

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><b>Censorship/Persecution</b></p> <p>*Students will be reading one of four books: <u>Fahrenheit 451</u>, <u>Wind in the Willows</u>, <u>Beloved</u>, and <u>Brave New World</u></p> <p>*Students will take part in book groups to discuss not only the books themselves, but why or why not they should be considered "banned books."</p>	<p><b>Spooks of Ages – Fact vs.Fiction</b></p> <p>*Students will read various short pieces about the paranormal as a launch for talking about fact vs. fiction.</p> <p>*Students will take part in a productive debate.</p> <p>*Students will be asked to write a persuasive essay on either the topic debated on or one of their choosing.</p> <p>*MLR: ELA A1c, A1g, A3a, B3a, B3b, B4a, D1a, E1a, E1b, E1c. Social Studies A1g</p>	<p><b>NaNoWriMo Month</b></p> <p>*Students will write a 10 page "mini-novel," or 10 pages total of short stories.</p> <p>*All pieces are to be highly edited.</p> <p>*Students will be conferencing with others for editing purposes.</p> <p>*MLR: ELA A2a, A2d, A2e, B2a, B2b, D1a, D2a</p>	<p><b>Oral Traditions/Folk Stories/Mythology</b></p> <p>*Primary focus will be on Maine legends and tales with the possibility of having a pod-cast assignment</p> <p>*Strong ties will be built to the Maine Native Americans and their specific folk lore.</p>	<p><b>Research Paper</b></p> <p>*Students will write an official research paper using either APA or MLA format.</p> <p>*Subject of paper must be a significant issue and have a purpose, it must analyze the issue, argue from a position, and explain complex details.</p> <p>*Students will work through reading informational texts.</p> <p>*A presentation will be made to peers and parents as part of the final grade.</p>
FEBRUARY	MARCH	APRIL	MAY	JUNE
<p><b>Research Paper/ Short Stories and Plays</b></p> <p>*Given the nature of Maine weather and the length of time normally needed for research papers, power point building, and presentation, February will be tentatively reserved for playing "catch up." This will also give the chance to begin the short story unit sooner in order to circumnavigate MEAs.</p>	<p><b>Short Stories</b></p> <p>*Students will read a variety of short stories from various genres.</p> <p>*Students will create their own short story.</p> <p>*Students will study character conflict, plot structure, and thematic in depth.</p> <p>*MLR: ELA A2a, A2b, A2c, A2d, A2e, B2a, B2b, B2d, D1a, D2a</p>	<p><b>National Poetry Month</b></p> <p>*Students will take place in a form of "Dead Poet Society" where they will chose a poet to exclusively work on and share with others the works and life of said poet.</p> <p>*Students will be exposed to a variety of poems and will be asked to create their own samples of common poetry forms.</p> <p>*This unit will finish up with sonnets in order to ease into the last unit of the year: Shakespeare.</p>	<p><b>"Macbeth"</b></p> <p>*Students will study conflict and character in order to decide who they think the real hero and/or villain was in this historic play.</p> <p>*Yellow-journalism connection is added into this unit as a branch into talking about expository writing styles.</p>	<p>*The school days in this month area reserved for the make-up time that may be needed due to snow days, assessment days, and other occurrences throughout the year.</p>