

Overarching School Question: How can reading, thinking, writing, listening, and speaking help me envision, describe and create a sustainable life?

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sept-Oct	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	May-June
Stop and Smell the Roses: Who and what inspires me in my world / green world? WM: Memoir	Going Wild: The Interdependence of the human and non-human worlds WM: Editorials	Space Walks: Exploring alternative environments and other worlds WM: Response to Literature/short story	Speaking Up: Making a Difference in a Green World. WM: Surveys, report writing, posters, feature article.	Creative Calling: Alternative ways to express ourselves and describe the world around us. WM: Poetry/ Song	Small Steps, Big Difference: How do my actions count in making a difference in the Green World? Independent Study.
Essential Questions:					
<ul style="list-style-type: none"> ▪ How can reading, writing, listening, and speaking help me to reflect and appreciate on the world around me? ▪ How do encounters with nature bring us closer to each other and connect us to the past/future, our ancestors/descendents? ▪ How do encounters with nature change/effect me? ▪ How do encounters with nature make us feel human? 	<ul style="list-style-type: none"> ▪ What is my relationship with the non-human world? ▪ What can we learn from other living creatures? ▪ How do we find the exotic in our own backyard? 	<ul style="list-style-type: none"> ▪ What can I learn about my own green world from exploring other environments? ▪ What can I learn about human nature my exploring other worlds and societies? 	<ul style="list-style-type: none"> ▪ What actions can people take to make a difference and make the world a better place? ▪ What are the common characteristics of influential individuals who promote change? ▪ How can we use language effectively in our fight for change? 	<ul style="list-style-type: none"> ▪ How can we experiment with language to express ourselves in alternate ways? ▪ How can words build visions, understanding, commitment, and community? ▪ How can poetry and other creative forms encourage us to see the world in a different light? 	<ul style="list-style-type: none"> ▪ In what ways can we think globally and act locally? ▪ What can I do in my daily life in order to contribute to significant global change? ▪ How do we differentiate our needs from our wants?
Enduring Understandings <ul style="list-style-type: none"> • ‘For every thing there is a season’ • ‘All things are bound together. All things connect. ‘ Chief Seattle, 1855 	Enduring Understandings <ul style="list-style-type: none"> • Encounters with nature connect us to our place in the world. • “The clearest way into the Universe is through a forest wilderness.” John Muir ▪ “Life must be characterized by a sense of Universal Responsibility not only nation to nation and human to human but also human to other forms of life” – Dalai Lama 	Enduring Understandings <ul style="list-style-type: none"> • Appreciating our own environment through comparisons and contrasts with other worlds. • Encounters with <i>the Other</i> helps us to better understand our own humanity 	Enduring Understandings <ul style="list-style-type: none"> ▪ “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead ▪ “You must be the change you wish to see in the world.” ~Mahatma Ghandi 	Enduring Understandings <ul style="list-style-type: none"> ▪ Poetry makes the incomprehensible meaningful. ▪ “Be an opener of doors....do not try to make the universe a blind alley.” ~Ralph Waldo Emerson ▪ “Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul.” John Muir 	Enduring Understandings <ul style="list-style-type: none"> ▪ “Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.” Dr. Seuss ▪ "Modern society will find no solution to the ecological problem unless it takes a serious look at its lifestyle." Pope John Paul II
DESCRIPTION OF PROJECT-BASED WORK					
Descriptive memoir exploring how a moment, a place or an individual from their past	Students select a “green” issue, identify politicians and other policy makers who can effect change on	Students create a narrative account using voicethreads and post on a character response journal on GoogleDocs, including	Students collaborate and create a multi-genre paper, including a survey, interview, poster, and feature	Published Poets: Students will publish a collection of classmates’ original poetry in various media:	Culminating Writing Portfolio include student choice of written product highlighting how individuals and

Descriptive memoir exploring how a moment, a place or an individual from their past contributed to their present, with accompanying visuals	Students select a “green” issue, identify politicians and other policy makers who can effect change on this issue, and write persuasive letters to these policy makers.	Students create a narrative account using voicethreads and post on a character response journal on Googledocs, including favorite characters: background, mental state, and physical behavior.	Students collaborate and create a multi-genre paper, including a survey, interview, poster, and feature article. Students will submit feature articles to the school newspaper.	Published Poets: Students will publish a collection of classmates’ original poetry in various media: Poetry Flip Book, PowerPoint, VoiceThread	Culminating Writing Portfolio include student choice of written product highlighting how individuals and groups can make a difference in the world / green world.
WORD WORK, ACADEMIC LANGUAGE, CONTENT VOCABULARY AND ORAL FLUENCY WORKSHOPS					
Inspiration, memory, memoir, remembrance, reminisce, moment in time, slice of life, heritage,	New worlds, fantasy, science fiction, mutations, genetic engineering, utopia/dysoptia, clones, historical fiction,	Wilderness, wild, wildlife, urban, suburban, micro-wildernesses, inter-related, interdependence, encounter, editorial, persuasion, persuasive,	Opener of doors, optimistic, blind alley, stand on your own two feet, heroes, aggregate, role models, motivation, point	speaker’s tone, point of view, the poet’s message, setting, poetic devices: simile, metaphor, creativity,	initiative, initiate, initiation, personal responsibility, vision, envision, making a difference, “Think

