**Unit One: Writing 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 writing “voice.” L.1
* Correctly 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

**Standards Covered-**

*Reading Literary Text*

RL.1

*Reading Informational Text*

RI.1,

RI.3,

RI.5,

RI.5.A,

RI.6,

RI.7,

RI.8,

RI.9,

RI.10

*Speaking & Listening*

SL.1.1.c,

SL.3,

SL.4,

SL.5

*Language*

L.1,

L.1.a,

L.1.b,

L.2,

L.3.a,

L.4,

L.4.a,

L.4.b,

L.4.c,

L.4.d,

L.5.b,

L.6

*Writing*

W.1,

W.1.f,

W.2,

W.2.b,

W.7,

W.9.b

**ACT Standards Covered-**

ARG 701

CLR 603

IDT 602

IDT 701

KLA 601

KLA 702

ORG 702

PPV 701

PUN 501

PUN 601

PUN 604

PUN 702

REL 702

REL 704

SST 601

SYN 401

SYN 501

TOD 601

TOD 703

TST 601

TST 602

TST 603

WME 701

WME 702

Literature Text-

*Bill of Rights* by James Madison

*Declaration of Independence* by Thomas Jefferson

*from America’s Constitution: A Biography* by Akhil Reed Amar

*from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters* by Diane Jacobs

*from The Interesting Narrative of the Life of Olaudah Equiano* by *Olaudah Equiano*

*from The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell

*Gettysburg Address* by Abraham Lincoln

*Letter to John Adams*  by Abigail Adams

*Preamble to the Constitution* by Gouverneur Morris

*Speech in the Convention* by Benjamin Franklin

*The American Revolution*: Visual Propaganda

**Unit Two: The Individual and 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. 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

**Standards Covered-**

*Reading Literary Text*

RL.1,

RL.3,

RL.4,

RL.5,

RL.6,

RL.7,

RL.9,

RL.10

*Reading Informational Text*

RI.1,

RI.2,

RI.5,

RI.7,

RI.6,

RI.10

*Speaking & Listening*

SL.1.c,

SL.1.b,

SL.1.c,

SL.1.d,

SL.3,

SL.4.b,

SL.5,

SL.6

*Language*

L.1,

L.2.a,

L.3,

L.3.a,

L.4.a

L.4,b,

L.4.c,

L.4.d,

L.5.a,

L.6

*Writing*

W.2,

W.3,

W.3.d,

W.3.e,

W.5,

W.7,

W.9,

W.9.a

**ACT Standards Covered-**

Literature Text-

*A Wagner Matinée By Willa Cather*

*from Civil Disobedience by Henry David Thoreau*

*from Emily Dickinson*

*from Great Lives*

*from Nature*

*from Self-Reliance by Ralph Waldo Emerson*

*from Walden*

*Innovators and Their Inventions* ***Poetry:*** *The Love Song of J. Alfred Prufrock by T. S. Eliot*

*The Poetry of Emily Dickinson* byEmily Dickinson

*The Writing of Walt Whitman* by Walt Whitman

**Unit Three: Power, Protest, and Change**

**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 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

**Standards Covered-**

*Reading Literary Text*

RL.1,

RL.2,

RL.3,

RL.4,

RL.5,

RL.6,

RL.10

*Reading Informational Text*

RI.1,

RI.2,

RI.5,

RI.5.a,

RI.6,

RI.7,

RI.8,

RI.9,

RI.10

*Speaking & Listening*

SL.1.c,

SL.2,

SL.2.d,

SL.3,

SL.5

*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.2.e,

W.3,

W.9.b

**ACT Standards Covered-**

Literature Text-

*Ain’t I a Woman?*  by Sojourner Truth

*Brown v. Board of Education: Opinion of the Court* by Earl Warren

*Declaration of Sentiments* by Elizabeth Cady Stanton

*from What to the Slave Is the Fourth of July?* By Frederick Douglass

*Giving Women the Vote* by Sandra Sleight-Brennan

*Perspectives on Lincoln*

*Second Inaugural Address* by Abraham Lincoln

*The Story of an Hour* by Kate Chopin

*Was Brown v. Board a Failure?* By Sarah Garland

**Unit Four: Grit and Grandeur**

**Unit Goals-**

* 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**
* Integrate audio, visuals, and text in presentations **SL.5**

