Semester /Unit	Essential Question and	Standards	Resource Materials	Assessments/Assignments
	Unit Goals			
Semester 1	What can one	Reading Literary Text	McGraw Hill	Vocabulary Quiz
Unit 1	generation learn from	RL.7.1, RL.7.6 Reading		Final Unit Test
Narrative Writing	another?	Informational Text		Write a Nonfiction
Theme:	Unit Goals: Read and	RI.7.9 Speaking &		Narrative Prompt: What
Generations	analyze how authors	Listening SL.7.4		unexpected event shows
	express point of view in	Language L.7.1, L.7.2,		how a person can
	nonfiction narrative.	L.7.2.a, L.7.4, L.7.4.b,		influence someone from a
	RL.7.6 • Expand	L.7.5, L.7.5.b Writing		different generation?
	Knowledge and use of	W.7.2, W.7.2.b, W.7.2.c,		Language Development:
	academic and thematic	W.7.3, W.7.3.a, W.7.3.b,		Finding Your Voice
	vocabulary. RL.7.4,	W.7.3.d, W.7.9 Reading		Standards: W.7.3,
	RI.7.4 • Write a	Literary Text RL.7.1,		W.7.3.a-e, W.7.4, W.7.5,
	nonfiction narrative in	RL.7.2, RL.7.4 Reading		Present a Nonfiction
	which you develop	Informational Text		Narrative Prompt: What
	experiences or events	RI.7.1, RI.7.2, RI.7.3,		new knowledge or skills
	using effective	RI.7.7 Speaking &		can you learn from
	technique. W.7.2 •	Listening SL.7.1,		someone of a different
	Develop voice, or style	SL.7.1.a, SL.7.1.b,		generation? Standards:
	of writing, with word	SL.7.1.c, SL.7.1.d,		SL.7.1, SL.7.1.a, SL.7.1.b,
	choice and sentence	SL.7.2, SL.7.4, SL.7.5		SL.7.2, SL.7.4, Writing to
	structure to convey	Language L.7.1, L.7.1.a,		Sources: Nonfiction
	meaning and add	L.7.2, L.7.3, L.7.3.a,		Narrative Prompt: In what
	variety and interest to	L.7.4, L.7.4.a, L.7.4.b,		situations can one
	writing and	L.7.4.c, L.7.5, L.7.5.c,		generation learn from
	presentations.L.7.3 •	L.7.6 Writing W.7.3.a,		another? Speaking and
	Collaborate with team	W.7.3.b, W.7.3.d, W.7.5,		Listening Outcome:
	to build on the ideas of	W.7.7, W.7.9, W.7.9.a,		Multimedia Presentation
	others, develop	W.7.9.b		Standards: W.7.3,

7th/English Literature /Grammar/Composition

	consensus, and		W.7.3.a-e, W.7.4, W.7.9,
	communicate. SL.7.1		W.7.10, SL.7.4, SL.7.5
Semester 1 Unit 2	Should we make a	Reading Literary Text	Write an Argument
Informative Writing	home in space?	RL.7.1, RL.7.4, RL.7.7,	Prompt: Do the benefits of
Theme:	Unit Goals: Evaluate	RL.7.10 Reading	exploring Mars outweigh
A starry home	written arguments by	Informational Text	the risks? Language
	analyzing how authors	Speaking & Listening	Development:
	state and support their	SL.7.1, SL.7.1.a,	Conventions Standards:
	claims. RI.7.8 • Expand	SL.7.1.b, SL.7.1.c,	W.7.1, W.7.1.a-e, W.7.5,
	Knowledge and use of	SL.7.1.d, SL.7.4	W.7.10, L.7.1, L.7.2, L.7.3,
	academic and concept	Language L.7.1, L.7.4,	Present an Argument
	vocabulary. RL.7.4,	L.7.4.a, L.7.4.b, L.7.5,	Prompt: Should space
	RI.7.4 • Write an	L.7.5.a Writing W.7.1,	exploration be a priority
	argumentative essay in	W.7.1.a-e, WReading	for our country?
	which you effectively	Literary Text RI.7.1,	Standards: SL.7.4,
	incorporate the key	RL.7.3, RL.7.5 Reading	SL.7.5,Writing to Sources:
	elements of an	Informational Text	Argument Writing Prompt:
	argument. W.7.1 •	RI.7.1, RI.7.4, RI.7.5,	Should we spend valuable
	Conduct research	RI.7.6, RI.7.8 Speaking	resources on space
	projects of various	& Listening SL.7.1,	exploration? Speaking and
	lengths to explore a	SL.7.1.a–d, SL.7.5,	Listening Outcome: Oral
	topic and clarify	SL.7.6 Language L.7.1,	Presentation Standards:
	meaning. W.7.7 •	L.7.1.b, L.7.2, L.7.3,	W.7.1, W.7.1.a-e, W.7.10,
	Demonstrate command	L.7.3.a, L.7.4, L.7.4.a,	SL.7.4, SL.7.5, SL.7.
	of the proper use of	L.7.4.b, L.7.4.c, L.7.4.d	
	verb tenses. L.7.1 •	Writing W.7.2, W.7.3,	
	Collaborate with your	W.7.3.b, W.7.3.e, W.7.7,	
	team to build on the	W.7.8, W.7.10.7.10	
	ideas of others,		
	develop consensus,		
	and communicate		

	SL.7.1 • Integrate		
	audio, visuals, and text		
	in presentations SL.7.5		
Semester 2	What can cause a	Reading Literary Text	Write an Informative Essay
Unit 3	sudden change in	RL.7.1, RL.7.2, RL.7.3,	Prompt: How does
Argumentative	someone's life?	RL.7.5, RL.7.7 Speaking	Scrooge's character
Writing -Research	Unit Goals: Read and	& Listening SL.7.1.a–d,	transform over the course
Theme:	explain explanatory	SL.7.2, SL.7.4, SL.7.5	of the play? Language
Turning points	texts. RI.7.1 • Expand	Language L.7.1.a,	Development:
	Knowledge and use of	L.7.1.b, L.7.3, L.7.3.a,	Conventions Standards:
	academic and concept	L.7.4.b, L.7.4.c, L.7.6	W.7.2, W.7.2.a-f, W.7.5,
	vocabulary. RL.7.4,	Writing W.7.1.a-e,	W.7.6, W.7.10, L.7.1,
	RI.7.4 • Write an	W.7.2.a–f, W.7.5, W.7.6,	L.7.1.b, L.7.3, L.7.3.a, L.
	explanatory text to	W.7.7, W.Reading	
	examine a topic and	Literary Text RL.7.3,	
	convey ideas. W.7.2 •	RL.7.4 Reading	Present an Explanatory
	Conduct research	Informational Text	Essay Prompt: How are the
	projects of various	RI.7.1, RI.7.3 Speaking	turning points in the
	lengths to explore a	& Listening SL.7.1,	selections similar to and
	topic and clarify	SL.7.1.b, SL.7.1.c,	different from each other?
	meaning. W.7.7 •	SL.7.1.d, SL.7.4, SL.7.5,	Standards: SL.7.4, SL.7.5,
	Choose language that	SL.7.6 Language L.7.1.a,	
	expresses ideas	L.7.2, L.7.4, L.7.4.c,	Writing to Sources:
	precisely and concisely,	L.7.5 Writing W.7.3,	Explanatory Essay Writing
	recognizing and	W.7.3.b, W.7.3.d, W.7.6,	Prompt: What can cause a
	eliminating wordiness	W.7.7, W.7.87.10	significant change in
	and redundancy.		someone's life? Speaking
	L.7.3.a • Collaborate		and Listening Outcome:
	with your team to build		Oral Presentation
	on the ideas of others,		Standards: W.7.2, W.7.4,
	develop consensus,		

