellers retell, reinvent, and expand on well-known creation stories from the past?

[Click Here for All Grade 10, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.10.1.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.9-10.6, CCSS.L.9-10.4d) → Student Guide Sharpen Your Sentences (CCSS.L.9-10.3a) → Parallel Structure (L.10.1.a)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.9-10.1c, CCSS.SL.9-10.1d, CCSS.W.9-10.12, CCSS.W.9-10.11, CCSS.W.9-10.4) → Small group discussion (CCSS.SL.9-10.1d) → Formal Socratic discussion (CCSS.SL.9-10.1) → Student Guide Share Your Reflections (CCSS.SL.9-10.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.9-10) → Raise Your Score Test Prep and Strategy (CCSS.W.9-10.9, CCSS.L.9-10.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.9-10.10)

How Do Ancient and Sacred Texts Speak to Us?

In this unit, students will explore collections of sacred texts, myths, contemporary retellings, and science fiction as they explore the concepts of the power of words and stories focused on the theme of creation.

Mentor Texts



Creation Stories

Text Set: Creation Stories Collection

From Genesis 1, James Weldon Johnson, a Mayan Creation Story, and Joseph Bruchac and Michael Caduto



Greek Mythology and Science Fiction

Text Set: *Prometheus* by Josephine Preston Peabody

and

Frankenstein, Chapter V by Mary Shelley



Short Stories

"The Last Curiosity" & "Time Capsule Found On The Dead Planet"

By Lucy Tan & Margaret Atwood

Read Across Genres



Poetry

Dear Dr. Frankenstein

By Jericho Brown



Poetry

Tell Me a Story

By Robert Penn Warren



Multimedia

Informal Performance Activity



Short Story

The Fifth Story

by Clarice Lispector



Short Story

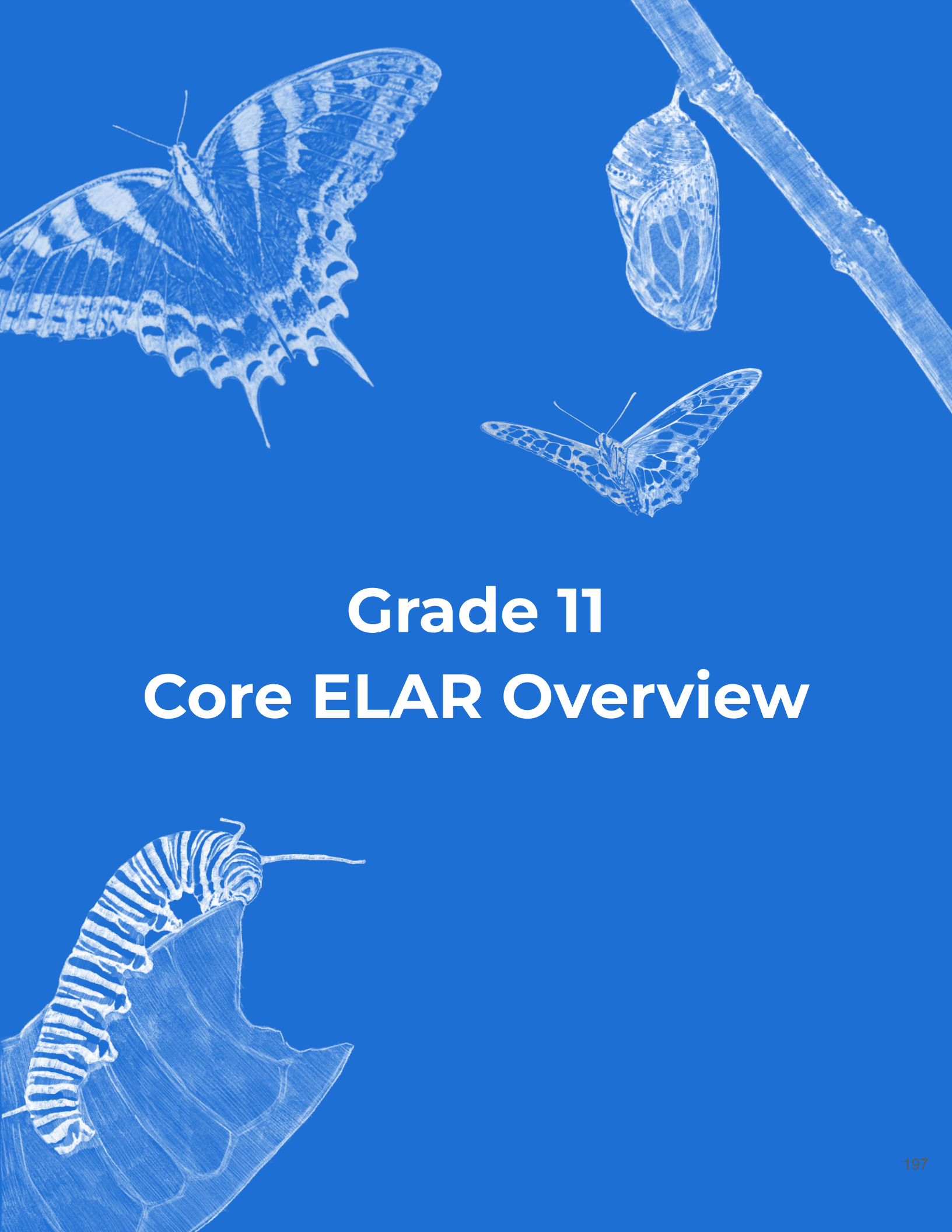
What I Have Been Doing Lately

by Jamaica Kincaid

Unit Progression

(22-26 Days of Instruction)





Grade 11

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 11 Core ELAR Unit Themes

[Click here for Grade 11 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

Who Influences You?

How do our connections to heritages and families determine our values, beliefs, and identities? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Writing

2

What Differences Can National Parks Make?

Should we protect and prioritize the designation of national parks? Explore these questions through argumentative texts and a variety of other pieces across genres.

Portfolio: Argumentative Essay Writing

3

How Do Our Choices Define Us?

How can we resolve tensions created by values in conflict with each other? How do individuals develop the world in which they live and thrive? How has this changed over time? Explore these questions through variety of texts.

Portfolio: Short Story Writing

4

Where Is the Water?

What role does water play in creating a sustainable planet? Learn more about sustainable communities and efforts by individuals and organizations to solve problems.

Portfolio: Research Paper Writing

ThinkCERCA Core ELAR

Grade 11 Core ELAR Unit Themes

[Click here for Grade 11 Unit Overview on Platform](#)

5

How Does Power Corrupt?

What happens when we betray our own values and morals? Explore this question through a classic, full-length, Shakespearean drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

What Is Your Path?

How can our past successes and failures inform our future plans? Explore readings about the postsecondary opportunities as well as resources and frameworks for determining your pathway in life.

Portfolio: Personal Statement Writing

7

What Is the Spirit of the People of the United States of America?

What do the foundational documents of the United States and the texts that have spoken to and for its people ever since reveal about the spirit of the nation? Explore this question by comparing seminal American texts.

Portfolio: Literary Analysis Writing



Grade 11, Unit 1

Who Influences You?



Who Influences You?

Concepts & Skills Focus

Essential Question:

How do the connections with those closest to us determine our values, beliefs and identities?

[Click Here for All Grade 11, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.11-12.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.11-12.2) → Analyzing Imagery in a Personal Narrative (CCSS.RL.11-12.4) → The Impact of an Author's Choices: Words and Images (CCSS.RI.11-12.6) → Analyzing Poetry through SOAPStone (CCSS.RL.11-12.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.11-12.3) <i>Write about a moment when a relationship or experience with another person shifted your perspective and brought new insight into who you wanted to be.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → Appreciate the Author's Craft (CCSS.W.11-12.3) → The Purpose of Personal Narrative Writing (CCSS.W.11-12.3) → Writing the Personal Narrative (CCSS.W.11-12.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.11-12.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.11.1.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Usage and Conventions (L.11.1.a)

Concepts and Skills Continued on Next Page

Who Influences You?

