

Timeline	Suggested Themes	Common Core Focus Standards	Keystone Eligible Content (Literature)	Objectives	Exemplars	Performance Task	Additional Resources	Tier 2 and 3 Vocabulary	Assessments
3 Weeks	Enduring Understanding: Ninth grade begins with examining the world through	RL9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop	LF 2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or soeaker.	Students will analyze complex characters and	The Glass Menagerie by Tennessee Williams (Drama) (non-	Unit 1 – Perception and Reality	"The Glass Menagerie"	plot point of view	Formative Summative
	new lenses. For many students, this is the	the theme.	 the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text 	the ways in which these	negotionable for Honors English I)	Highly recommended during assessment:	guide: http://www.cas.sc.edu/thea/2004/Guide%20Menagerie.pdf	figurative language	(Benchmark and/or
	beginning of the high school experience in which they are challenged to question and		the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text	characters and other ideas and events develop	"Sonnet 73" by William	After reading "Cask of Amontiliado" and "The Raven" texts and analyzing author's background, students will write a theme based, formal MLA style narrative (with a minimum	"Button Button"	irony (e.g. dramatic, situational, verbal)	Diagnostic if applicable)
	evaluate internal and external influences on their lives.	RL9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are		throughout the course of a text.	Shakespeare (Poetry) (Non- negotiable)	of one edit), that utilizes complex characters and tells a story from two different characters' perspectives: the narrative must also incorporate dialogue, use proper mechanics and	full text: http://hampton.obworks.com/wfile/fetch/47378440/Button	parable multiple plot lines	Intentionally vague to
	Perception and Reality	drawn between them.	L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: - the point of view of the narrator as first person or third person point of view.	Students will develop	"The Rayen" by Edgar Allan Poe	perspectives; the narrative must also incorporate dialogue, use proper mechanics and vocabulary, and include elements of correct plot structure with well-chosen details to help create a smooth propression of experiences or events to create a coherent whole. Set	%20Button.pdf	sensory imagery	allow for professional development
			the point of view or the name as its person of third person point of view the impact of point of view on the meaning of a text as a whole	narratives that engage the	(Poetry) (non-negotiable)	perspective must be a minimum of one typed page for each character perspective.	Analyzing Symbolism and Irony	sound devices (e.g.	opportunities for
	What is real? Is reality but a concept unique to each of	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.		reader through effective details and narrative	"We never know how high we are"	(e.g. Students will be examining point of view as they read the texts in this unit. After reading "The Cask of Amontillado", students will examine Edgar Allan Poe's biography to determine	http://www.doe.state.la.us/lde/uploads/5690.pdf	assonance, consonance alliteration)	e, school entities and Intermediate Unit
	us? Can anything be classified as real when	 a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters: create a smooth progression of 	L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	techniques (i.e. dialogue, pacing, description, etc.) in	by Emily Dickinson (Poetry)	his style of writing. Students would then write a two page minimum narrative using a formal standard style of writing (i.e. MLA). Students may use the characters of Fortunato and	"The Minister's Black Veil" full text:	poetic devices style	
	our perceptions differ greatly on so many	experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to	L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	order to create a coherent whole. Students	"Much Madness is divinest Sense" by Emily Dickinson (Poetry)	Montressor, possibly telling the prequel from each character's perspective. The student must use his or her text as support for the story line).	http://www.eldritchpress.org/nh/mbv.html	symbolism theme	
	Can our way of perceiving something be more right than someone else's way?		L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in porticinosit text	will cite clear, strong evidence in order to make	"Hone" is the thing with feathers" by	**NoteThe unities agricument within this performance task does not have to include	Ancillary Resources from Prentice Hall Publisher	tone mood	
	note ign than someone cae's way.	 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	inferences about the text and identify the ways in	Emily Dickinson (Poetry)	parenthetical citations. This is a narrative writing assignment. The performance task is simply asking the students to follow the MLA font, double spacing, header, heading, and site format when formatting and twint their parents.	MLA Research Guide Student Handbook	antecdote powel	
		d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		which an author develops	"Carry Your Own Skis" by Lian	practice regarding MLA formatting.	"Gift of the Magi"	novella	
		ii. Ose precise works and privates, terring delate, all sensory anguage to convey a write precise or appetience, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	and expands on the theme or central idea of a text.	Dolan (Persuasive Essay)		Sample Lesson Plan from The Common Core Curriculum written by Teachers for Teachers (Unit 1, pgs. 8-11)	parallel structure phrases (noun, verb,	