	and communicate.		W.7.9, W.7.10, SL.7.4,
	SL.7.1 • Integrate		SL.7.5, SL.7.6
	audio, visuals, and text		
	in presentations. SL.7.5		
Semester 2 Unit 4	What effects do people	Reading Literary Text	Write an Argument
Informational	have on the	RI.7.6, RL.7.3, RI.7.4,	Prompt: What is the most
Writing Research	environment?	RL.7.5 Reading	significant effect that
Theme:	Unit Goals: Evaluate	Informational Text	people have on the
People and the planet	written arguments by	RI.7.1, RI.7.2, RI.7.4,	environment? Language
	analyzing how authors	RI.7.7, RI.7.8 Speaking	Development:
	state and support their	& Listening SL.7.1.a,	Conventions Standards:
	claims. RI.7.8 • Expand	SL.7.2, SL.7.5, SL.7.5,	W.7.1, W.7.1.a-e, W.7.6,
	Knowledge and use of	SL.7.6 Language L.7.1,	W.7.8, W.7.10, L.7.1, b,
	academic and thematic	L.7.1.a, L.7.3, L.7.4,	L.7.1.L.7.1.c, L.7.3, L.7.3.c,
	vocabulary. RI.7.4 •	L.7.4.b, L.7.5.a, L.7.5.b	L.7
	Write an	Writing W.7.1,	
	argumentative essay in	W.7.1.a-e, W.7.7, W.7.8,	Present an Argument
	which you effectively	W.7.9.b, W.7.10	Prompt: Do people always
	incorporate the key	Reading Literary Text	have a negative impact on
	elements of an	RL.7.1, RL.7.2, RL.7.3,	the environment?
	argument. W.7.1 •	RL.7.4, RL.7.5, RL.10	Standards: Standards:
	Conduct research	Speaking & Listening	SL.7.1, SL.7.1.a, SL.7.1.b,
	projects of various	SL.7.1, SL.7.1.a,	SL.7.2, SL.7.3, SL.7.4,
	lengths to explore a	SL.7.1.b, SL.7.1.c,	SL.7.5,
	topic and clarify	SL.7.1.d, SL.7.4, SL.7.5,	
	meaning. W.7.7 •	SL.7.6 Language L.7.2,	Writing to Sources:
	Demonstrate command	L.7.4, L.7.4.a, L.7.4.b,	Argument Prompt: Are the
	of the use of participles	L.7.4.c, L.7.5, L.7.5.a,	needs of people ever more
	and participial phrases.	L.7.5.c, L.7.6 Writing	important than the needs
	L.7.1 • Collaborate with	W.7.1,W.7.2, W.7.2.a,	of animals and the planet?
	your team to build on	W.7.2.b, W.7.3, W.7.3.a,	Explain your position.

the ideas of others,	W.7.3.e, W.7.4, W.7.7,	Speaking and Listening
develop consensus,	W.7.8, W.7.10	Outcome: Oral
and communicate.		Presentation Standards:
SL.7.1 • Integrate		W.7.1, W.7.4, W.7.10,
audio, visuals, and text		SL.7.4, SL.7.5, SL.7.6
in presentations. SL.7.5		

Semester /Unit	Essential Question and	Standards	Resource Materials	Assessments/Assignments
	Unit Goals			
Semester 1	What are some	Reading Literary Text	McGraw Hill	Write a Nonfiction
Unit 1	milestones on the path	RL.8.4 Reading		Narrative Prompt: What
Narrative Writing	to growing up?	Informational Text		event changed your
Theme:	Unit Goals: Read and	RI.8.7 Speaking &		understanding of yourself,
Rites of Passage	analyze how authors	Listening SL.8.1, SL.8.2,		or that of someone you
	express point of view in	SL.8.4 Language L.8.4.a,		know? Language
	nonfiction	L.8.4.c, L.8.4.d Writing		Development: Author's
	narrative.RL.8.6 •	W.8.3.a, W.8.3.b,		Style Standards: W.8.3,
	Expand Knowledge and	W.8.3.d, W.Reading		W.8.3.a-e, W.8.4, W.8.5
	use of academic and	Literary Text RL.8.2,		
	thematic vocabulary.	RL.8.4 Reading		Present a Nonfiction
	RL.8.4 • Write a	Informational Text		Narrative Prompt: What
	nonfiction narrative in	RI.8.4 Speaking &		defines an event or
	which you develop	Listening SL.8.1.a,		experience in a young
	experiences or events	SL.8.1.b, SL.8.1.c,		person's life as a milestone
	using effective	SL.8.1.d, SL.8.4		or rite of passage?
	technique W.8.2 •	Language L.8.1.c, L.8.4,		Standards: SL.8.4, SL.8.5
	Conduct research	L.8.4.c, L.8.4.d, L.8.5.b		
	projects of various	Writing W.8.2.b,		Writing to Sources:
	lengths to explore a	W.8.2.d-f, W.8.88.3.e		Nonfiction Narrative
	topic and clarify			Prompt: What rite of
	meaning W.8.7 •			passage has held the most
	Demonstrate command			significance for you or for
	of the conventions of			a person you know well?
	standard English			Speaking & Listening
	grammar and usage,			Outcome: Oral
	including the usage of			Presentation Standards:
	the different moods of			W.8.3, W.8.3.a-e, W.8.4,