Concepts & Skills Focus

Essential Question:

How do the connections with those closest to us determine our values, beliefs and identities?

[Click Here for All Grade 11, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS Standards: CCSS.CCRA.R.1; W.9, W.10, L.4	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

Who Influences You?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving them opportunities to express their own ideas through a variety of formats.

Mentor Texts



Personal Narrative

Beauty: When the Other Dancer Is the Self

By Alice Walker



Memoir Excerpt

My Beloved World

By Sonia Sotomayor



Personal Narrative

The Way to Rainy Mountain

By N. Scott Momaday



Opinion

The Secret to a Long Life is Bocce

By William Giraldi

Read Across Genres



Multimedia

Food, Identity, and Family

By UNC College



Poetry

Eddie Priest's Barbershop & Notary

By Kevin Young



Poetry

Manners

By Elizabeth Bishop



Informational Text

The Stories that Bind Us

By Bruce Feiler



Informational Text

DNA Testing Can Bring Families Together, but Gives Mixed Answers on Ethnicity

By Tina Hesman Saey

Unit Progression

(22-26 Days of Instruction)





Grade 11, Unit 2

What Differences Can National Parks Make?



What Differences Can National Parks Make?

Concepts & Skills Focus

Essential Question:

Should we protect and prioritize the designation of national parks?

[Click Here for All Grade 11, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.1, RI.2, RI.8</i>	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.11-12.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.11-12.1) → Analyzing Text Features (CCSS.RI.11-12.5) → Analyzing Issues and Appeals (CCSS.RI.11-12.6) → Understanding Visual Sources (CCSS.RI.11-12.7) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.11-12.6)
Respond and Write: Primary CCSS Writing Standards: <i>W.1</i>	Final Portfolio Product: Argumentative Essay (CCSS.W.11-12.1) <i>Based on your readings, what are the most pressing issues for communities regarding the designation and maintenance of national parks?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Argumentative Writing (CCSS.W.11-12.1) → Writing the Argumentative Essay (CCSS.W.11-12.1) → Student Guide Make it Powerful (CCSS.W.11-12.1b) → Student Guide Choose Your Argument (CCSS.W.11-12.1a)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.11.3.a</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Varying Syntax (L.11.3.a)

Concepts and Skills Continued on Next Page

What Differences Can National Parks Make? Concepts & Skills Focus (Cont.)

Essential Question:

Should we protect and prioritize the designation of national parks?

[Click Here for All Grade 11, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.3</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Debate Game (CCSS.SL.11-12.3) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: <i>Primary CCSS Standards: W.9, W.10, L.4</i>	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

What Differences Can National Parks Make?

Investigating real issues that affect real communities all over the country allows for students to build informed opinions on the ways to improve systems. The National Park system is a national treasure, but is it always used as well as it could be? Through informational and opinion-based texts, arguments will be made for the National Parks.

Mentor Texts



Informational Text

Is National Park Status Always a Good Thing?

By Stephanie Vermillion



Opinion

Saving America's Treasures



Informational Text

Animals Notice—and Adapt—When Humans are in National Parks

By Laura Baisas



Informational Text

Our National Parks are in Trouble

By Jon Waterman

Read Across Genres



Multimedia

The National Parks Photo Gallery

By Ken Burns



Opinion

A Modest Proposal: We Need More National Parks

By Michael Kellett



Opinion

More National Parks Won't Solve Overcrowding

By Jonathan Thompson



Visual Text

5 Reasons Why America's Arctic Should Remain Off Limits to New Drilling

By World Wildlife Fund



Photo Essay

The Forgotten History of the US' African American Coal Towns

By Stephen Starr

Unit Progression

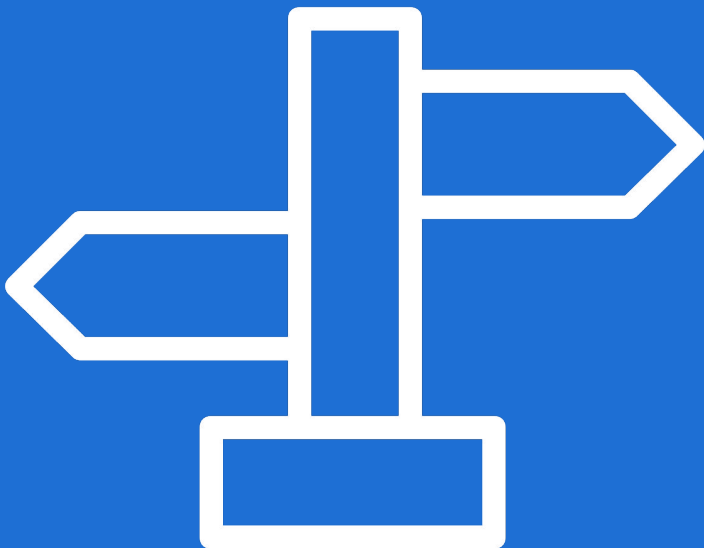
(22-26 Days of Instruction)





Grade 11, Unit 3

How Do Our Choices Define Us?



How Do Our Choices Define Us?

Concepts & Skills Focus

Essential Question:

How can we resolve tensions created by values in conflict with each other?

[Click Here for All Grade 11, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.6	<ul style="list-style-type: none"> → Determining Themes in Literature (CCSS.RL.11-12.2) → Developing Characters in Fiction (CCSS.RL.11-12.3) → Analyzing Story Elements in Literature (CCSS.RL.11-12.3) → Developing Point of View in Literature (CCSS.RL.11-12.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.11-12.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.11-12.3) <i>Think about the factors that shape conflict. Write a short story that explores the prevention or resolution of a conflict.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Narrative Writing (CCSS.W.11-12.3) → Writing the Short Story (CCSS.W.11-12.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.11-12.3a, CCSS.W.11-12.3d, CCSS.SL.11-12.4, CCSS.SL.11-12.1b, CCSS.W.11-12.10)
Use Language and Grammar: Primary CCSS Language Standards: L.11.2.b, L.11.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Spelling Correctly (L.11.2.b) → Interpreting Figures of Speech (L.11.5.a)

Concepts and Skills Continued on Next Page

How Do Our Choices Define Us?

Concepts & Skills Focus (Cont.)

Essential Question:

How can we resolve tensions created by values in conflict with each other?

[Click Here for All Grade 11, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS <i>Speaking and Listening Standard:</i> SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS <i>Standards:</i> W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)


How Do Our Choices Define Us?

Short stories can show us the difficult choices characters have to make and how they work through those choices. In this unit, students will explore the essential question, “How can we resolve tensions between values that are in conflict with each other?” to better understand how our choices shape who we are.

