

**Course Overview/Description**

**Course Essential Standards**

Reading	Writing	Speaking/Listening	Language
<p>R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>W2. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>S1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>L1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.</p>	<p>W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.</p>	<p>S4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>L3. Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.</p>
<p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>W4. Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.</p>	<p>S5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p>
<p>R4. Interpret words and phrases as they are used in a text, including</p>	<p>W6. Use print and digital technology to produce and publish writing and to</p>	<p></p>	<p>L5: Discern when and where it is appropriate to use standardized English,</p>

determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	interact and collaborate with others.		and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
R6. Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	W7. Conduct short as well as sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.		
R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W8. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.		
	W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.		

### Scope and Sequence

Timeframe	Unit	Instructional Topics	Assignments
<b>Unit 1: 7 weeks (September 1- October 21)</b>	<a href="#"><u>Destiny</u></a>	Reading <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Theme</li> <li>• Symbolism</li> <li>• Reading Strategies</li> <li>• <i>Into the Wild</i> by Jon Krakauer</li> </ul> Writing <ul style="list-style-type: none"> <li>• Literary Analysis paper</li> <li>• Various writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Aron Ralston reflection</li> <li>• Into the Wild study guide</li> <li>• Various vocabulary assignments</li> <li>• Into the Wild literary analysis</li> </ul>

<p><b>Unit 2: 5 weeks (October 22- November 27)</b></p>	<p><a href="#"><u>Argumentative</u></a></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Various speech and articles</li> <li>● Elements of Argumentation</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Claim-Evidence-Reasoning paragraphs</li> <li>● Argumentative research paper</li> </ul>	<ul style="list-style-type: none"> <li>● Various grammar assignments</li> <li>● CER paragraph</li> <li>● Argumentative research paper</li> </ul>
<p><b>Unit 3: 6 weeks (November 30-January 22)</b></p>	<p><a href="#"><u>Taking a Stand</u></a></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>● <i>Macbeth</i></li> <li>● Figurative language</li> <li>● Theme</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Various writing prompts <ul style="list-style-type: none"> <li>○ Predictions</li> <li>○ Argumentative</li> <li>○ Figurative language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Figurative Language assignments</li> <li>● Macbeth study guide assignments</li> <li>● Group presentation--Who is to blame for the tragedy?</li> </ul>
<p><b>Unit 4: 7 weeks (January 25- March 12)</b></p>	<p><a href="#"><u>Personal Reflection and Emulation</u></a></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Various speeches, personal narratives, memoirs, articles</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Reflection and emulation running journal</li> <li>● Memoir</li> <li>● Poem</li> </ul>	<ul style="list-style-type: none"> <li>● Emulation/Reflection response journal</li> <li>● Poem</li> <li>● Memoir</li> </ul>
<p><b>Unit 5: 5 ½ weeks (March 10- April 23)</b></p>	<p><a href="#"><u>Overcoming Difficulty</u></a></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Book club books</li> <li>● Various short stories/mentor texts</li> <li>● Making predictions</li> <li>● Character development</li> <li>● Theme</li> <li>● Internal vs. External conflict</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Book activities</li> <li>● Writing prompts</li> <li>● Literary Analysis paper</li> </ul>

		<ul style="list-style-type: none"> <li>Literary Analysis paper</li> </ul>	
Unit 6: 6 weeks (April 26-June 4)	<a href="#">Human Connection</a>	<p>Reading</p> <ul style="list-style-type: none"> <li><i>Night</i> by Elie Wiesel</li> <li>Various poems and articles relevant to themes and authors</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Reflections</li> <li>Visual essay</li> </ul>	<ul style="list-style-type: none"> <li>Study guide</li> <li>Poem analysis</li> <li>Visual creative essay</li> </ul>

## UNIT 1: Destiny

**Duration of Unit:** 7 weeks

**Description of Unit:** In this unit, students will think about the essential questions: What is destiny? and How does destiny play role in our decisions? We will read a variety of texts including *Into the Wild* and other short texts to analyze destiny. Students will also enhance their understanding of making inferences and predictions, while also focusing on academic vocabulary.

**Essential Questions and/or Enduring Understandings:**

- What is destiny?
- How does destiny play a role in our decisions?

**Texts/Resources**

- Into the Wild* by Jon Krakauer

ESSENTIAL Standards	Learning Targets
R1	I can cite textual evidence to support a claim.
R3	I can analyze and explain the changes and growth the character from my novel goes through.
W4	I can write a literary analysis paper.
W9	I can provide evidence from my novel to support my claim.
L4	I can determine, analyze, and eventually use unfamiliar vocabulary words I see in the text.
NICE TO KNOW Standards	Learning Targets
R6	I can analyze the character from my novel and attempt to understand and explain their point of view while also reflecting upon my own hypothetical decisions.