8th/ English Literature /Grammar/Composition

	verb L.8.1, L.8.1.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate		W.8.10, SL.8.4, SL.8.5, SL.8.6
	audio, visuals, and text in presentations SL.8.5		
Semester 1 Unit 2	How do we remember	Reading Literary Text	Write an Explanatory Essay
Informative Writing	the past?	RL.8.1, RL.8.2, RL.8.3,	Prompt: How are historical
Theme:	Unit Goals: Read and	RL.8.7 Reading	events reflected in the play
The Holocaust	analyze how authors	Informational Text	The Diary of Anne Frank?
	discuss a cause, event,	RI.8.1, RI.8.3, RI.8.7,	Language Development:
	or condition that	RI.8.10 Speaking &	Revising Sentences by
	produces a specific	Listening SL.8.1.a,	Combining With
	result RI.8.8 • Expand	SL.8.1.c Language L.8.1,	Conjunctions Standards:
	Knowledge and use of	L.8.3, L.8.4.a, L.8.4.b,	W.8.2, W.8.2.a-f, W.8.5,
	academic and thematic	L.8.5.b Writing W.8.2.a,	W.8.10, L.8.1, L.8.2
	vocabulary. RI.8.4 •	W.8.2.bReading Literary	
	Write an explanatory	Text RL.8.10 Reading	Deliver a Multimedia
	essay in which you	Informational Text	Presentation Prompt: How
	effectively incorporate	RI.8.2, RI.8.4, RI.8.7,	do the selections
	the key elements of an	RI.8.10 Speaking &	contribute to your
	argument W.8.2 •	Listening SL.8.1, SL.8.4,	understanding of the
	Conduct research	SL.8.5, SL.8.6 Language	Holocaust and the ways in
	projects of various	L.8.1, L.8.4, L.8.4.a,	which we remember the
	lengths to explore a	L.8.4.b, L.8.5.c, L.8.6	past? Standards: SL.8.4,
	topic and clarify	Writing W.8.2, W.8.4,	SL.8.5, SL
	meaning. W.8.7 •	W.8.5, W.8.6, W.8.10	
	Demonstrate command		

	<u></u>		
	of the conventions of		Writing to Sources:
	standard English		Explanatory Essay Writing
	grammar and usage of		Prompt: How can
	verbs and conjunctions		literature help us
	L.8.1 • Collaborate with		remember and honor the
	your team to build on		victims of the Holocaust?
	the ideas of others,		Speaking and Listening
	develop consensus,		Outcome: Oral
	and communicate		Presentation Standards:
	SL.8.1 • Integrate		W.8.2, W.8.4, W.8.10,
	audio, visuals, and text		SL.8.4, SL.8.6
	in presentations SL.8.5		
Semester 2	When is it right to take	Reading Literary Text	Write an Argument
Unit 3	a stand?	RL.8.1, RL.8.3 Reading	Prompt: What is a problem
Argumentative	Unit Goals: Evaluate	Informational Text	you think needs to be
Writing -Research	written arguments by	RI.8.2, RI.8.3, RI.8.8,	solved? How would you
Theme:	analyzing how authors	RI.8.9 Speaking &	solve it? Language
What matters	state and support their	Listening SL.8.1, SL.8.3,	Development:
	claims RI.8.8 • Expand	SL.8.4, SL.8.6 Language	Conventions: Revising for
	Knowledge and use of	L.8.1, L.8.2, L.8.2.c,	pronoun-antecedent
	academic and Concept	L.8.3, L.8.4, L.8.4.b	agreement Standards:
	vocabulary RI.8.4 •	Writing W.8.1,	W.8.1.a-e, W.8.4, W.8.5,
	Write an	W.8.9.Reading Literary	W.8.6, W.8.10, L.8.1,
	argumentative essay in	Text RL.8.10 Reading	L.8.1,c,
	which you effectively	Informational Text	
	incorporate the key	RI.8.1, RI.8.3, RI.8.4,	Deliver an Oral
	elements of an	RI.8.10 Speaking &	Presentation Prompt:
	argument W.8.1 •	Listening Sl.8.1, SL.8.4	When you take a stand,
	Conduct research	Language L.8.1, L.8.3,	how much does winning
	projects of various	L.8.4, L.8.4.b, L.8.5,	matter? Standards: SL.8.4,
	lengths to explore a	L.8.5.c Writing W.8.1,	SL8.6

	tonic and clarify		
	topic and clarify	W.8.1.a-e, W.8.2.a,	Muiting to Courses
	meaning. W.8.7 •	W.8.2.b, W.8.7, W.8.8b	Writing to Sources:
	Demonstrate command		Argument Prompt: Is it
	of the conventions of		important for people to
	standard English		make their own choices in
	grammar and usage,		life? Speaking & Listening
	including correct usage		Outcome: Oral
	of nouns, pronouns,		Presentation Standards:
	adjectives, adverbs,		W.8.1.a-e, W.8.4, W.8.9,
	clauses, and sentence		W.8.10, SL.8.4, SL.8.5,
	structure L.8.1 •		SL.8.6
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate		
	SL.8.1 • Integrate		
	audio, visuals, and text		
	in presentations SL.8.5		
Semester 2 Unit 4	In what different ways	Reading Literary Text	Prompt: What has
Informational	can people be	RL.8.1, RL.8.2, RL.8.6,	happened to you so far as
Writing Research	intelligent?	RL.8.7 Reading	a result of the experiment,
Theme:	Unit Goals: Gather	Informational Text	and what do you predict
Human Intelligence	information and ideas	Speaking & Listening	will happen to you as time
	from a variety of texts.	SL.8.1.a-d, SL.8.2,	progresses? Language
	RI.8.10 • Expand	SL.8.4, SL.8.5, SL.8.6	Development:
	Knowledge and use of	Language L.8.1, L.8.4.b	Subject-Verb Agreement
	academic and thematic	Writing W.8.2.b	Standards: W.8.2.a-e,
	vocabulary RI.8.4 •	Reading Literary Text	W.8.4, W.8.5, L.8.1, L.8.1b
	Write an informative	RL.8.1, RL.8.4., RL.8.5,	
	essay in which you	RI.8.10 Reading	

examine a topic and	Informational Text	Present an Informative
covey ideas, concepts,	RI.8.3, RI.8.4 Speaking	Multimedia Presentation
and information W.8.2	& Listening SL.8.1,	Prompt: How does each
Conduct research	SL.8.1.a, SL.8.1.b,	selection highlight a
projects of various	SL.8.1.c, SL.8.1.d,	different way to be
lengths to explore a	SL.8.4, SL.8.5, SL.8.6	intelligent? Standards:
topic and clarify	Language L.8.1, L.8.1.a,	SL.8.1, SL.8.1.a-d, SL.8.4,
meaning. W.8.7 •	L.8.4, L.8.5.b, L.8.6	SL.8.5, SL8.6
Demonstrate command	Writing W.8.2.b,	
of the conventions of	W.8.2.d, W.8.2.e, W.8.7,	Writing to Sources:
standard English	W.8.8	Informative Essay Prompt:
grammar and usage,		In what different ways can
including correct		people be intelligent?
agreement of nouns		Speaking & Listening
and verbs L.8.1 •		Outcome: Speech
Collaborate with your		Standards: W.8.2, W.8.9,
team to build on the		W.8.10, SL.8.4, SL.8.6
ideas of others,		
develop consensus,		
and communicate		
SL.8.1 • Integrate		
audio, visuals, and text		
in presentations SL.8.5		