Mentor Texts




Short Story
The Bet
By Anton Chekhov



Short Story
Eveline
By James Joyce

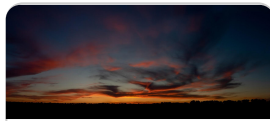


Short Story
Anyone Can Do It
By Manuel Muñoz




Short Story
Apollo
By Chimamanda Ngozi Adichie


Read Across Genres




Multimedia
Do Not Go Gentle Into That Good Night
By Dylan Thomas Read



Poetry
Blackberry-Picking
By Seamus Heaney



Poetry
The Gift
By Li-Young Lee



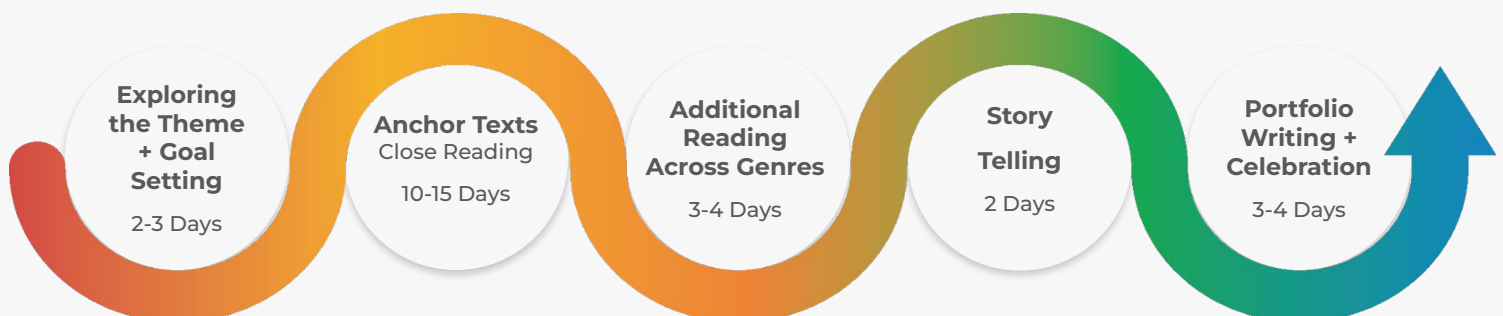
Informational Text
Why I Write
By George Orwell



Opinion
Vindication of the Rights of Women
By Mary Wollstonecraft

Unit Progression

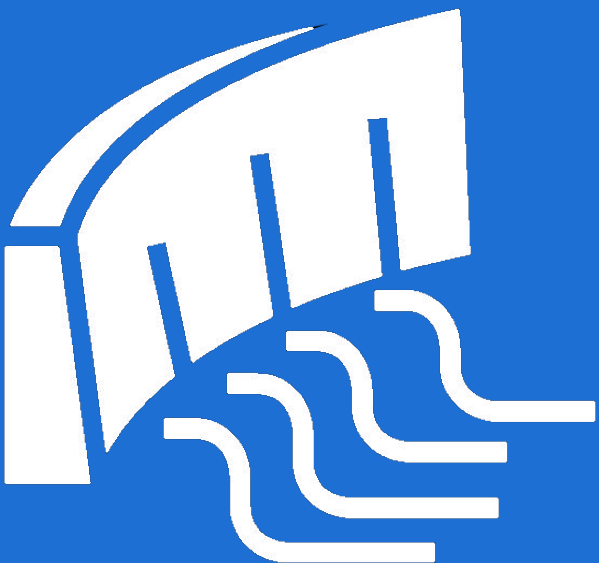
(22-26 Days of Instruction)





Grade 11, Unit 4:

Where Is the Water?



Where Is the Water?

Concepts & Skills Focus

Essential Question:

What role does water play in creating a sustainable planet?

[Click Here for All Grade 11, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.11-12.4) → Structure in Informational Texts (CCSS.RI.11-12.5) → Point of View and Purpose in Informational Texts (CCSS.RI.11-12.6) → Summarizing Informational Texts (CCSS.RI.11-12.2) → Evaluating Evidence (CCSS.RI.11-12.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.11-12.7; CCSS.RL.11-12.7) → Synthesizing Information from Sources (CCSS.RI.11-12.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.11-12.2) <i>Based on the readings and other research, what role does water play in creating a sustainable planet?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → Evaluating Evidence (CCSS.W.11-12.1) → The Purpose of Research Writing (CCSS.W.11-12.7) → Understanding the Research Process (CCSS.W.11-12.7) → Writing the Research Paper (CCSS.W.11-12.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.11-12.8, CCSS.W.11-12.5, CCSS.W.11-12.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.11.4.b, L.11.4.c, L.11.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Identify and Correctly Use Word Patterns (L.11.4.b) → Consulting Reference Materials (L.11.4.c) → Verify the Meaning of Words and Phrases (L.11.4.d)

Concepts and Skills Continued on Next Page

Where Is the Water?

Concepts & Skills Focus (Cont.)

Essential Question:

What role does water play in creating a sustainable planet?

[Click Here for All Grade 11, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: <i>Primary CCSS Speaking and Listening Standard: SL.4</i>	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Panel Discussion (CCSS.SL.11-12.4) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: <i>Primary CCSS Standards: W.9, W.10, L.4</i>	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

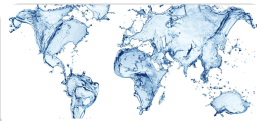
Where Is the Water?

Students will examine and how water plays an important role in creating a sustainable planet. Through analysis and discussion of informational texts, infographics, photographs, and a novel excerpt, they will determine how water affects everything around them.

Mentor Texts



Informational Text
Water Shortages Must Be Placed on the Climate-Change Agenda. This is Why
 By Jay Famiglietti and José Ignacio Galindo



Informational Text
A Map of the Future of Water
 By Jay Famiglietti



Informational Text
Why We Remember Floods and Forget Droughts
 By Kim Beil



Informational News Article
A Century Ago, This Water Agreement Changed the West. Now, the Region is in Crisis.
 By Margaret Osborne

Read Across Genres



Informational Text
Sustainable Earth: Water
 By Brian Handwerk



Informational News Article
Mexico City: Thirsty and Sinking
 By Carrie Kahn



Multimedia
Sustainability: Water—The Water Cycle



Novel Excerpt
Excerpt from The Grapes of Wrath
 By John Steinbeck



Informational Text
Sustainable Water: Our Essential Guide to Sustainable Water Resource Management Solutions & Strategies
 From Aqua Tech

Unit Progression

(22-26 Days of Instruction)





Grade 11, Unit 5

How Does Power Corrupt?



How Does Power Corrupt?

Concepts & Skills Focus

Essential Question:

What happens when we betray our own values and morals?

[Click Here for All Grade 11, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.5, RL.7	<ul style="list-style-type: none"> → Understanding Types of Conflict in Literature (CCSS.RL.11-12.3) → Understanding Shakespearean Language (CCSS.RL.11-12.4) → Analyzing Direct and Indirect Characterization (CCSS.RL.11-12.3) → How Playwrights Develop Dramatic Action through Scenes (CCSS.RL.11-12.5) → Determining Themes in Drama (CCSS.RL.11-12.2) → Compare and Contrast Literature in Different Mediums (CCSS.RL.11-12.7) → Using Historical Background to Build Context for Drama (CCSS.RL.11-12.10) → Student Guide Before You Read the Play (CCSS.RL.11-12.4) → Student Guide Map the Play (CCSS.RL.11-12.5)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.11-12.2) <i>Choose either Macbeth or Lady Macbeth. Trace the sequence of events that ultimately lead to the character's downfalls. How did these events shape their tragic ends to come?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.11-12.2) → Writing the Cause-and-Effect Essay (CCSS.W.11-12.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.11-12.2, CCSS.SL.11-12.1b, CCSS.W.11-12.10)

Concepts and Skills Continued on Next Page

How Does Power Corrupt?

Concepts & Skills Focus (Cont.)

Essential Question:

What happens when we betray our own values and morals?

[Click Here for All Grade 11, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.11.4.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Using Context Clues (L.11.4.a)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Performance (CCSS.SL.11-12.2) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

How Does Power Corrupt?

Conflict can often be thought of as happening with another person, but what about when one betrays their own morals and values? Students will discuss this as they explore a Shakespearean drama and write a cause-and-effect essay about what ultimately led to Macbeth or Lady Macbeth's downfall.