WRITER'S WORKSHOP* shared, interactive, and/or independent writing, writing process: brainstorming, drafting, peer review, writing, editing, publishing, reviewing

<p>Determining importance, highlighting moment of understanding. Significance to author's life. Specific, focused on single memory Connecting events and details to overall idea Ordering of rising and falling action to enhance meaning. Transitions to guide reader from one idea to another. Paragraphs to enhance meaning. Complex and accurate sentence structure. Colorful or powerful action words. Building tension. Including background information to enhance meaning Presenting lessons to the reader</p>	<ul style="list-style-type: none"> Personal writing about their own lives to create Characterization, Point of View, Details Use a variety of strategies to plan and organize ideas for writing: list of topic ideas, graphic organizers. Write interpretive and responsive essays to: Demonstrate an understanding of plot and theme; identify and describe characters and their motivations; analyze the impact of setting. 	<ul style="list-style-type: none"> Write, using a variety of media to communicate ideas and information. Use outlines and graphic organizers to plan, with assistance. Cite sources in footnotes and bibliography, using correct form, with assistance. Use paraphrase and quotation correctly. Express opinions and support them through specific references to the text. Use computer software (e.g., word processing, import graphics) Write for an authentic purpose, including publication <p>Identifying thematic statements, Recognizing supporting text details Using evidence to support discussion Ordering ideas to support discussion Transitions to guide reader. Paragraphing to enhance meaning. Complex and accurate sentence structure. Essay structure. Introduction, Body. Conclusion</p>	<ul style="list-style-type: none"> Students will identify, analyze, compare and contrast authors' writing styles: the lead, the conclusion, interesting uses of punctuation, and attention grabbing language- writing style (word usage). Using a touchstone feature article, students will "try out the different writing moves they have noticed professional authors using" by trying things in notebooks and drafts. Students use language that is creative. <p>Select a genre and use appropriate conventions, such as rhythm and rhyme, with assistance. Maintain a consistent point of view that enhances the message.</p>	<p>Structure of a sonnet. Developing a distinctive voice Attention-grabbing concepts and descriptions. Insightful connections to self and world. Ordering lines and stanzas to enhance meaning Vivid original descriptions Colorful and powerful word choice Figurative Language - Simile, Metaphor and Personification Musical Tools – Alliteration, onomatopoeia, repetition, rhyme</p>	<ul style="list-style-type: none"> Use correct grammatical construction in-parts of speech, such as nouns; adjectives and adverbs (comparative/ superlative); pronouns(indefinite/nominative /objective); conjunctions (coordinating/subordinating); prepositions/prepositional phrases; interjections; and conjunctions to connect ideas -simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts
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LISTENING AND SPEAKING WORKSHOP* Read Alouds and Shared Readings, Videos, Voice Threads.

<p>Read Alouds, Shared Readings, Guided Reading,</p>	<ul style="list-style-type: none"> Independent reading, Think, Pair, Shares to identify Character/Personality Traits, Point of View, Setting, Compare movie 	<ul style="list-style-type: none"> Make a speech based on written editorial. Listen to persuasive pieces. Respect the speaker's age, gender social position, and cultural traditions. Listen for more than one level of meaning. Withhold judgment. Connect, compare, and contrast ideas and information. Ask questions to clarify information. http://www.teenink.com/opinion/ 	<p>Introductory Video – podcast of articles. Students work in pairs and read and listen to each other. Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</p>	<p>Poetry Slam</p>	<p>“Selected Shorts” – students record themselves and others and present work with Q & As.</p>
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CONVENTIONS: SPELLING/GRAMMAR/USAGE/MECHANICS

<p>Revise writing to improve organization, clarity, and coherence. Work with peers to plan, draft, revise, and edit.</p>	<p>Revise writing to improve organization, clarity, and coherence. Work with peers to plan, draft, revise, and edit.</p>	<ul style="list-style-type: none"> Edit writing for spelling, capitalization and grammar. Revise writing to improve organization, clarity, and coherence. 	<ul style="list-style-type: none"> Write clear, concise, and varied sentences, developing a personal writing style and voice Observe rules of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and 	<p>Construct Rhymed and free verse poems. Write in verse, making decisions how to divide words into lines of poetry (verse) and stanzas Edit writing for spelling capitalization, grammar.</p>	<ul style="list-style-type: none"> Write clear, concise, and varied sentences, developing a personal writing style and voice Observe rules of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles
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EMBEDDED TECHNOLOGY