Semester /Unit	Essential Question and	Standards	Resource Materials and	Assessments/Assignments
	Unit Goals		grammar	
Semester 1	What does it mean to	Reading Literary Text	McGraw Hill	Mode: Nonfiction
Unit 1	be American?	RL.5, RL.10 Reading		Narrative Prompt: How
Narrative	Unit Goals: Evaluate	Informational Text RI.3,		does your generation
Theme:.	written narratives by	RI.4, RI.5, RI.6, RI.10		define what it means to be
American Voices	analyzing how authors	Speaking & Listening		an American today?
	sequence and describe	SL.9 -10.4, SL.4.b		Language Development:
	experiences and	Language L.1.d, L.4.b,		Exposition and Dialogue
	events. RL.5 • Expand	L.4.d Writing W.3,		Standards: W.3a-e; W.9.4,
	Knowledge and use of	W.3.e Reading Literary		W.9.5 <i>,</i> W.10
	academic and thematic	Text RL.3, RL.10		
	vocabulary. RL.4 •	Reading Informational		Mode: Produce a Podcast
	Write a nonfiction	Text RI.2, RI.3, RI.4,		Prompt: How do the
	narrative in which you	RI.10 Speaking &		realities of immigrants'
	develop characters or	Listening SL.4, SL.4.b,		experiences reflect or fail
	events using effective	SL.5 Language L.1.b,		to reflect American ideals?
	technique W.2 •	L.4.a, L.4.b, L.5, L.5.b		Standards: W.6, SL.4, SL.5,
	Conduct research	Writing W.2, W.2.b,		
	projects of various	W.9.7		Mode: Nonfiction
	lengths to explore a			Narrative Writing Prompt:
	topic and clarify			How is an American
	meaning W.7 •			identity created? Speaking
	Correctly use			& Listening Outcome:
	exposition and			Interpretive Reading
	dialogue to convey			Standards: W.3, W.3.a-e,
	meaning and add			W.4, W.10, SL.4, SL.
	variety and interest to			
	your writing and			
	presentations.L.1, L.1.c			

9th Freshmen/ English Literature /Grammar/Composition

	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Semester 1 Unit 2	What does it take to	Reading Literary Text	Mode: Write an argument
Informative	survive?	RL.3, RL.5, RL.10	Prompt: Should the
Theme:	Unit Goals: Evaluate	Reading Informational	narrator of "The Seventh
Survival	written arguments by	Text RI.1, RI.2, RI.8,	Man" forgive himself for
	analyzing how authors	RI.10 Speaking &	his failure to save K?
	state and support their	Listening SL.3, SL.4,	Language Development:
	claims. RI.8 • Expand	SL.4.a Language L.1.a,	Transitions Standards:
	Knowledge and use of	L.1.b, L.2, L.2.a, L.2.b,	W.1.a–e, W.4, W.5, W 10
	academic and thematic	L.4.b, L.4.c, L.5.b, L.6	
	vocabulary. RI.4 • Write	Writing W.2.a, W.1	Mode: Present an
	an Argumentative	Reading Informational	Argument Prompt: Should
	essay in which you	Text RI.2, RI.4, RI.7	people in life-or-death
	effectively incorporate	Speaking & Listening	situations be held
	the key elements of an	SL.1, SL.4, SL.5, SL.6	accountable for their
	argument W.1 •	Language L.1, L.4, L.4.a,	actions? Standards: SL.4,
	Conduct research	L.4.b, L.5.c, L.6 Writing	SL.5,
	projects of various	W.2, W.4, W.5, W.6,	
	lengths to explore a	W.10	Mode: Present an
	topic and clarify		argument Writing Prompt:
	meaning. W.7 •		What type of strength is
	Demonstrate command		most valuable in a survival
	of the conventions of		situation? Speaking and
	standard English		Listening Outcome: Oral

	grammar and usage of		Presentation Standards:
	verbs and conjunctions		
	L.1 • Collaborate with		W.1.a–e, W.9, W.10, SL.4
	your team to build on		
	the ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Semester 2	How can words inspire	Reading Informational	Mode: Write an
Unit 3	change?	Text RI.1, RI.3, RI.6, RI.9	informative essay Prompt:
Argumentative	Unit Goals: Evaluate	Speaking & Listening	How did the selections in
research	written arguments by	SL.3, SL.4 Language	this section affect those
Theme:	analyzing how authors	L.1.a, L.4.b, L.5 Writing	who first heard them or
The Literature of Civil	introduce and develop	W.2, W.2.Reading	read them? Language
Rights	ideas. RI.8 • Expand	Literary Text RL.4, RL.5,	Development: Integrate
	Knowledge and use of	RL.5.a Reading	Different Types of
	academic and thematic	Informational Text RI.3,	Information Standards:
	vocabulary. RI.4 • Write	RI.5, RI.9 Speaking &	W.2.a-f, W.5, W.7, W.8,
	an informative essay in	Listening SL.1, SL.2,	W.10, L
	which you effectively	SL.3, SL.5, SL.6	
	incorporate the key	Language L.2, L.2.a,	Mode: Multimedia
	elements of an	L.2.b, L.4.b Writing	Presentation Prompt: Why
	argument W.2 •	W.2.c, W.7, W.bb, W.4,	do words and actions in
	Conduct research	W.5	some time periods
	projects of various		produce meaningful
	lengths to explore a		change—and in others do
	topic and clarify		not? Standards: SL.4, SL.5,
	meaning.W.7 •		
	Smoothly integrate		

	information from varied sources to create cohesion. W.8 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5		Mode: Informative Essay Writing Prompt: Explain how words have the power to provoke, calm, or inspire. Speaking and Listening Outcome: Multimedia Presentation Standards: W.2, W.2.a, W2.b, W.8, W.9, W.10, SL.4, SL.5, SL.6
Semester 2 Unit 4 Literary Analysis Theme: Star Crossed Romances	Do we determine our own destinies? Unit Goals: Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write a work of literary criticism in which you effectively incorporate the key elements of an argument. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 •	Reading Literary Text RL.3, RL.5, RL.9 Speaking & Listening SL.4, SL.6 Language L.1.a, L.4.b, L.5.a, L.5.a Writing W.1, W.2Reading Literary Text RL.10 Reading Informational Text RI.2, RI.7, RI.3, RI.8 Speaking & Listening SL.1, SL.4 Language L.1.b, L.4.b, L.5, L.6 Writing W.1, W.2.c	Mode: Write an Argument Prompt: Which has a greater impact on the characters in these texts: destiny or personal choice? Language Development: Using Quotations Standards: W.1.a-e, W.10, L.3.a, RL.1, Mode: Present an Argument Prompt: What is compelling about stories in which people face a tragic destiny? Standards: SL.1, L.4, SL.5, Mode: Argument Writing Prompt: Should the opinions of others affect

Correctly integrate	our own choices or
quotations to convey	destinies? Speaking and
meaning and add	Listening Outcome:
variety and interest to	Multimedia Presentation
your writing and	Standards: W.1.a, W.1.b,
presentations. L.2.b •	W.9, W.10, SL.4, SL.5, SL.6
Collaborate with your	
team to build on the	
ideas of others,	
develop consensus,	
and communicate SL.1	
 Integrate audio, 	
visuals, and text in	
presentations SL.5	