Mentor Texts



Drama

Macbeth: Act I

By William Shakespeare



Drama

Macbeth: Act II

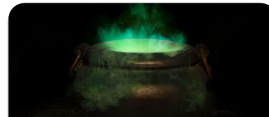
By William Shakespeare



Drama

Macbeth: Act III

By William Shakespeare



Drama

Macbeth: Act IV

By William Shakespeare



Drama

Macbeth: Act V

By William Shakespeare

Read Across Genres



Drama Excerpt

Macbeth: Act I, Scene III

By William Shakespeare



Multimedia

Macbeth: Act III, Scene IV, Dinner



Multimedia

The Tragedy of MacBeth | A True Story



Informational Text

Break A Leg, Macbeth: Theater Superstitions for the Unsuspecting

By Jennifer Sneed



Informational Text

Witchy Characters

By Barbara Radcliffe Rogers and Andrew Matthew

Unit Progression

(22-26 Days of Instruction)





Grade 11, Unit 6:

What Is Your Path?



What Is Your Path?

Concepts & Skills Focus

Essential Question:

How can our past successes and failures inform our future plans?

[Click Here for All Grade 11, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.11-12.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.11-12.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.11-12.6) → Analyzing Connections within Informational Texts (CCSS.RI.11-12.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.11-12.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.11-12.3) <i>Discuss an accomplishment, event, or realization that sparked a period of growth and a new understanding of yourself or others.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Personal Statements (CCSS.W.11-12.3) → Writing the Personal Statement (CCSS.W.11-12.3) → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.11-12.3)
Use Language and Grammar: Primary CCSS Language Standards: L.11.2.a, L.11.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Using Hyphens (L.11.2.a) → Analyzing Nuances in Word Meanings (L.11.5.b)

Concepts and Skills Continued on Next Page

What Is Your Path?

Concepts & Skills Focus

Essential Question:

How can our past successes and failures inform our future plans?

[Click Here for All Grade 11, Unit 6 Supporting Materials on Platform:](#)





Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Pitch Deck (CCSS.SL.11-12.2) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)






What Is Your Path?

Students will begin to focus on the college essay and how their past experiences can inform their futures. Through examples of personal statements and tips on how to write a college essay, students will enter their senior year with a completed college essay.

Mentor Texts

 <p>Speech Lin Manuel Miranda's Commencement Speech By Cole Claybourn</p>	 <p>Informational News Article Choosing a Major in College: What to Know By Cole Claybourn</p>	 <p>Informational Text 12 Strategies to Writing the Perfect College Essay By Pamela Reynolds</p>	 <p>Informational News Article How to Write a College Essay By Kelly Mae Ross, Devon Haynie, and Josh Moody</p>
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Read Across Genres

 <p>Informational Text 4 Great Personal Statement Examples and Why They Worked By Will Geiger</p>	 <p>Informational Text Twelve Outstanding Personal Statement Examples From College Essay Guy</p>	 <p>Multimedia Choosing the Perfect College Essay Topic!</p>	 <p>Informational Text 35+ Best College Application Tips from College Application Experts From College Essay Guy</p>	 <p>Informational Text 10 Steps to Choosing the Right College By Katy Hopkins and Sarah Wood</p>
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Unit Progression

(22-26 Days of Instruction)





Grade 11, Unit 7:

What Is the Spirit of the People of the United States of America?



What Is the Spirit of the People of the United States of America?

Concepts & Skills Focus

Essential Question:

What do the foundational documents of the United States and the texts that have spoken to and for its people ever since reveal about the spirit of the nation?

[Click Here for All Grade 11, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.8, RI.9, RL.5</i>	<ul style="list-style-type: none"> → Understanding Rhetorical Situation (CCSS.RI.11-12.8; CCSS.RI.11-12.9) → Writing an Analysis of a Rhetorical Situation (CCSS.RI.11-12.8; CCSS.RI.11-12.9) → Understanding How Writers' Choices Define Their Styles (CCSS.RI.11-12.8; CCSS.RI.11-12.9) → The Impact of One Component of the Rhetorical Situation (CCSS.RI.11-12.8; CCSS.RI.11-12.9) → Analyzing Poetic Structure (CCSS.RL.11-12.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: <i>W.1</i>	Final Portfolio Product: Literary Analysis (CCSS.W.11-12.1) <i>How do two former presidents, Barack Obama (2008 Election Night) and George Bush (Flight 93 Memorial Ceremony in 2021) both evoke and re-envision the spirit of the people as characterized in previous speeches in American History?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Literary Analysis (CCSS.W.11-12.1) → Writing the Literary Analysis (CCSS.W.11-12.1) → Student Guide Your Portfolio - Literary Analysis Sections (CCSS.W.11-12.3a, CCSS.W.11-12.3d, CCSS.SL.11-12.4, CCSS.SL.11-12.1b, CCSS.W.11-12.10)

Concepts and Skills Continued on Next Page

What Is the Spirit of the People of the United States of America?

Concepts & Skills Focus (Cont.)

Essential Question:

What do the foundational documents of the United States and the texts that have spoken to and for its people ever since reveal about the spirit of the nation?

[Click Here for All Grade 11, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.11.6	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Using General Academic And Domain-Specific Words And Phrases (L.11.6)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic Discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

What Is the Spirit of the People of the United States of America?

As students read historical documents, they will analyze the arguments as well as syntax and word choice. Through discussion and informal research, they will examine what the spirit of the people of the United States has been in the past and what it is today and how the two compare.

Mentor Texts



Historical Document
Excerpt from The Declaration of Independence



Historical Documents
Excerpts from and Letters About the Constitution of the United States of America



Speeches
"What to the Slave Is the Fourth of July?" and "Ain't I a Woman?"
By Frederick Douglass and Sojourner Truth



Speeches
Three Famous Speeches by Abraham Lincoln
By Abraham Lincoln

Read Across Genres



Poetry
"I Hear America Singing" and "I, Too"
By Walt Whitman and Langston Hughes



Multimedia
America Is in the Heart
By Carlos Bulosan



Multimedia
Hamilton Cast Performs 'Alexander Hamilton' at White House
From CBS News

