

7th/English Literature /Grammar/Composition

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

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

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

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

	the ideas of others, develop consensus, and communicate. SL.7.1 • Integrate audio, visuals, and text in presentations. SL.7.5	W.7.3.e, W.7.4, W.7.7, W.7.8, W.7.10		Speaking and Listening Outcome: Oral Presentation Standards: W.7.1, W.7.4, W.7.10, SL.7.4, SL.7.5, SL.7.6
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8th/ English Literature /Grammar/Composition

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

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

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

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

	<p>examine a topic and convey ideas, concepts, and information W.8.2</p> <ul style="list-style-type: none"> • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1 • 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 	<p>Informational Text RI.8.3, RI.8.4 Speaking & Listening SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4, SL.8.5, SL.8.6 Language L.8.1, L.8.1.a, L.8.4, L.8.5.b, L.8.6 Writing W.8.2.b, W.8.2.d, W.8.2.e, W.8.7, W.8.8</p>		<p>Present an Informative Multimedia Presentation Prompt: How does each selection highlight a different way to be intelligent? Standards: SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6</p> <p>Writing to Sources: Informative Essay Prompt: In what different ways can people be intelligent? Speaking & Listening Outcome: Speech Standards: W.8.2, W.8.9, W.8.10, SL.8.4, SL.8.6</p>
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9th Freshmen/ English Literature /Grammar/Composition

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

	<ul style="list-style-type: none"> • 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 Informative Theme: Survival	<p>What does it take to survive?</p> <p>Unit Goals: Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an Argumentative essay 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 • Demonstrate command of the conventions of standard English</p>	<p>Reading Literary Text RL.3, RL.5, RL.10</p> <p>Reading Informational Text RI.1, RI.2, RI.8, RI.10</p> <p>Speaking & Listening SL.3, SL.4, SL.4.a</p> <p>Language L.1.a, L.1.b, L.2, L.2.a, L.2.b, L.4.b, L.4.c, L.5.b, L.6</p> <p>Writing W.2.a, W.1</p> <p>Reading Informational Text RI.2, RI.4, RI.7</p> <p>Speaking & Listening SL.1, SL.4, SL.5, SL.6</p> <p>Language L.1, L.4, L.4.a, L.4.b, L.5.c, L.6</p> <p>Writing W.2, W.4, W.5, W.6, W.10</p>		<p>Mode: Write an argument Prompt: Should the narrator of “The Seventh Man” forgive himself for his failure to save K?</p> <p>Language Development: Transitions Standards: W.1.a–e, W.4, W.5, W 10</p> <p>Mode: Present an Argument Prompt: Should people in life-or-death situations be held accountable for their actions? Standards: SL.4, SL.5,</p> <p>Mode: Present an argument Writing Prompt: What type of strength is most valuable in a survival situation? Speaking and Listening Outcome: Oral</p>

	<p>grammar and usage of verbs and conjunctions L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 			<p>Presentation Standards: W.1.a–e, W.9, W.10, SL.4</p>
<p>Semester 2 Unit 3 Argumentative research Theme: The Literature of Civil Rights</p>	<p>How can words inspire change? Unit Goals: Evaluate written arguments by analyzing how authors introduce and develop ideas. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning.W.7 • Smoothly integrate</p>	<p>Reading Informational Text RI.1, RI.3, RI.6, RI.9 Speaking & Listening SL.3, SL.4 Language L.1.a, L.4.b, L.5 Writing W.2, W.2.Reading Literary Text RL.4, RL.5, RL.5.a Reading Informational Text RI.3, RI.5, RI.9 Speaking & Listening SL.1, SL.2, SL.3, SL.5, SL.6 Language L.2, L.2.a, L.2.b, L.4.b Writing W.2.c, W.7, W.bb, W.4, W.5</p>		<p>Mode: Write an informative essay Prompt: How did the selections in this section affect those who first heard them or read them? Language Development: Integrate Different Types of Information Standards: W.2.a-f, W.5, W.7, W.8, W.10, L</p> <p>Mode: Multimedia Presentation Prompt: Why do words and actions in some time periods produce meaningful change—and in others do not? Standards: SL.4, SL.5,</p>