Semester /Unit	Essential Question and	Standards	Resource Materials	Assessments/Assignments
	Unit Goals			
Semester 1	What is the allure of	Reading Literary Text	McGraw Hill	Write an Explanatory Essay
Unit 1	fear?	RL.1, RL.4, RL.5, RL.6,		Prompt: How and when
Narrative Essay	Unit Goals: Evaluate	RL.9-10 Reading		does imagination
Theme:	written narratives by	Informational Text		overcome reason?
Inside the Nightmare	analyzing how authors	RI.5.a, RI.4 Speaking &		Language Development:
	introduce and develop	Listening SL.2, SL.4,		Descriptive Details
	the events in their	SL.5 Language L.1,		Standards: W.a-f, W.3,
	writing. RL.5 • Expand	L.1.b, L.4.b, L.5, L.5.b		W.3.d, W.4, W.5, W.9,
	Knowledge and use of	Writing W.2, W.5, W.9,		
	academic and thematic	W.9.a Reading Literary		Deliver an Explanatory
	vocabulary. RL.4 •	Text RL.1,RL.2, RL.3,		Presentation Prompt: In
	Write an explanatory	RL.5, RL.9-10 Reading		literature, how does a
	essay in which you use	Informational Text RI.3,		sense of uncertainty help
	a narrative as evidence	RI.4, RI.9-10 Speaking &		to create an atmosphere
	for your main idea.	Listening SL.1, SL.5,		of fear? Standards: SL.1,
	Apply your knowledge	SL.6 Language L.4,		SL.1.b, SL.4, SL.5,
	of texts in the unit. W.2	L.4.a, L.4.b, L.5, L.5.b,		
	 Conduct research 	L.6 Writing W.3, W.3.b,		Writing to Sources:
	projects of various	W.6, W.7		Explanatory Essay Writing
	lengths to explore a			Prompt: In what ways does
	topic and clarify			transformation play a role
	meaning W.7 • Use			in stories meant to scare
	figurative language,			us? Speaking and Listening
	connotation, and			Outcome: Informal Talk
	denotation to convey			Standards: W.2.a–f, W.9,
	meaning and add			W.9-10, SL.4.a, SL.6
	variety and interest to			
	your writing and			

	presentations. L.5,L.5.b		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Semester 1 Unit 2	Do people need to	Reading Literary Text	Write an Argument
Explanatory Essay	belong?	RL.4, RL.5, RL.9-10	Prompt: Are outsiders
Theme:	Unit Goals: Evaluate	Reading Informational	simply those who are
Outsiders and	written arguments by	Text RI.1, RI.9-10	misjudged or
outcasts	analyzing how authors	Speaking & Listening	misunderstood? Language
	state and support their	SL.1, SL.3, WL.4, SL.6	Development: Create
	claims. RI.8 • Expand	Language L.1, L.1.b, L.5,	Cohesion: transitions
	Knowledge and use of	L.5.b, L.6 Writing W.1,	Standards: W.1.a-e, W.3.a,
	academic and thematic	W.2, W.4 Reading	W.5, W.9-10,
	vocabulary. RI.4 • Write	Literary Text RL.2, RL.4,	
	an Argumentative	RL.5, RL.9, RL.9-10	Deliver a Multimedia
	essay in which you	Reading Informational	Presentation Prompt: Is
	effectively incorporate	Text RI.5, RI.8 Speaking	difference a weakness? Is
	the key elements of an	& Listening SL.3, SL.4,	sameness a strength?
	argument W.1 •	SL.4.b, SL.5, SL.6	Standards: SL.4, SL.5, SL
	Conduct research	Language L.1.a, L.1.b,	
	projects of various	L.4, L.4.b, L.4.d, L.5.b	Writing to Sources:
	lengths to explore a	Writing W.1, W.6, W.7	Argument Writing Prompt:
	topic and clarify		Is the experience of being
	meaning. W.7 •		an outsider universal?
	Correctly use phrases		Speaking and Listening
	and clauses to convey		Outcome: Oral

	meaning and add		Presentation Standards:
	variety and interest to		W.1.a-e, W.9, W.9-10, SL.4
	your writing and		
	presentations.L.1.b •		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Semester 2	What is the	RL.4 Reading	Write an Informative Essay
Unit 3	relationship between	Informational Text RI.1,	Prompt: What can one
Argumentative	power and freedom?	RI. 4, RI.6, RI.9, RI.9-10	person do to defend the
Research Paper	Unit Goals: Evaluate	Speaking & Listening	human rights of all
Theme:	written informative	SL.3, SL.4, SL.6	people? Language
Extending freedom's	texts by analyzing how	Language L.1.b, L.4,	Development: Style
reach	authors convey	L.4.b, L.6 Writing W.2,	Standards: W.2.a-f, W.5,
	complex ideas,	W.2.a-f, W.5, W.2.7,	W.2.7, W.8, W.9-10, L.1,
	concepts, and	W.8, W.9-10 Reading	L.2,
	information. RI.3 •	Literary Text RL.4, RL.6,	
	Expand Knowledge and	RL.9-10 Reading	Deliver a Multimedia
	use of academic and	Informational Text RI.1,	Presentation Prompt:
	thematic vocabulary.	RO.7, RI.6 Speaking &	When, if ever, are limits on
	RI.4 • Write an	Listening SL.1, SL.1.b,	freedom necessary?
	informative essay in	SL.4, SL.5, SL.6	Standards: SL.4, SL.1.a,
	which you effectively	Language L.1.b, L.4.b,	SL.1.b, SL.5,
	incorporate the key	L.4.d, L.4.c, L.6 Writing	
	elements of an	W.3.d, W.9.b	Writing to Sources:
	argument W.2 •		Informative Essay Writing

	Conduct research		Prompt: What does it
	projects of various		mean to "be free"?
	lengths to explore a		Speaking and Listening
	topic and clarify		Outcome: Multimedia
	meaning. W.7 •		Presentation Standards:
	Correctly integrate		W.2a-f, W.9, W.9-10, SL.4,
	quotations and other		SL.5, SL.6
	evidence into written		3L.3, 3L.0
	texts and		
	presentations. L.1 •		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	• Integrate audio,		
	-		
	visuals, and text in presentations SL.5		
Semester 2 Unit 4	What do our	Deeding Literary Tout	Muite en Informative Facer
		Reading Literary Text	Write an Informative Essay
Literary Analysis	possessions reveal	RL.1, RL.2, RL.3, RL.5,	Prompt: What makes
Theme:	about us?	RL.6, RL.9-10 Reading	something valuable? What
All that Glitters	Unit Goals: Evaluate	Informational Text RI.1	makes something a
	written informative	Speaking & Listening	treasure? Language
	texts by analyzing how	SL.4, SL.4.b, SL.5, SL.6	Development: Conjunctive
	authors introduce and	Language L.2, L.2.a,	Adverbs and Semicolons
	develop central ideas.	L.2.c, L.3, L.4.b, L.4.c,	W.2.a-f, W.5, W.9-10, L.2,
	RI.2 • Expand	L.6 Writing Reading	
	Knowledge and use of	Literary Text RL.4, RL.5,	Deliver a Multimedia
	academic and concept	RL.9-10 Reading	Presentation Prompt: In
	vocabulary RL.4, RI.4 •	Informational Text RI.4,	what ways can material
	Write an informative	RI.5, RI.6, RI.9-10	possessions create both a