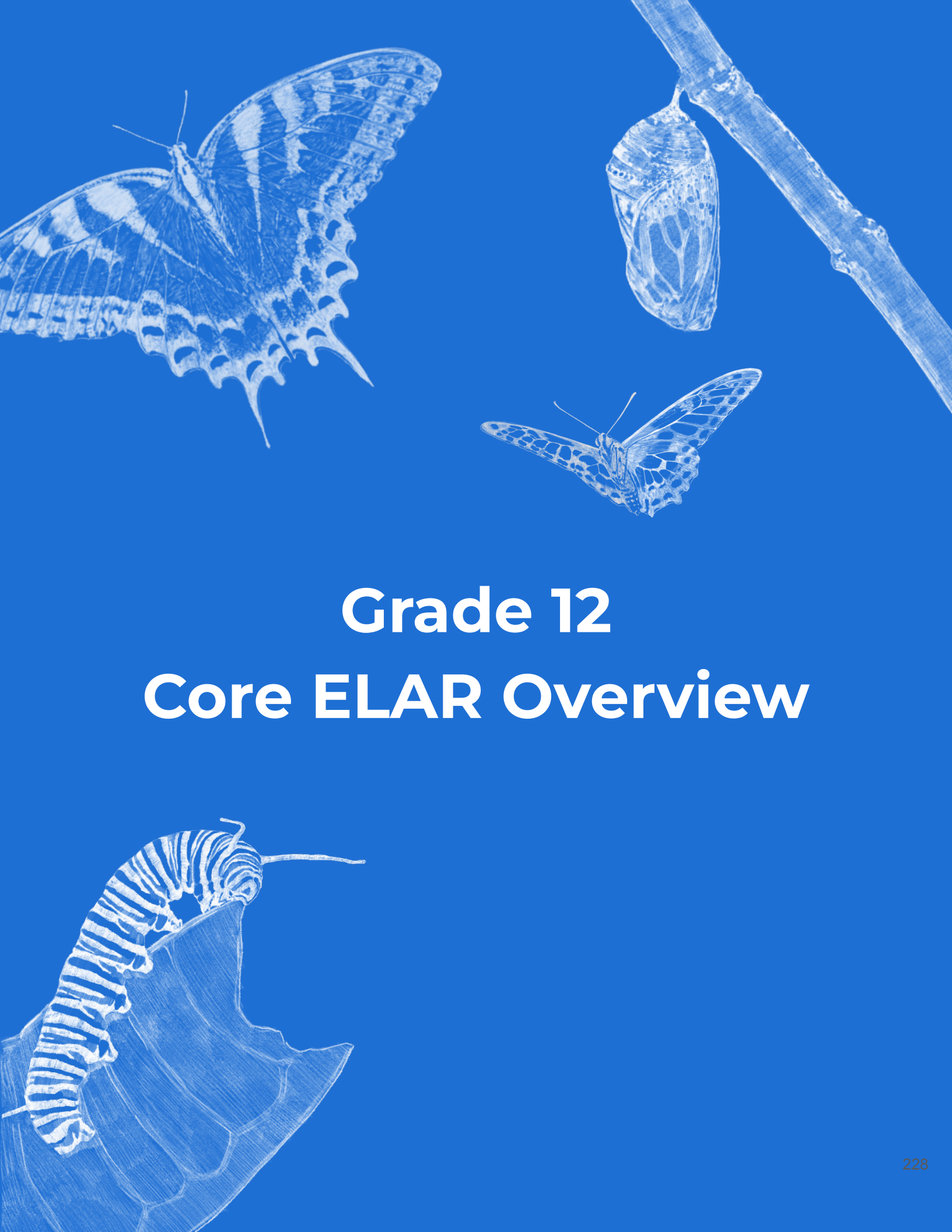


Speeches
"Barack Obama's Victory Speech" and "George W. Bush Address at the Flight 93 Memorial Ceremony Marking 20 Years Since the 9/11 Terrorist Attacks"

Unit Progression

(22-26 Days of Instruction)





Grade 12

Core ELAR Overview

ThinkCERCA Core ELAR

Grade 12 Core ELAR Unit Themes

[Click here for Grade 12 Unit Overview on Platform](#)

Comprehensive Assessment Resources



Benchmarks



Continuous Embedded Assessment



AP/ACT/SAT Aligned Practice

1

Where Are You Going Next?

How do the expectations of society influence the decisions you make? Explore models of narrative nonfiction that examine growing up and becoming one's own person.

Portfolio: Personal Narrative Writing

2

How Do Robots Help Us?

Should robots and other forms of artificial intelligence be used to perform important tasks in our communities? Explore these questions through argumentative texts and a variety of other pieces across genres.

Portfolio: Argumentative Essay Writing

3

What Can We Do to Become Better Global Citizens?

How can stories help us reexamine our lives and our roles in the lives of others? Explore this questions through a variety of short stories.

Portfolio: Short Story Writing

4

How Do We Live Sustainably?

How does a community live sustainably? How are local communities using the resources around them to build a sound future? Delve into informational texts as well as research and visuals to better understand how communities are becoming more sustainable.

Portfolio: Research Paper Writing

ThinkCERCA Core ELAR

Grade 12 Core ELAR Unit Themes

[Click here for Grade 12 Unit Overview on Platform](#)

5

What Happens When Civic Duty and Values Collide?

What happens when our beliefs and values conflict with those who hold power over us? Explore this question through a full-length Greek drama and a variety of other pieces across genres.

Portfolio: Cause-and-Effect Essay Writing

6

How Can You Afford the Life You Want?

What are the risks and rewards of various post-secondary choices? How do you decide what you want to do and how to pay for it? Explore readings about financing life after high school.

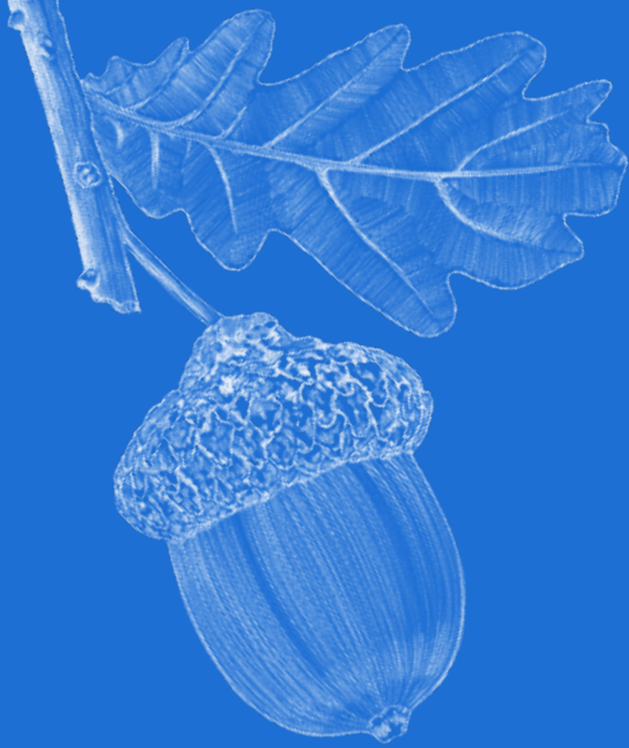
Portfolio: Personal Statement Writing

7

How Are Values Shaped by Our Community?

What are the opportunities and challenges of being a member of a community? Explore this question by comparing foundational 18th-20th Century American Literature.

Portfolio: Literary Analysis Writing



Grade 12, Unit 1

Where Are You Going Next?



Where Are You Going Next?

Concepts & Skills Focus

Essential Question:

How do the expectations of society influence the decisions you make?

[Click Here for All Grade 12, Unit 1 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.1, RL.2, RL.4	<ul style="list-style-type: none"> → Citing Evidence to Write about Literary Texts (CCSS.RL.11-12.1) → Determining Theme and Author's Message in a Personal Narrative (CCSS.RL.11-12.2) → Analyzing Imagery in a Personal Narrative (CCSS.RL.11-12.4) → Making Inferences in Literary Texts (CCSS.RI.11-12.1) → Analyzing Poetry through SOAPSTone (CCSS.RL.11-12.4) → Using Informational Texts to Ask Questions About Other Genres (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Personal Narrative (CCSS.W.11-12.3) <i>Write a personal narrative about a moment in your life when you changed who you were, for better or worse.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → Appreciate the Author's Craft (CCSS.W.11-12.3) → The Purpose of Personal Narrative Writing (CCSS.W.11-12.3) → Writing the Personal Narrative (CCSS.W.11-12.3) → Student Guide Make it Vivid: Parts of Speech (CCSS.W.11-12.3d)
Use Language and Grammar: Primary CCSS Language Standards: L.12.1.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Usage and Conventions (L.12.1.a)

Concepts and Skills Continued on Next Page

Where Are You Going Next?

Concepts & Skills Focus (Cont.)

Essential Question:

How do the expectations of society influence the decisions you make?

[Click Here for All Grade 12, Unit 1 Supporting Materials on Platform:](#)





Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS <i>Speaking and Listening Standard:</i> SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS <i>Standards:</i> CCSS.CCRA.R.1; W.9, W.10, L.4	<ul style="list-style-type: none"> → An Introduction: What Is CERCA? (CCSS.CCRA.R.1) → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)


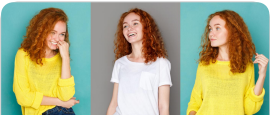



Where Are You Going Next?

Grounding students in the experiences of others similar to and different from them allows students to develop self-awareness, social awareness, and empathy, while giving students opportunities to express their own ideas in a variety of formats.