			L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfliction.	Students will utilize writing	"Before Hip Hop was Hip Hop" by Rebecca Walker (Essay)	Performance Tasic. After reading "Perception and Reality" theme based text, students will research (using a minimum of three credible sources) and analyze a person who has demonstrated resiliency.	Various Articles of the Week by Kelly Gallagher:	adjectival, etc.) clauses (independent,	
		SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:	techniques (planning, editing, and revising) to	Biographical information on an	in uncertain times: using this information and digital media, students will plan, revise, create	http://kellygallagher.org/resources/articles.html	dependent, etc.) citation evidence	1
		L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	the relationship between the tone, style, and/or mood and other components of a text bow union and choice of pressing (narrator) affect the mood, tone, and/or magning of a text	determine what is most significant in regards to	author covered in this unit.	and present an informational visual aid for a chosen audience. This presentation should cite strong textual evidence from these three sources and also illustrate the presenter's	Etymology of Words Resources http://etymonline.com/	inference ambiguous	
		speaking. a Use parallel structure *	 how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, seritence variety, etc., determine the author's style 	purpose and audience.	"The Most Dangerous Game" by Richard Connell (Story)	understanding of inferences.	http://www.myetymology.com http://dictionary.reference.com/etymology	connotation denotation	
		a. Use parallel structure." b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.				,	compare	
		absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.		"The Cask of Amontillado" by Edgar Allan Poe (Story) (Non-negotiable)	(e.g. After reading the theme based texts in this unit, focusing on what defines a person as being resilient, students will research an historical figure whom they define as being	Grammar Resource www.chompchomp.com	contrast paraphrase	
		RL.9-10.1. Cite strong and therough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note:		from "The Carolina Way" by Dean	resilient. The students may create a PowerPoint presentation incorporating facts and details relating to the person's life, cultural background, and evidence of resiliency. The	Miscellaneous	summarize epiphany	
		course of the text, including how it emerges and is shaped and refined by specific details; provide	Character may also be called narrator, speaker, or subject of a biography. the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional tex		Smith (Nonfiction)	details relating to the person's life, cultural background, and evidence of resiliency. The presentation must include a MLA formatted Works Cited page). *Note: Performance Task may be completed with partners or small groups	http://cooltoolsforschools.wikispaces.com/	surprise ending etymology	
		an objective summary of the text.	the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text		"First Innaugural Address" by Franklin Delano Roosevelt	and the second s	Study Guide Questions: http://www.burnett.net/HighSchool/AmericanLiterature/mini	resilience	
		RL9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says	the development of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction;		(Nonfiction) (Non-negotiable)		http://www.burnett.net/HighSchool/AmericanLiterature/mini stersblackveil.html		
		explicitly as well as inferences drawn from the text. RL9-10.2. Determine a central idea of a text and analyze its development over the course of the text,	L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfliction: the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.1.2.1 Identify and/or apply a synonym or anionym of a word used in a text.		"The Gift of the Magi" by O. Henry		"Sonnet 73"		
		including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an	,	(Story) (Non-negotiable)		full text: http://www.shakespeare- online.com/sonnets/73.html		
		W 9-10.5. Develop and strengthen writing as needed by planning revising editing rewriting or	affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.		"The Interloopers" by Saki (H. H. Munro) (Story)		Discovering Traditional Sonnet Forms		
		w.5-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and	L.F.1.2.4 Draw conclusions about connotations of words.		"The Necklace" by Guy de		http://www.readwritethink.org/classroom-resources/lesson- plans/discovering-traditional-sonnet-forms-		
		audience.	L.F.2.1.2 Cite evidence from a text to support generalizations L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.		Maupassant (Story)		830.html?tab=3#tabs		
		SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to			"Button, Button" by Richard		Poe and "The Raven"		
Weeks	Attitudes and Obstacles	add interest. RL9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and	L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Students will determine an	Matheson (Story) (non- Monster by Walter Dean Myers	Unit 2 – Attitudes and Obstacles	http://www.pbslearningmedia.org/content/f6f3e33f-0e5b- Pathos, Logos, Ethos	fallacious	Formative