	<p>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</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 			<p>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, W.2.b, W.8, W.9, W.10, SL.4, SL.5, SL.6</p>
<p>Semester 2 Unit 4 Literary Analysis Theme: Star Crossed Romances</p>	<p>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 •</p>	<p>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.2 Reading 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</p>		<p>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,</p> <p>Mode: Present an Argument Prompt: What is compelling about stories in which people face a tragic destiny? Standards: SL.1, L.4, SL.5,</p> <p>Mode: Argument Writing Prompt: Should the opinions of others affect</p>

	<p>Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. L.2.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <ul style="list-style-type: none">• Integrate audio, visuals, and text in presentations SL.5			<p>our own choices or destinies? Speaking and Listening Outcome: Multimedia Presentation Standards: W.1.a, W.1.b, W.9, W.10, SL.4, SL.5, SL.6</p>
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10th Sophmores/ English Literature /Grammar/Composition

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

	<p>presentations. L.5,L.5.b</p> <ul style="list-style-type: none"> • 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 			
<p>Semester 1 Unit 2 Explanatory Essay Theme: Outsiders and outcasts</p>	<p>Do people need to belong? Unit Goals: Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an Argumentative essay 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 • Correctly use phrases and clauses to convey</p>	<p>Reading Literary Text RL.4, RL.5, RL.9-10 Reading Informational Text RI.1, RI.9-10 Speaking & Listening SL.1, SL.3, WL.4, SL.6 Language L.1, L.1.b, L.5, L.5.b, L.6 Writing W.1, W.2, W.4 Reading Literary Text RL.2, RL.4, RL.5, RL.9, RL.9-10 Reading Informational Text RI.5, RI.8 Speaking & Listening SL.3, SL.4, SL.4.b, SL.5, SL.6 Language L.1.a, L.1.b, L.4, L.4.b, L.4.d, L.5.b Writing W.1, W.6, W.7</p>		<p>Write an Argument Prompt: Are outsiders simply those who are misjudged or misunderstood? Language Development: Create Cohesion: transitions Standards: W.1.a-e, W.3.a, W.5, W.9-10,</p> <p>Deliver a Multimedia Presentation Prompt: Is difference a weakness? Is sameness a strength? Standards: SL.4, SL.5, SL</p> <p>Writing to Sources: Argument Writing Prompt: Is the experience of being an outsider universal? Speaking and Listening Outcome: Oral</p>

	<p>meaning and add variety and interest to your writing and presentations.L.1.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 			<p>Presentation Standards: W.1.a-e, W.9, W.9-10, SL.4</p>
<p>Semester 2 Unit 3 Argumentative Research Paper Theme: Extending freedom's reach</p>	<p>What is the relationship between power and freedom? Unit Goals: Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. RI.3 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 •</p>	<p>RL.4 Reading Informational Text RI.1, RI. 4, RI.6, RI.9, RI.9-10 Speaking & Listening SL.3, SL.4, SL.6 Language L.1.b, L.4, L.4.b, L.6 Writing W.2, W.2.a-f, W.5, W.2.7, W.8, W.9-10 Reading Literary Text RL.4, RL.6, RL.9-10 Reading Informational Text RI.1, RO.7, RI.6 Speaking & Listening SL.1, SL.1.b, SL.4, SL.5, SL.6 Language L.1.b, L.4.b, L.4.d, L.4.c, L.6 Writing W.3.d, W.9.b</p>		<p>Write an Informative Essay Prompt: What can one person do to defend the human rights of all people? Language Development: Style Standards: W.2.a-f, W.5, W.2.7, W.8, W.9-10, L.1, L.2,</p> <p>Deliver a Multimedia Presentation Prompt: When, if ever, are limits on freedom necessary? Standards: SL.4, SL.1.a, SL.1.b, SL.5,</p> <p>Writing to Sources: Informative Essay Writing</p>