essay in which you	Speaking & Listening	sense of comfort and a
effectively convey	SL.1,a-d, SL.4.a, SL.5	sense of anxiety?
complex ideas,	Language L.1, L.1.b, L.4,	Standards: SL.4, SL.4.a,
concepts, and	L.4.a, L.4.b, L.4.d, L.5,	
information. W.2 •	L.5.b Writing W.3,	Writing to Sources:
Conduct research	W.6W.2, W.6	Informative Essay Writing
projects of various		Prompt: How do we
lengths to explore a		decide what we want
topic and clarify		versus what we need?
meaning. W.7 •		What can result from an
Correctly use		imbalance between want
conjunctive adverbs		and need? Speaking and
and semicolons to link		Listening Outcome: Oral
two or more closely		Presentation Standards:
related independent		W.2.a-f, W.9-10, SL.4,
clauses. L.1.b •		SL.4.a
Collaborate with your		
team to build on the		
ideas of others,		
develop consensus,		
and communicate SL.1		
 Integrate audio, 		
visuals, and text in		
presentations SL.5		

Semester /Unit	Essential Question and	Standards	Resource Materials	Assessments/Assignments
	Unit Goals			
Semester 1	What is the meaning of	Reading Informational	McGraw Hill	Mode: Write an Argument
Unit 1	freedom?	RI.3, RI.5, RI.6, RI.7,		Prompt: Which statement
Narrative Essay	Unit Goals: read a	RI.9, RI.9, RI.10		do you find most
Theme:	variety of texts to gain	Speaking & Listening		compelling for Americans
Writing Freedom	the knowledge and	SL.3, SL.4 Language L.1,		today: the Preamble to the
	insight needed to write	L.1.a, L.4, L.4.a, L.4.b,		Constitution or the first
	about American	L.4.c, L.4.d, L.5.b, L.6		sentence of paragraph
	freedoms. RI.10 •	Writing W.1.f, W.2, W.7,		three of the Declaration of
	Expand Knowledge and	W.9.b Reading Literary		Independence? Language
	use of academic and	RL.1 Reading		Development:
	concept vocabulary.	Informational Text RI.1,		Conventions Standards:
	RI.4 • Write an	RI.5, RI.5.a, RL.6, RI.7,		W.a-f, W.4, W.5, W.7, W.8,
	argument that has a	RI.8. RI.9, RI.10		W.9.b, W.10
	clear structure and that	Speaking & Listening		
	draws evidence from	SL.1.1.c, SL.3, SL.4, SL.5		Present an Argument
	texts and original	Language L.1.a, L.1.b,		Prompt: Do narratives
	research to support a	L.2, L.3.a, L.4, L.4.b,		provide strong evidence to
	claim. W.1 • Conduct	L.4.c Writing W.1, W.1.f,		support arguments about
	research projects of	W.2.b		American freedoms?
	various lengths to			Standards: SL.1.a-d, SL.4,
	explore a topic and			
	clarify meaning W.7 •			Mode: Review Evidence
	Note differences in			for an Argument Writing
	language style over			Prompt: What are the
	time and in various			most effective tools for
	contexts. L.1.a ●			establishing and
	Establisha writing			preserving freedom?
	"voice." L.1 • Correctly			Speaking and Listening

11th Juniors/ American Literature/Grammar/Composition

	use parallelism and		Outcome: Video
	verb tenses to convey		commentary Standards:
	meaning and enrich		W.1.a-e, W.9, W.10, SL.4
	your writing and		, -, -, -
	presentations. L.2 •		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Semester 1 Unit 2	What role does	Reading Literary Text	Write Personal Narrative
Argumenntative/Rhet	individualism play in	RL.1, RL.4, RL.5, RL.7,	Prompt: How has my
orical	American society?	RL.9, RL.10 Reading	personal experience
Theme:	Unit Goals: Read a	Informational Text	shaped my view of
The individual and	variety of texts to gain	RI.10 Speaking &	individualism? Do I see it
society	the knowledge and	Listening SL.1.c, SL.3,	as a guiding principle,
	insight needed to write	SL.6 Language L.4,b,	something to be avoided,
	about individualism.	L.4.c, L.4.d Writing W.3,	or a combination of both?
	RL.8, RL.8 • Expand	W.3.d, W.3.e, W.9,	Language Development:
	Knowledge and use of	W.9.a Reading Literary	Create Cohesion: Style
	academic and concept	Text RL.3, RL.4, RL.5,	Standards: W.3.a-e, W.5,
	vocabulary. RI.4 • Write	RL.6, RL.10 Reading	W.6, W.1
	a personal narrative	Informational Text RI.1,	
	that establishes a clear	RI.2, RI.5, RI.7, RI.6,	Present a Personal
	point of view and uses	RI.10 Speaking &	Narrative Prompt: When is
	a variety of narrative	Listening SL.1.b, SL.1.c,	it difficult to march to the
	techniques to develop	SL.1.d, SL.4.b, SL.5	beat of a "different
	a personal experience.	Language L.1, L.2.a, L.3,	drummer" and stand on

	W.3 • Conduct research	L.3.a, L.4.a, L.4.b, L.4.c,		your own as an individual?
	projects of various	L.5.a, L.6 Writing W.2,		What are the risks and
	lengths to explore a	W.3, W.5, W.7		rewards of
	topic and clarify			nonconformity?
	meaning. W.7 • Make			Standards: SL.1.b, SL.3,
	effective style choices			SL.4, SL.5, S
	regarding diction and			JL.+, JL.3, J
	sentence variety. L.1 •			Review Evidence for a
	Correctly use concrete,			Personal Narrative Writing
	compound nouns. L.1.a			Prompt: What significant
	Collaborate with your			incident helped me realize
	team to build on the			that I am a unique
	ideas of others,			individual? Speaking and
	develop consensus,			Listening: Storytelling
	and communicate SL.1			Standards: W.3.a-e, W.4,
	Integrate audio,			W.10, SL.4, SL.6
	visuals, and text in			W.10, 3L.4, 3L.0
	presentations SL.5			
Semester 2	In what ways does the	Reading Literary Toyt		Write an Informative Essay
Unit 3	struggle for freedom	Reading Literary Text		,
Research	00	RL.1 Reading		Prompt: Did the nation
	change with history?	Informational RI.1, RI.2, RI.5, RI.5, RI.5.a, RI.6,		achieve the goals that
Argumentative Theme:	Unit Goals: Read and			Douglass and Lincoln desired? Language
Power, Protest,		RI.7, RI.8, RI.9, RI.10		Development:
, ,	analyze a variety of texts to gain the	Speaking & Listening		•
Change	_	SL.2, SL.3, SL.5		Conventions: Syntax: Sentence Patterns
	knowledge and insight needed to write about	Language L.1, L.3, L.4.c,		
		L.5.b, L.6 Writing W.2,		Standards: W.2.a-f; W.5,
	the struggle for	W.2.e, W.3 Reading		W.7; W.8, W.10, L
	freedom. RL.8, RI.8 •	Literary Text RL.2, RL.3,		Danal Discussion Dramate
	Expand Knowledge and	RL.4, RL.5, RL.6, RL.10		Panel Discussion Prompt:
	use of academic and	Reading Informational		What were the goals of