Mentor Texts

 <p>Personal Narrative On the Rainy River By Tim O'Brien</p>	 <p>Personal Narrative The Party By Ava Kadishson Schieber</p>	 <p>Personal Narrative Prom By Hasan Minhaj</p>	 <p>Essay Where I Lived, and What I Lived For By Henry David Thoreau</p>
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Read Across Genres

 <p>Multimedia My Identity Is My Superpower By America Ferrera</p>	 <p>Poetry We Are Many By Pablo Neruda</p>	 <p>Poetry Thirteen Ways of Looking at a Blackbird By Wallace Stevens</p>	 <p>Informational Text How People Learn to Become Resilient By Maria Konnikova</p>	 <p>Informational Text Teenagers, Anxiety Can Be Your Friend By Lisa Damour</p>
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Unit Progression

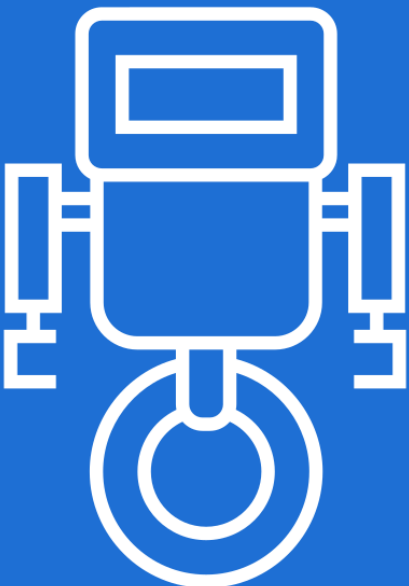
(22-26 Days of Instruction)





Grade 12, Unit 2

How Do Robots Help Us?



How Do Robots Help Us?

Concepts & Skills Focus

Essential Question:

Should robots and other forms of artificial intelligence be used to perform important tasks in our communities?

[Click Here for All Grade 12, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.1, RI.2, RI.8	<ul style="list-style-type: none"> → Determining and Tracing a Central Idea Through Details (CCSS.RI.11-12.2) → Citing Evidence to Support Analysis in Informational Texts (CCSS.RI.11-12.1) → Analyzing Text Features (CCSS.RI.11-12.5) → Analyzing Issues and Appeals (CCSS.RI.11-12.6) → Understanding Visual Sources (CCSS.RI.11-12.7) → Analyzing an Author's Choices in Written Arguments (CCSS.RI.11-12.6)
Respond and Write: Primary CCSS Writing Standards: W.1	Final Portfolio Product: Argumentative Essay (CCSS.W.11-12.1) <i>Based on your readings, what is the best way to design and utilize AI to help, not harm, communities?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Argumentative Writing (CCSS.W.11-12.1) → Writing the Argumentative Essay (CCSS.W.11-12.1) → Student Guide Make it Powerful (CCSS.W.11-12.1b) → Student Guide Choose Your Argument (CCSS.W.11-12.1a)
Use Language and Grammar: Primary CCSS Language Standards: L.12.3.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Varying Syntax (L.12.3.a)

Concepts and Skills Continued on Next Page

How Do Robots Help Us?

Concepts & Skills Focus (Cont.)

Essential Question:

Should robots and other forms of artificial intelligence be used to perform important tasks in our communities?

[Click Here for All Grade 12, Unit 2 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.3	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Debate Game (CCSS.SL.11-12.3) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

How Do Robots Help Us?

Investigating real issues that affect real communities all over the country allows for students to build informed opinions on the ways to improve systems. Computers, AI, robots, and more are becoming even more entrenched in our societies. Through informational and opinion-based texts, arguments are created for and against the increasing dependence on robots in a community.

Mentor Texts



Informational Text

Now That Computers Connect Us All... What's Next?

By Matthew Hutson



Opinion

Artificial Intelligence Is Now Used to Predict Crime

By Randy Rieland



Informational Text

The Past Present and Future of Robotic Surgery

By James Gaines



Informational Text

From Admissions to Teaching to Grading, AI is Infiltrating Higher Education

By Derek Newton

Read Across Genres



Multimedia

Artificial Intelligence vs. Humans

By Interesting Engineers



Opinion

The Robots Are Coming, Prepare for Trouble

By David Deming



Opinion

In the Battle with Robots, Human Workers Are Winning

By Farhad Manjoo



Visual Text

He Used AI to Win a Fine-arts Competition. Was It Cheating?

By Drew Harwell



Visual Text

A GPS Guided Robot Paints a Community Mural at CAB

By Jeff Link

Unit Progression

(22-26 Days of Instruction)





Grade 12, Unit 3

What Can We Do to Become Better Global Citizens?



What Can We Do to Become Better Global Citizens?

Concepts & Skills Focus

Essential Question:

How can stories help us reexamine our lives and our role in the lives of others?

[Click Here for All Grade 12, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.3, RL.6	<ul style="list-style-type: none"> → Determining Themes in Literature (CCSS.RL.11-12.2) → Analyzing Story Elements in Literature (CCSS.RL.11-12.3) → Understanding Types of Conflict in Literature (CCSS.RL.11-12.3) → Point of View and Perspective (CCSS.RL.11-12.6) → Analyzing and Comparing Elements of Poetry (CCSS.RL.11-12.4) → Using Informational Text to Understand Ideas in Fiction (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: W.3	Final Portfolio Product: Write a Short Story (CCSS.W.11-12.3) <i>Think about the ways in which people are affected by their relationships. Write a short story in which characters have a profound effect on the people that they know, care about, or interact with.</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Narrative Writing (CCSS.W.11-12.3) → Writing the Short Story (CCSS.W.11-12.3) → Student Guide Your Portfolio - Writing the Short Story Sections (CCSS.W.11-12.3a, CCSS.W.11-12.3d, CCSS.SL.11-12.4, CCSS.SL.11-12.1b, CCSS.W.11-12.10)
Use Language and Grammar: Primary CCSS Language Standards: L.12.2.b, L.12.5.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Spelling Correctly (L.12.2.b) → Interpreting Figures of Speech (L.12.5.a)

Concepts and Skills Continued on Next Page

What Can We Do to Become Better Global Citizens?

Concepts & Skills Focus (Cont.)

Essential Question:

How can stories help us reexamine our lives and our role in the lives of others?

[Click Here for All Grade 12, Unit 3 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

What Can We Do to Become Better Global Citizens?

Short stories can show us the everyday lives of ordinary characters. In this unit, students will explore the essential question, “How can stories help us reexamine our lives and our role in the lives of others?” to discover how the actions we take can positively affect others.

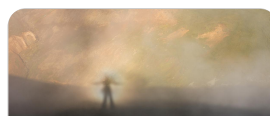
Mentor Texts



Short Story
The Silence
By Haruki Murakami



Short Story
Ride
By Linda Nagali



Short Story
The Ones Who Walk Away from Omelas
By Ursula Le Guin



Short Story
A Brief and Fearful Star
By Carmen Maria Machado

Read Across Genres



Poetry
Two Versions of the Chimney Sweeper
By William Blake



Poetry
Musée des Beaux Arts
By W.H. Auden



Multimedia
The 17 Goals
By United Nations



Opinion
The Awesome Importance of Imagination
By David Brooks

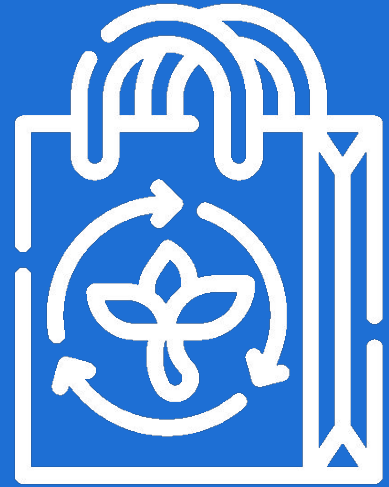


Informational Text
The Quest of Dr. Paul Farmer
By Tracy Kidder

Unit Progression

(22-26 Days of Instruction)





Grade 12, Unit 4:

How Do We Live Sustainably?



How Do We Live Sustainably?

Concepts & Skills Focus

Essential Question:

How does a community live sustainably?