**Standards Covered-**

*Reading Literary Text*

RL.2,

RL.4,

RL.5,

RL.10

*Reading Informational Text*

RI.2,

RI.3,

RI.4,

RI.6,

RI.7,

RI.10

*Speaking & Listening*

SL.1.a-d,

SL.3,

SL.4,

SL.5

SL.6

*Language*

L.1.c,

L.2,

L.2.a,

L.3,

L.4,

L.4.a,

L.4.b,

L.4.c,

L.4.d,

L.5,

L.5.a,

L.5.b

L.6

*Writing*

W.2,

W.2.a,

W.2.b,

W.5,

W.9

**ACT Standards Covered-**

Literature Text-

*A Literature of Place* by Barry Lopez

A *White Heron* by Sarah Orne Jewett

*American Regional Art*

*Chicago • Wilderness* by Carl Sandburg

*Cloudy Day* by Jimmy Santiago Baca

*from Dust Tracks on a Road Zora* by Neale Hurston

*from Life on the Mississippi* by Mark Twain

*In the Longhouse, Oneida Museum* by Roberta Hill

*Introduction from The Way to Rainy Mountain* by N. Scott Momaday

Sandburg’s Chicago

*The Notorious Jumping Frog of Calaveras* by Mark Twain

**Unit Five: Facing our Fears**

**Unit Goals-**

* Read a variety of texts to gain the knowledge and insight needed to write about fear. **RL.10, RI.10**
* Expand knowledge and use of academic and concept vocabulary **RL.4,** **RI.4**
* Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. **W.1**
* Conduct research projects of various lengths to explore a topic and clarify meaning.**W.8.7**
* Correctly use pronouns to add variety to your writing and presentations. **L.1**
* Use irony to add a level of meaning to your writing and presentations. **L.5.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**

**Standards Covered-**

*Reading Literary Text*

RL.1,

RL.2,

RL.3,

RL.4,

RL.5,

RL.6,

RL.7,

RL.10

*Reading Informational Text*

RI.1,

RI.3,

RI.4,

RI.6,

RI.7,

RI.10

*Speaking & Listening*

SL.1.a,

SL.3

SL.4

*Language*

L.1,

L.1.a,

L.3,

L.4,

L.4.a,

L.4.b,

L.4.c,

L.4.d,

L.5,

L.5.b,

L.6

*Writing*

W.1,

W.2,

W.7,

W.9.a

W.9.b

**ACT Standards Covered-**

Literature Text-

*Antojos* by Julia Alvarez

Focus Period: 1920–1960

*from Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston

*Interview With George Takei*

*The Crucible* by Arthur Miller

*the Crucible* L.A. Theatre Works

Times of trouble

**Unit Six: Ordinary Lives, Extraordinary Tales**

**Unit Goals-**

* Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. **RL.2, RL.3, RL.5**
* Expand knowledge and use of academic and concept vocabulary **RI.4**
* Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. **W.3**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7**
* Make effective style choices regarding figurative language and dialect. **L.3, L.5**
* Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. **L.4**
* 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**

**Standards Covered-**

*Reading Literary Text*

RL.1,

RL.3,

RL.4,

RL.5,

RL.10

*Reading Informational Text*

RI.3,

RI.5,

RI.10

*Speaking & Listening*

SL.1,

SL.1.a,

SL.4,

SL.6

*Language*

L.1,

L.1.a,

L.1.b,

L.3,

L.3.a,

L.4,

L.4.a,

L.4.b,

L.5

*Writing*

W.2,

W.3.a-e

W.7

**ACT Standards Covered-**

Literature Text-

*A Brief History of the Short Story* by D. F. McCourt

*An Occurrence at Owl Creek Bridge* by Ambrose Bierce

*Everyday Use* by Alice Walker

*Everything Stuck to Him* by Raymond Carver

*The Jilting of Granny Weatherall* by Katherine Anne Porter

*The Leap* by Louise Erdrich