	concept vocabulary		those references 2 M/by did
	concept vocabulary.	RI.2, RI.5, RI.6, RI.7,	these reformers? Why did
	RI.4 • Write	RI.8, RI.9, RI.10	they want to achieve those
	informative essay that	Speaking & Listening	goals? Standards: SL.a,
	has a clear structure	SL.1.c, SL.2.d, SL.3	SL.4,
	and that draws	Language L.1, L.1.a, L.3,	
	evidence from texts	L.4.a, L.4.b, L.4.c, L.4.d,	Writing to Sources:
	and original research.	L.5.b, L.6 Writing W.2,	Informative Essay Writing
	W.2 • Conduct research	W.9.b	Prompt: What motivates
	projects of various		people to struggle for
	lengths to explore a		change? Speaking and
	topic and clarify		Listening : Podcast
	meaning. W.7 • Use		Standards: W.2a-f, W.9,
	appropriate and varied		W.10, SL.4, SL.6
	sentence structures to		
	create cohesion and		
	clarify relationships. L.1		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	• Integrate audio,		
	visuals, and text in		
	presentations SL.5		
Semester 2 Unit 4	What is the	Reading Literary Text	Performance-Based
Literary Anlysis	relationship between	RL.2, RL.2, RL.5, RL.10	Assessment Task Write an
Theme:	literature and place?	Reading Informational	Explanatory Essay Prompt:
Grit and Grandeur		RI.2, RI.4, RI.6, RI.10	How do American authors
	Unit Goals: Read a	Speaking & Listening	use regional details to
	variety of texts to gain	SL.1.a-d, SL.3, SL.4, SL.5	make the events and
	the knowledge and	Language L.1.c, L.3,	 themes of a narrative

insight needed to write	L.4.b, L.4.c, L.4.d, L.5,	come to life for readers?
about the importance	L.5.a, L.5.b Writing W.2,	Language Development:
of place. RL.10, RI.10 •	W.2.a, W.2.b, W.5	Style: Add Variety: Vary
Expand Knowledge and	Reading Literary Text	Syntax W.2.a-f, W.5, W.10,
use of academic and	RL.4, RL.5, RL.10	
concept vocabulary	Reading Informational	Give and explanatory talk
RI.4 • Write an	Text RI.2, RI.3, RI.4,	Prompt: It is my belief that
explanatory text that	RI.6, RI.7, RI.10	a human imagination is
develops a topic	Speaking & Listening	shaped by the
thoroughly and	SL.5, SL.6 Language L.2,	architectures it encounters
includes evidence from	L.2.a, L.3, L.4, L.4.a,	at an early age. Standards:
research. W.2, W.7, W.8	L.4.b, L.4.c, L.5, L.5.a,	SL.1.b, SL.4,
Conduct research	L.6 Writing W.2, W.9	
projects of various		Writing to Sources:
lengths to explore a		Explanatory Essay Writing
topic and clarify		Prompt: What makes
meaning. W.7 • Make		certain places live on in
effective style choices,		our memory? Speaking
including those		and Listening Outcome:
regarding sentence		Oral Presentation
variety, figurative		Standards: W.2.a-f, W.10,
language, and diction.		SL.4, SL.4
L.3, L.5 • Correctly use		
dashes and hyphens.		
L.2.a • Collaborate with		
your team to build on		
the ideas of others,		
develop consensus,		
and communicate SL.1		
• Integrate audio,		

visuals, and text in		
presentations SL.5		

Semester /Unit	Essential Question and	Standards	Resource Materials	Assessments/Assignments
	Unit Goals			_
Semester 1	What makes a Hero	Reading Literary RL.1	McGraw Hill	Mode: Write an argument
Unit 1 Narrative		Reading Informational		Prompt: Which counts
Reading and Writing	Unit Goals: TG p. 4 •	Text RI.1, RI.5, RI.5.a,		more—taking a stand or
Theme:	Read a variety of texts	RL.6, RI.7, RI.8. RI.9,		winning? Language
Forging a Hero	to gain the knowledge	RI.10 Speaking &		Development:
	and insight needed to	Listening SL.1.1.c, SL.3,		Conventions, Create
	write about American	SL.4, SL.5 Language		Cohesion and Clarity:
	freedoms. RI.10 •	L.1.a, L.1.b, L.2, L.3.a,		Transitions Standards:
	Expand Knowledge and	L.4, L.4.b, L.4.c Writing		W.12.1.a-f, W.12.4, W.12.5,
	use of academic and	W.1, W.1.f, W.2.b		W.12.10, L.12.1.
	concept vocabulary.	Reading Informational		
	RI.4 • Write an	RI.3, RI.5, RI.6, RI.7,		Present an Argument
	argument that has a	RI.9, RI.9, RI.10		Prompt: What heroic traits
	clear structure and that	Speaking & Listening		does the traditional war
	draws evidence from	SL.3, SL.4 Language L.1,		hero exhibit? Standards:
	texts and original	L.1.a, L.4, L.4.a, L.4.b,		SL.12.1.a-d, SL.12.4,
	research to support a	L.4.c, L.4.d, L.5.b, L.6		SL.12.5, SL.
	claim. W.1 • Conduct	Writing W.1.f, W.2, W.7,		
	research projects of	W.9.b		Mode: Write an Argument
	various lengths to			Prompt: Which contributes
	explore a topic and			more to heroism—sacrifice
	clarify meaning W.7 •			or success? Speaking and
	Note differences in			Listening: Speech
	language style over			Standards: W.12.1.a-e,
	time and in various			W.12.9, W.12.10, SL.12.4
	contexts. L.1.a •			Standards: W.12.1.a-e,
	Establisha writing			W.12.9, W.12.10, SL.12.4
	"voice." L.1 • Correctly			