[Click Here for All Grade 12, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: <i>RI.4, RI.5, RI.6, RI.7</i>	<ul style="list-style-type: none"> → Determining the Meaning of Words and Phrases (CCSS.RI.11-12.4) → Structure in Informational Texts (CCSS.RI.11-12.5) → Point of View and Purpose in Informational Texts (CCSS.RI.11-12.6) → Summarizing Informational Texts (CCSS.RI.11-12.2) → Evaluating Evidence (CCSS.RI.11-12.1) → Understanding a Topic Through Multiple Texts (CCSS.RI.11-12.7; CCSS.RL.11-12.7) → Synthesizing Information from Sources (CCSS.RI.11-12.7)
Respond and Write: Primary CCSS Writing Standards: <i>W.2, W.7</i>	Final Portfolio Product: Research Paper (CCSS.W.11-12.2) <i>Based on the readings and other research, what are the issue and solutions around how a community lives sustainably?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → Evaluating Evidence (CCSS.W.11-12.1) → The Purpose of Research Writing (CCSS.W.11-12.7) → Understanding the Research Process (CCSS.W.11-12.7) → Writing the Research Paper (CCSS.W.11-12.2) → Student Guide Your Portfolio - Writing the Research Paper Sections (CCSS.W.11-12.8, CCSS.W.11-12.5, CCSS.W.11-12.10)
Use Language and Grammar: Primary CCSS Language Standards: <i>L.12.4.b, L.12.4.c, L.12.4.d</i>	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Identify and Correctly Use Word Patterns (L.12.4.b) → Consulting Reference Materials (L.12.4.c) → Verify the Meaning of Words and Phrases (L.12.4.d)

Concepts and Skills Continued on Next Page

How Do We Live Sustainably?

Concepts & Skills Focus (Cont.)

Essential Question:

How does a community live sustainably?

[Click Here for All Grade 12, Unit 4 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.4	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Panel Discussion (CCSS.SL.11-12.4) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

How Do We Live Sustainably?

Students will explore various communities around the world and what it means for them to live sustainably. Through multimedia and informational texts, they will determine what actions they can take to make their community more sustainable.

Mentor Texts



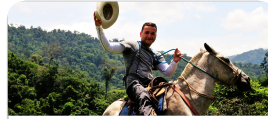
Informational Text
What Is a Carbon Footprint—and How to Measure Yours

By Kieran Mulvaney



Informational News Article
A 105-Mile-Long City Will Snake Through the Saudi Desert. Is That a Good Idea?

By Bill Chappell



Informational News Article
What Does Sustainable Living Look Like? Maybe Like Uruguay

By Noah Gallagher Shannon



Informational News Article
Students Tackle 21st Century Sustainability Challenges on the Navajo Nation

By Emily Litvack

Read Across Genres



Informational Text
12 Ways to Live More Sustainably

From Center for Biological Diversity



Opinion
Could You Power Your Home with a Bike?

By Adam Frank



Multimedia
What Is Net Zero?



Short Story
The Lorax

By Dr. Seuss



Infographic
Zero Net Energy

Unit Progression

(22-26 Days of Instruction)





Grade 12, Unit 5

What Happens When Civic Duty and Values Collide?



What Happens When Civic Duty and Values Collide?

Concepts & Skills Focus

Essential Question:

What happens when our beliefs and values conflict with those who hold power over us?

[Click Here for All Grade 12, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.5, RL.7	<ul style="list-style-type: none"> → How Playwrights Introduce Dramatic Action through Scenes (CCSS.RL.11-12.5) → Analyzing Direct and Indirect Characterization (CCSS.RL.11-12.3) → Determining Themes in Drama (CCSS.RL.11-12.2) → Compare and Contrast Literature in Different Mediums (CCSS.RL.11-12.7) → Using Historical Background to Build Context for Drama (CCSS.RL.11-12.10) → Student Guide Before You Read the Play (CCSS.RL.11-12.4) → Student Guide Map the Play (CCSS.RL.11-12.5)
Respond and Write: Primary CCSS Writing Standards: W.2	<p>Final Portfolio Product: Cause-and-Effect Essay (CCSS.W.11-12.2)</p> <p><i>Choose a character from Antigone and explain how their internal conflicts shape their actions and reveal Sophocles' commentary on a particular aspect of being human. Consider the characters' competing desires, ambitions, obligations, and influences in your response.</i></p> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Informative Text Writing: Cause-and-Effect (CCSS.W.11-12.2) → Writing the Cause-and-Effect Essay (CCSS.W.11-12.2) → Student Guide Your Portfolio - Writing the Cause-and-Effect Essay (CCSS.W.11-12.2, CCSS.SL.11-12.1b, CCSS.W.11-12.10)

Concepts and Skills Continued on Next Page

What Happens When Civic Duty and Values Collide?

Concepts & Skills Focus (Cont.)

Essential Question:

What happens when our beliefs and values conflict with those who hold power over us?

[Click Here for All Grade 12, Unit 5 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.12.4.a	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Using Context Clues (L.12.4.a)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Performance (CCSS.SL.11-12.2) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

What Happens When Civic Duty and Values Collide?

Through close-reading and performance, students will discuss what happens when our values and beliefs conflict with those in power over us. By writing a final cause-and-effect essay, students will examine how internal conflicts within specific characters in the play lead to the final outcome.

Mentor Texts



Drama
Antigone: Part I
By Sophocles



Drama
Antigone: Part II
By Sophocles



Drama
Antigone: Part III
By Sophocles

Read Across Genres



Drama Excerpt
Antigone: Part II
By Sophocles



Multimedia
Crash Course on Oedipus



Informational Text
Rise to Prominence
By Rosalie F. Baker



Informational Text
The Healing Power of Greek Tragedy
By Jeff MacGregor

Unit Progression

(22-26 Days of Instruction)





Grade 12, Unit 6:

How Can You Afford the Life You Want to Live?



How Can You Afford the Life You Want to Live?

Concepts & Skills Focus

Essential Question:

What are the risks and rewards of various post-secondary choices?

[Click Here for All Grade 12, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RI.3, RI.6	<ul style="list-style-type: none"> → Using Examples and Anecdotes to Explain Ideas (CCSS.RI.11-12.3) → The Impact of Author's Choices: Selecting and Arranging Details (CCSS.RI.11-12.3) → The Impact of Author's Choices: Words and Images (CCSS.RI.11-12.6) → Analyzing Connections within Informational Texts (CCSS.RI.11-12.3) → Using Informational Texts to Make Personal Connections (CCSS.RI.11-12.7)
Respond and Write: Primary CCSS Writing Standards: W.2	Final Portfolio Product: Personal Statement (CCSS.W.11-12.3) <i>Where do you see yourself ten years from now? How will you get there?</i> <i>What will you need to achieve your goals?</i> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Personal Statements (CCSS.W.11-12.3) → Writing the Personal Statement CCSS.W.11-12.3 → Student Guide Your Portfolio - Writing the Personal Statement Sections (CCSS.W.11-12.3)
Use Language and Grammar: Primary CCSS Language Standards: L.12.2.a, L.12.5.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Using Hyphens (L.12.2.a) → Analyzing Nuances in Word Meanings (L.12.5.b)

Concepts and Skills Continued on Next Page

How Can You Afford the Life You Want to Live?

Concepts & Skills Focus (Cont.)

Essential Question:

What are the risks and rewards of various post-secondary choices?

[Click Here for All Grade 12, Unit 6 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.2	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Pitch Deck (CCSS.SL.11-12.2) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

How Can You Afford the Life You Want to Live?

As students look toward graduation and their postsecondary option, they need to figure out the cost and the options that are available to help them pay for that option. Throughout this unit, students will discuss and examine the cost of college and how to apply for federal aid and scholarships.