Digital albums	Voice-Threads, Blogs, E-zines	Public Service Announcements (PSAs) iDocumentaries.	Students will present their work through oral presentation, accompanied by a video or a powerpoint.	Powerpoint, VoiceThreads	PSA, idocumentaries, powerpoints
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SUGGESTED LITERATURE

<i>Marshfield Dreams: When I Was a Kid-Memoir Pieces</i> <i>The Circuit</i> <i>Marley : a dog like no other</i> <i>Tuck</i>	<i>Designing Greener Vehicles & Buildings</i> <i>Why Should I Save Energy</i> <i>Why Should I Save Water</i> <i>Ed Begley, Jr. Living Green</i> <i>Chew on This</i> <i>A Hot Planet Needs Cool Kids</i> <i>National Geographic Kids Magazine</i> <i>National Geographic Almanac</i> <i>A hot planet needs cool kids: understanding climate change & what you can do about it</i> <i>Owen & Mzee</i> <i>National Geographic Kids Magazine</i> <i>We are the Weather Makers</i> <i>The Omnivore's Dilemma for</i>	<i>The Last of the Mohicans.</i> Marvel Illustrated <i>Atalanta: The Race Against Destiny,</i> A <i>Greek Myth</i> <i>The Green Book</i> – science fiction <i>Island of the Blue Dolphins</i> <i>Sniper</i> – eco-mystery <i>Lord of the Kill</i> – eco-mystery (EM) <i>Ghost Horses</i> – eco-mystery <i>Deadly Waters</i> – eco-mystery <i>Gathering Blue</i> – dystopia <i>The Foxman</i> <i>Tracker</i> <i>The Great Kapok Tree</i> - ESL <i>The River Ran Wild</i> - ESL <i>Hoot</i> <i>The Red Pony</i> <i>The Tiger Rising</i>	<i>Designing Greener Vehicles & Buildings</i> <i>Why Should I Save Energy</i> <i>Why Should I Save Water</i> <i>Ed Begley, Jr. Living Green</i> <i>Chew on This</i> <i>A Hot Planet Needs Cool Kids</i> <i>A Hot Planet Needs Cool Kids: Understanding Climate Change & What You Can Do About It</i> <i>Owen & Mzee</i> <i>National Geographic Kids Magazine</i> <i>National Geographic Almanac</i> <i>The Omnivore's Dilemma for Kids</i> <i>Why Are the Ice Caps Melting?</i>	<i>Poetry for Young People: Langston Hughes.</i> <i>Poetry for Young People: Walt Whitman</i> <i>Poetry for Young People: Emily Dickinson</i> <i>The Tree that Time Built.</i> <i>You Come Too: Favorite Poems for All Ages</i> <i>Hey World, Here I Am!</i> <i>How To Eat a Poem</i> <i>Paint Me Like I Am: Teen Poems from Writers Corps</i> <i>The Oxford illustrated book of American children's poems</i> <i>A Hot Planet Needs Cool Kids: Understanding Climate Change & What You Can Do About It</i>	<i>Get Green</i> <i>Our Footprint on Earth</i> <i>Designing Greener Vehicles & Buildings</i> <i>Why Should I Save Energy</i> <i>Why Should I Save Water</i> <i>Ed Begley, Jr. Living Green</i> <i>Chew on This</i> <i>A Hot Planet Needs Cool Kids</i> <i>Owen & Mzee</i> <i>Where Does the Garbage Go?</i> <i>A Hot Planet Needs Cool Kids: Understanding Climate Change & What You Can Do About It</i>
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Sustainability, Inquiry, Activism, Technology, Careers	Sustainability, Inquiry, Activism, Technology	Sustainability, Inquiry, Activism, Technology, Careers	Sustainability, Inquiry, Activism, Technology, Careers	Sustainability, Inquiry, Activism, Technology, Careers	Sustainability, Inquiry, Activism, Technology, Careers
Magnet Units @ http://greenmagnet217.wikispaces.com. Wiki Navigation page is bolded below:					
		Literacy & Science: Creating a Relationship with Nature Flaunting Flowers <i>Seedfolks</i> <i>Shevanu,</i>			Careers. Careers that Honor the Earth

Standards: Students will read, write, listen and speak for 1. Information & understanding; 2. Literary response & expression; 3. Critical analysis & evaluation; NYS 4. social interaction