## UNIT 2: Argumentative

**Duration of Unit:** 5 weeks

**Description of Unit:**

Students will learn about what makes a successful argument through the structure, research, and writing process of compiling a research paper. Students will practice using evidence to support claims and improve their argumentative skills.

**Essential Questions and/or Enduring Understandings:**

- What makes a successful argument?
- What strategies do we use to form a strong argument?

**Texts/Resources**

- A variety of supplemental texts (articles and speeches)

ESSENTIAL Standards	Learning Targets
W7	I can choose an argumentative topic and gather relevant research to support my claim.
W8	I can analyze my sources through the CRAP test to determine their reliability. I can cite my sources used for my argumentative paper.
W9	I can use information gathered from sources to support my claim and topic sentences.
R8	I can read a text and analyze it for the elements of argumentation.
R1	I can cite textual evidence from an argumentative speech to support the author's claim.
NICE TO KNOW Standards	Learning Targets
L5	I can use proper spelling and grammar when writing my argumentative paper.

## UNIT 3: Taking a Stand

**Duration of Unit:** 6 weeks

**Description of Unit:**

In this unit, students will read and learn about taking a stand and perseverance. We will read *Macbeth* by William Shakespeare to discuss a variety of themes in connection to our essential questions. In addition, students will enhance their knowledge of figurative language and Shakespearean language.

Furthermore, students will apply their argumentative knowledge from Unit 2 in their final project for *Macbeth* by arguing who is to blame for the tragedy.

**Essential Questions and/or Enduring Understandings:**

- When is having ambition, perseverance, and standing up for what you believe in negative?
- How do you know when to take a stand?

**Texts/Resources**

- *Macbeth* by William Shakespeare

ESSENTIAL Standards	Learning Targets
R1	I can cite evidence from the play to support my claim.
R2	I can determine a theme from <i>Macbeth</i> and write a theme analysis paragraph.
R3	I can analyze and explain the changes and growth the character from the play goes through.
W2	I can form and write an argument in response to the question: who is to blame for the tragedy?
W6	I can produce a presentation to display and enhance my argument.
NICE TO KNOW Standards	Learning Targets
W9	I can draw evidence from the play to support my claim.
S4	I can present my argument with my group to the class.
S5	I can use my presentation to enhance my argument.

## UNIT 4: Personal Reflection and Emulation

**Duration of Unit:** 7 weeks

**Description of Unit:** In this unit, students will read a variety of texts and reflect upon them personally. In addition, we will study and analyze text structure, eventually emulating specific author style within students' own writing.

**Essential Questions and/or Enduring Understandings:**

- How do author's choice impact the meaning of a text?

**Texts/Resources**

- A variety of smaller texts (speeches, articles, personal narratives, short stories, etc.)

ESSENTIAL Standards	Learning Targets
R4, R1, W2, W4	I can emulate author style, focusing on a variety of elements of author’s craft.
R4, R1, W2, W4	I can purposefully reflect on a variety of texts by making personal and worldly connections.
NICE TO KNOW Standards	Learning Targets

## UNIT 5: Overcoming Difficulty

**Duration of Unit: 5 ½ weeks**

**Description of Unit:** In this unit, students will take part in a book club where they’ll choose a novel that falls under an “Overcoming Difficulty” theme. As they read, they’ll discuss, analyze, and summarize their novels. Small grammar mini-lessons and other relevant activities will be given throughout the unit. Mentor texts will also be read to assist understanding of difficulty and literary devices.

**Essential Questions and/or Enduring Understandings:**

- How do we overcome difficulty?
- How can conflict impact us and the people around us?
- How do difficulties impact our mental, emotional, and physical well-being?

**Texts/Resources**

- A choice of one full-length novel
- A variety of supplemental texts (short stories)

ESSENTIAL Standards	Learning Targets
W9	I can make inference-based, educated predictions about my text.
R1	I can use textual evidence to support my claim.
R3, R6	I can analyze the types of conflict and determine how this impacts the characters in my novel.

NICE TO KNOW Standards	Learning Targets

## UNIT 6: Human Connection

**Duration of Unit:** 6 weeks

**Description of Unit:** In this unit, students will discuss the idea of human connection through learning about the Holocaust and reading *Night* by Elie Wiesel.

**Essential Questions and/or Enduring Understandings:**

- How do humans connect and bond?
- How important is human connection during difficult times?

**Texts/Resources**

- *Night* by Elie Wiesel
- A variety of supplemental texts (informative articles)

ESSENTIAL Standards	Learning Targets
<b>R3, L4</b>	I can analyze a text for historical context and make connections.
<b>S1, L1</b>	I can analyze how human connection during difficult times impacts a person's mental and emotional health.
<b>W8</b>	I can evaluate a text for theme and use evidence to support it
NICE TO KNOW Standards	Learning Targets