Mentor Texts



Speech
Conan O'Brien's Commencement Address



Informational Text
Contrary to What Everyone Thinks, College Costs Less These Days

By Derek Newton



Informational Text
How to Pay for College Using Overlooked Strategies

By Emma Kerr and Sarah Wood



Informational Text
The Five Different Paths That People Take Before They Feel Like Official Adults

By Mike Vuolo

Read Across Genres



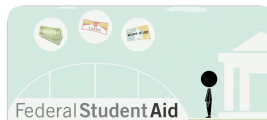
Informational Text
How to Pay for College: Top 6 Ways to Pay for College

From College Ave Student Loans



Informational Text
How to Pay for College: 8 Expert-Approved Tips

By Teddy Nykiel, Anna Helhoski, and Eliza Haverstock



Multimedia
Types of Federal Student Aid

From Federal Student Aid



Informational Text
Find and Apply For as Many Scholarships as You Can

From Federal Student Aid

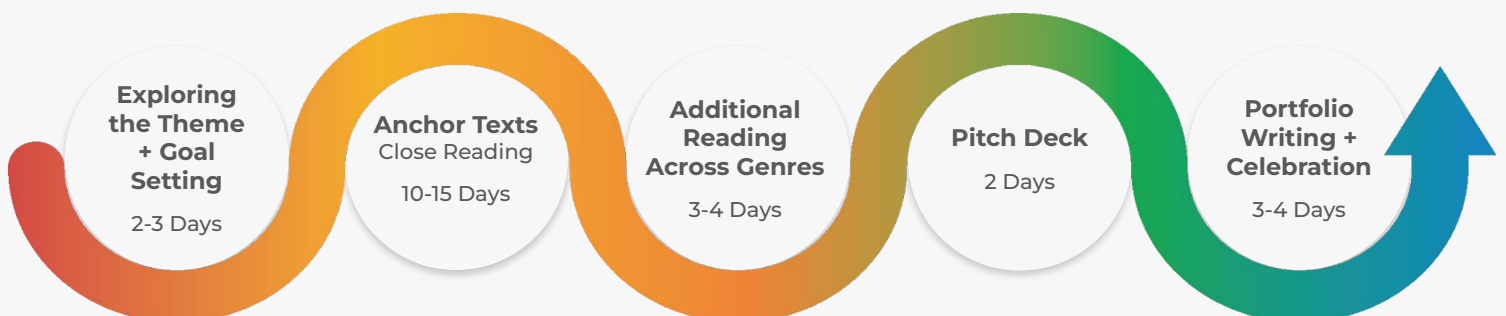


Informational Text
Filling Out the FAFSA® Form

From Federal Student Aid

Unit Progression

(22-26 Days of Instruction)





Grade 12, Unit 7:
How Are Values Shaped by Our
Community?



How Are Values Shaped by Our Community?

Concepts & Skills Focus

Essential Question:

What are the opportunities and challenges of being a member of a community?

[Click Here for All Grade 12, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Read and Analyze: Primary CCSS Reading Standards: RL.9, RL.3	<ul style="list-style-type: none"> → How Authors Use Real Places to Create Settings in Fiction (CCSS.RL.11-12.9) → Common Literary Devices Within and Across Texts (CCSS.RL.11-12.9) → Common Themes Within and Across Texts (CCSS.RL.11-12.2; CCSS.RL.11-12.9) → Common Characters Within and Across Texts (CCSS.RL.11-12.3; CCSS.RL.11-12.9) → Analyzing Poetic Structure (CCSS.RL.11-12.5) → Using Texts to Understand Multiple Perspectives (CCSS.RI.11-12.10)
Respond and Write: Primary CCSS Writing Standards: W.1	<p>Final Portfolio Product: Literary Analysis (CCSS.W.11-12.1)</p> <p><i>How do foundational works of American literature depict the role of community in shaping culture? Using the stories, poetry, and informational texts from this unit, write a comparative analysis to compare and contrast the messages two or more works of American literature present about the ways community shapes and is shaped by the people within it.</i></p> <ul style="list-style-type: none"> → Student Guide Quick Journals (CCSS.W.11-12.10) → Student Guide Writing Process Practice: Map, Draft, Revise, Peer Edit, Publish (CCSS.SL.11-12.1b) → Student Guide Share Your Best Writing Sample (CCSS.W.11-12.9a) → The Purpose of Literary Analysis Writing (CCSS.W.11-12.1) → Writing the Literary Analysis (CCSS.W.11-12.1) → Student Guide Your Portfolio - Literary Analysis Sections (CCSS.W.11-12.3a, CCSS.W.11-12.3d, CCSS.SL.11-12.4, CCSS.SL.11-12.1b, CCSS.W.11-12.10)

Concepts and Skills Continued on Next Page

How Are Values Shaped by Our Community?

Concepts & Skills Focus (Cont.)

Essential Question:

What are the opportunities and challenges of being a member of a community?

[Click Here for All Grade 12, Unit 7 Supporting Materials on Platform:](#)

Unit Planner (Scope and Sequence), Teacher Guide and Facilitation Notes, Student Guide, and Differentiated Student Guide

	Skills Focus and Direct Instruction:
Use Language and Grammar: Primary CCSS Language Standards: L.12.1.b	<ul style="list-style-type: none"> → Student Guide Build Your Vocabulary (CCSS.L.11-12.6, CCSS.L.11-12.4d) → Student Guide Sharpen Your Sentences (CCSS.L.11-12.3a) → Resolve Issues of Complex or Contested Usage, Consulting References (L.12.1.b)
Speak and Listen: Primary CCSS Speaking and Listening Standard: SL.1	<ul style="list-style-type: none"> → Student Guide Explore the Theme Sections (CCSS.SL.11-12.1c, CCSS.SL.11-12.1d, CCSS.W.11-12.12, CCSS.W.11-12.11, CCSS.W.11-12.4) → Small group discussion (CCSS.SL.11-12.1d) → Formal Socratic Discussion (CCSS.SL.11-12.1) → Student Guide Share Your Reflections (CCSS.SL.11-12.1d) → Student Guide Edit the Draft Together (CCSS.SL.11-12.1b)
Build Skills for Success: Primary CCSS Standards: W.9, W.10, L.4	<ul style="list-style-type: none"> → Goal-setting and SMART goals (CCSS.W.11-12.10) → Raise Your Score Test Prep and Strategy (CCSS.W.11-12.9, CCSS.L.11-12.4) → Student Guide Reflect On Your Learning Sections (CCSS.W.11-12.10)

How Are Values Shaped by Our Community?

What are the opportunities and challenges of being a member of a community? Explore this question by comparing and contrasting seminal 18th-20th Century American literary texts.

Mentor Texts



Short Stories

"Rip Van Winkle" and "Young Goodman Brown"

By Washington Irving & Nathaniel Hawthorne



Short Stories

"What Redburn Saw at Launcelott's-Hey" and "The Minister's Black Veil"

By Herman Melville & Nathaniel Hawthorne



Poetry

"I dwell in Possibility" (#657) and "Tell all the truth but tell it slant" (#1263)

By Emily Dickinson



Short Stories

"The Yellow Wallpaper" and "The Hacienda"

By Charlotte Perkins Gilman & Isabel Cañas

Read Across Genres



Poetry & Multimedia

To Live on the Borderlands

By Gloria Anzaldua



Poetry & Multimedia

Phenomenal Woman

By Maya Angelou



Fictional Letters

Letters from an American Farmer: Excerpt from Letter Three

By J. Hector St. John de Crèvecoeur



Creative Nonfiction

War Makes You an Animal: Excerpt from Tribe

By Sebastian Junger

Unit Progression

(22-26 Days of Instruction)





Thank You, EdReports Review Team!

For More Information:

Eileen Murphy Buckley
Founder and Chief Executive Officer,
ThinkCERCA

eileen@thinkcerca.com

773-255-1928