12th Senior/ British Literature/Grammar/Composition

	use parallelism and		
	verb tenses to convey		
	meaning and enrich		
	your writing and		
	presentations. L.2 •		
	Collaborate with your		
	team to build on the		
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	 Integrate audio, 		
	visuals, and text in		
	presentations SL.5		
Unit 2 Literary	<u>How do people come</u>	Reading Literary Text	Write an Explanatory Essay
Analysis	<u>to have different views</u>	RL.1, RL.4, RL.5, RL.7,	Prompt: How does
Theme:	of Society?	RL.9, RL.10 Reading	Chaucer find humor in the
Reflecting on Society		Informational Text	difference between the
		RI.10 Speaking &	ideal and the real in the
	Unit Goals: TG p. 128 •	Listening SL.1.c, SL.3,	characters that populate
	Read a variety of texts	SL.6 Language L.4,b,	The Canterbury Tales?
	to gain the knowledge	L.4.c, L.4.d Writing W.3,	Language Development:
	and insight needed to	W.3.d, W.3.e, W.9,	Conventions and Style:
	write about	W.9.a Reading Literary	Informal Style, formal style
	individualism. RL.8,	Text RL.3, RL.4, RL.5,	Standards: W.12.3.a-e;
	RL.8 • Expand	RL.6, RL.10 Reading	W.12.7, W.12.8, W.12.5,
	Knowledge and use of	Informational Text RI.1,	W.12.10, L.12.2, L.12.2.a,
	academic and concept	RI.2, RI.5, RI.7, RI.6,	L.12
	vocabulary. RI.4 • Write	RI.10 Speaking &	
	a personal narrative	Listening SL.1.b, SL.1.c,	Present a Reader's Theater
	that establishes a clear	SL.1.d, SL.4.b, SL.5	Prompt: Which aspects of
	point of view and uses	Language L.1, L.2.a, L.3,	English society would you

	a variety of narrative	L.3.a, L.4.a, L.4.b, L.4.c,	change? Which would you
	techniques to develop	L.5.a, L.6 Writing W.2,	keep? Standards: SL.12.b,
	a personal experience.	W.3, W.5, W.7	SL.12.3, SL.
	W.3 • Conduct research	vv.3, vv.3, vv.7	JL.12.3, JL.
	projects of various		Explanatory Essay Writing
	lengths to explore a		Prompt: What factors lead
	topic and clarify		people to criticize their
	meaning. W.7 • Make		society rather than simply
	effective style choices		accept it? Speaking and
	regarding diction and		Listening: Storytelling
	sentence variety. L.1 •		Standards: W.12.2.a-f,
	Correctly use concrete,		W.12.4, W.12.5, W.12.9,
	compound nouns. L.1.a		W.12.4, W.12.3, W.12.9, W.12.10, SL.12.1, SL.12.4,
	Collaborate with your		SL.12.5, SL.12
	team to build on the		5L.12.5, 5L.12
	ideas of others,		
	develop consensus,		
	and communicate SL.1		
	• Integrate audio,		
	visuals, and text in		
	presentations SL.5		
Semester 2	How do our attitudes	Reading Literary Text	Prompt: In what ways does
Unit 3	toward the past and	RL.1 Reading	Macbeth attempt to
Argumentative	future shape our	Informational RI.1, RI.2,	control the future and to
Research	actions?	RI.5, RI.5, RI.5.a, RI.6,	bury the past? Language
Theme:		RI.7, RI.8, RI.9, RI.10	Development: Author's
Facing the Future,		Speaking & Listening	Style: Establish Voice:
Confronting the past	Unit Goals: TG p. 276 •	SL.2, SL.3, SL.5	Formal Style Standards:
	Read and analyze a	Language L.1, L.3, L.4.c,	W.12.a-f; W.12.4, W.12.5,
	variety of texts to gain	L.5.b, L.6 Writing W.2,	W.12.7; W.12.8, W.12.10,
	the knowledge and	W.2.e, W.3 Reading	L.12.3, L.12

	insight needed to write about the struggle for freedom. RL.8, RI.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research. W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio	Literary Text RL.2, RL.3, RL.4, RL.5, RL.6, RL.10 Reading Informational RI.2, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10 Speaking & Listening SL.1.c, SL.2.d, SL.3 Language L.1, L.1.a, L.3, L.4.a, L.4.b, L.4.c, L.4.d, L.5.b, L.6 Writing W.2, W.9.b	Present an Argument Prompt: Should literature of the past be rewritten in present-day language for today's readers? Standards: SL.12.1.a-d, SL.12.3, SL.12.4 Writing to Sources: Argument Prompt: What is the relationship of human beings to time? Speaking and Listening: TV Commentary Standards: W.12.1.a-e; W.12.1.f; W.12.9; W.12.10, SL.12.1, SL.12.4.b
Unit 4 Argumentative Essay	 and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5 Unit Goals: 	Reading Literary Text RL.2, RL.2, RL.5, RL.10	Performance-Based Assessment Task Write a

Theme:	Read a variety of texts	Reading Informational	Reflective Narrative
Seeing thing new	to gain the knowledge	RI.2, RI.4, RI.6, RI.10	Prompt: When do we need
	and insight needed to	Speaking & Listening	a new vision of things?
	write about the	SL.1.a-d, SL.3, SL.4, SL.5	Language Development:
	importance of place.	Language L.1.c, L.3,	Conventions and Style:
	RL.10, RI.10 • Expand	L.4.b, L.4.c, L.4.d, L.5,	Sentence Variety: Varying
	Knowledge and use of	L.5.a, L.5.b Writing W.2,	Syntax Standards:
	academic and concept	W.2.a, W.2.b, W.5	W.12.3.a-e, W.12.5,
	vocabulary RI.4 • Write	Reading Literary Text	W.12.10, L.12.2, L.
	an explanatory text	RL.4, RL.5, RL.10	
	that develops a topic	Reading Informational	Present a Reflective
	thoroughly and	Text RI.2, RI.3, RI.4,	Narrative Prompt:
	includes evidence from	RI.6, RI.7, RI.10	's world
	research. W.2, W.7, W.8	Speaking & Listening	changed forever when
	 Conduct research 	SL.5, SL.6 Language L.2,	Standards: SL.12.1, SL.12.4
	projects of various	L.2.a, L.3, L.4, L.4.a,	
	lengths to explore a	L.4.b, L.4.c, L.5, L.5.a,	Writing to Sources:
	topic and clarify	L.6 Writing W.2, W.9	Reflective Narrative
	meaning. W.7 • Make		Writing Prompt: When can
	effective style choices,		the way we look at things
	including those		lead to growth—and when
	regarding sentence		can it hold us back?
	variety, figurative		Speaking and Listening
	language, and diction.		Outcome: Dramatic
	L.3, L.5 • Correctly use		Reading Standards:
	dashes and hyphens.		W.12.3.a-e, W.12.10,
	L.2.a • Collaborate with		SL.12.1, SL.12.4
	your team to build on		
	the ideas of others,		
	develop consensus,		
	and communicate SL.1		

• Integrate audio,		
visuals, and text in		
presentations SL.5		
Standards Covered		
Reading Literary Tex	t	
RL.2, RL.2, RL.5, RL.	10	
Reading Information	nal	
RI.2, RI.4, RI.6, RI.10		
Speaking & Listenin	5	
SL.1.a-d, SL.3, SL.4,	SL.5	
Language L.1.c, L.3,		
L.4.b, L.4.c, L.4.d, L.	5,	
L.5.a, L.5.b Writing	N.2,	
W.2.a, W.2.b, W.		