	<p>Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 •</p> <p>Correctly integrate quotations and other evidence into written texts and presentations. L.1 •</p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 			<p>Prompt: What does it mean to "be free"?</p> <p>Speaking and Listening Outcome: Multimedia Presentation Standards: W.2a-f, W.9, W.9-10, SL.4, SL.5, SL.6</p>
<p>Semester 2 Unit 4</p> <p>Literary Analysis</p> <p>Theme:</p> <p>All that Glitters</p>	<p>What do our possessions reveal about us?</p> <p>Unit Goals: Evaluate written informative texts by analyzing how authors introduce and develop central ideas. RI.2 • Expand Knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write an informative</p>	<p>Reading Literary Text RL.1, RL.2, RL.3, RL.5, RL.6, RL.9-10 Reading Informational Text RI.1 Speaking & Listening SL.4, SL.4.b, SL.5, SL.6 Language L.2, L.2.a, L.2.c, L.3, L.4.b, L.4.c, L.6 Writing Reading Literary Text RL.4, RL.5, RL.9-10 Reading Informational Text RI.4, RI.5, RI.6, RI.9-10</p>		<p>Write an Informative Essay</p> <p>Prompt: What makes something valuable? What makes something a treasure? Language Development: Conjunctive Adverbs and Semicolons W.2.a-f, W.5, W.9-10, L.2,</p> <p>Deliver a Multimedia Presentation Prompt: In what ways can material possessions create both a</p>

	<p>essay in which you effectively convey complex ideas, concepts, and information. W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses. L.1.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 	<p>Speaking & Listening SL.1,a-d, SL.4.a, SL.5 Language L.1, L.1.b, L.4, L.4.a, L.4.b, L.4.d, L.5, L.5.b Writing W.3, W.6W.2, W.6</p>		<p>sense of comfort and a sense of anxiety? Standards: SL.4, SL.4.a,</p> <p>Writing to Sources: Informative Essay Writing Prompt: How do we decide what we want versus what we need? What can result from an imbalance between want and need? Speaking and Listening Outcome: Oral Presentation Standards: W.2.a-f, W.9-10, SL.4, SL.4.a</p>
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11th Juniors/ American Literature/Grammar/Composition

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

	<p>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</p> <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 			<p>Outcome: Video commentary Standards: W.1.a-e, W.9, W.10, SL.4</p>
<p>Semester 1 Unit 2 Argumentative/Rhetorical Theme: The individual and society</p>	<p>What role does individualism play in American society? Unit Goals: Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8, RL.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience.</p>	<p>Reading Literary Text RL.1, RL.4, RL.5, RL.7, RL.9, RL.10 Reading Informational Text RI.10 Speaking & Listening SL.1.c, SL.3, SL.6 Language L.4,b, L.4.c, L.4.d Writing W.3, W.3.d, W.3.e, W.9, W.9.a Reading Literary Text RL.3, RL.4, RL.5, RL.6, RL.10 Reading Informational Text RI.1, RI.2, RI.5, RI.7, RI.6, RI.10 Speaking & Listening SL.1.b, SL.1.c, SL.1.d, SL.4.b, SL.5 Language L.1, L.2.a, L.3,</p>		<p>Write Personal Narrative Prompt: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both? Language Development: Create Cohesion: Style Standards: W.3.a-e, W.5, W.6, W.1</p> <p>Present a Personal Narrative Prompt: When is it difficult to march to the beat of a “different drummer” and stand on</p>

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

	<p>concept vocabulary.</p> <p>RI.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research.</p> <p>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</p> <ul style="list-style-type: none"> • 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 	<p>RI.2, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10</p> <p>Speaking & Listening SL.1.c, SL.2.d, SL.3</p> <p>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</p>		<p>these reformers? Why did they want to achieve those goals? Standards: SL.a, SL.4,</p> <p>Writing to Sources: Informative Essay Writing Prompt: What motivates people to struggle for change? Speaking and Listening : Podcast Standards: W.2a-f, W.9, W.10, SL.4, SL.6</p>
<p>Semester 2 Unit 4</p> <p>Literary Analysis</p> <p>Theme:</p> <p>Grit and Grandeur</p>	<p>What is the relationship between literature and place?</p> <p>Unit Goals: Read a variety of texts to gain the knowledge and</p>	<p>Reading Literary Text RL.2, RL.2, RL.5, RL.10</p> <p>Reading Informational RI.2, RI.4, RI.6, RI.10</p> <p>Speaking & Listening SL.1.a-d, SL.3, SL.4, SL.5</p> <p>Language L.1.c, L.3,</p>		<p>Performance-Based Assessment Task Write an Explanatory Essay Prompt: How do American authors use regional details to make the events and themes of a narrative</p>

	<p>insight needed to write about the importance of place. RL.10, RI.10 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices, including those regarding sentence variety, figurative language, and diction. 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,</p>	<p>L.4.b, L.4.c, L.4.d, L.5, L.5.a, L.5.b Writing W.2, W.2.a, W.2.b, W.5 Reading Literary Text RL.4, RL.5, RL.10 Reading Informational Text RI.2, RI.3, RI.4, RI.6, RI.7, RI.10 Speaking & Listening SL.5, SL.6 Language L.2, L.2.a, L.3, L.4, L.4.a, L.4.b, L.4.c, L.5, L.5.a, L.6 Writing W.2, W.9</p>		<p>come to life for readers? Language Development: Style: Add Variety: Vary Syntax W.2.a-f, W.5, W.10,</p> <p>Give and explanatory talk Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age. Standards: SL.1.b, SL.4,</p> <p>Writing to Sources: Explanatory Essay Writing Prompt: What makes certain places live on in our memory? Speaking and Listening Outcome: Oral Presentation Standards: W.2.a-f, W.10, SL.4, SL.4</p>
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	visuals, and text in presentations SL.5			
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12th Senior/ British Literature/Grammar/Composition

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

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

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

	<p>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, visuals, and text in presentations SL.5</p>	<p>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</p>		<p>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</p> <p>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</p>
<p>Unit 4 Argumentative Essay</p>	<p>Unit Goals:</p>	<p>Reading Literary Text RL.2, RL.2, RL.5, RL.10</p>		<p>Performance-Based Assessment Task Write a</p>

<p>Theme: Seeing thing new</p>	<p>Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices, including those regarding sentence variety, figurative language, and diction. 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</p>	<p>Reading Informational RI.2, RI.4, RI.6, RI.10 Speaking & Listening 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 W.2, W.2.a, W.2.b, W.5 Reading Literary Text RL.4, RL.5, RL.10 Reading Informational Text RI.2, RI.3, RI.4, RI.6, RI.7, RI.10 Speaking & Listening SL.5, SL.6 Language L.2, L.2.a, L.3, L.4, L.4.a, L.4.b, L.4.c, L.5, L.5.a, L.6 Writing W.2, W.9</p>		<p>Reflective Narrative Prompt: When do we need a new vision of things? Language Development: Conventions and Style: Sentence Variety: Varying Syntax Standards: W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.</p> <p>Present a Reflective Narrative Prompt: _____ 's world changed forever when . . . Standards: SL.12.1, SL.12.4</p> <p>Writing to Sources: Reflective Narrative Writing Prompt: When can the way we look at things lead to growth—and when can it hold us back? Speaking and Listening Outcome: Dramatic Reading Standards: W.12.3.a-e, W.12.10, SL.12.1, SL.12.4</p>
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	<ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations SL.5 <p>Standards Covered</p> <p>Reading Literary Text RL.2, RL.2, RL.5, RL.10</p> <p>Reading Informational RI.2, RI.4, RI.6, RI.10</p> <p>Speaking & Listening SL.1.a-d, SL.3, SL.4, SL.5</p> <p>Language L.1.c, L.3, L.4.b, L.4.c, L.4.d, L.5, L.5.a, L.5.b</p> <p>Writing W.2, W.2.a, W.2.b, W.</p>			