	Can my attitude become someone's	connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor.	author's point of view and evaluate his/her reasoning	(Novel) (Non-negotiable)	After reading "Attitudes and Obstacles" thems haved texts intrinsic will demonstrate their	graphic organizer: http://www.scribd.com/doc/43318295/Rhetorical-Triangle-	euphemism oxymoron	Summative (Renchmark and/or
	obstacle? Can someone living through adversity	RL9-10.5. Analyze a particular point of view or cultural experience reflected in a work of literature	hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	through an analysis of rhetoric, tone, and	"Women" (non-negtionable)	knowledge of authors' choices concerning language, style, and tone by comparing at least two texts from the unit. Students could use a graphic organizer to display their understanding of these two texts and the elements within them. After the completion of the	Graphic-Organizer	paradox bias	Diagnostic if applicable)
	inspire others to dream, overcome, and	from outside the United States, drawing on a wide reading of world literature.	LF 2.5.2 Identify, explain, and analyze the structure of opens and sound devices.	language choices.	"Casey at the Bat" by Ernst Lawrence Thayer (Poetry) (Non-	unit students will compare and analyze choices within two advertisements. For example, two different advertisements for sharmoo, body wash, etc. Students will analyze these	"Letter from Birmingham Jail" full text:	rhetoric rhetorical devices	Intentionally vague to
	acnieve?	RL9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative,	LF 2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:	Students will utilize technology to aid in the	negotiable)	two directin advisements for stampor, body wast, etc. soutents will always emisse choices and demonstrate an understanding of how these choices affect the mood and tone and determine which form of appeal the advertisements are utilizing (ethos, loops, pathos):	http://www.stanford.edu/group/King/frequentdocs/birmingha m.ndf	propaganda argumentative	allow for professiona
		connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	L.F. 2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: - the point of view of the narrantor as first person or third person point of view - the impact of point of view on the meaning of a text as a whole	development of collaborative writing	"Dreams" by Langston Hughes	After students compare the advertisements they will create their own advertisement		argumentative delineate obstacle	development opportunities for school entities and
			the impact of point of view on the meaning of a text as a whole	collaborative writing	(Poetry)	demonstrating a form of appeal and taking on their own style and tone. Furthermore, students must include a technological component when presenting their findings.	Martin Luther King/Civil Rights		
				products.			http://www.mlkonline.net/martin-luther-king-worksheets.html	dialect	Intermediate Unit
		Rt.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	products.	"Dream Deferred" by Langston Hughes (Poetry)		http://edsitement.neh.gov/lesson-plan/ordinary-people-	diction essay (e.g. descriptive,	intermediate Unit
		W 9-10.6. Use technology including the Internet to produce publish, and update individual or shared	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.	products.	Hughes (Poetry)	(e.g. After reading "The Talk" and "Casey at the Bat," students could analyze the ways in which the different authors utilize language style and tone to demonstrate their nersonal		diction essay (e.g. descriptive, narrative, expository,	intermediate Unit
			L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with	products.	"Dream Deferred" by Langston Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negotiable)	(e.g. After reading "The Talk" and "Casey at the Bat," students could analyze the ways in which the different authors utilize language style and tone to demonstrate their nersonal	http://edsitement.neh.gov/lesson-plan/ordinary-people-	diction essay (e.g. descriptive,	intermediate Unit
		W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	LN.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. LN.1.2.2 Identify how the meaning of a word is changed when an affix is added, identify the meaning of a word with an affix from a text.	products.	Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negotiable) "Go Deep into the Sewer" by Bill	(e.g., After reading "The Talk" and "Casey at the Bat," students could analyze the ways in which the different authors utilize language, style, and tone to demonstrate their personal tisses from the state and the elements within him. They could then create a separate advertisement, proch, believism commercial etc. that employs technology, displays a selectionment, and the elements within him. They could then create a separate	http://edsitement.neh.gov/lesson-plan/ordnary-people- ordnary-places-civil-rights-movement Various Articles of the Week by Kelly Gallapher. http://kellyspallagher.org/resources/articles.html	diction essay (e.g. descriptive, narrative, expository, persuasive)	intermediate Unit
		W.9-10.6. Use technology, including the Internet, to produce, publish, and update Individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information lineably and dynamically. W.9-10.9. Draw evidence from literary or informational tests to support analysis, reflection, and research.	LN.1.2.1 Identify anction apply a synonym or antonym of a word uned in a text. LN.1.2.2 Gentify how the meaning of a word is changed when an affile is added, identify the meaning of a word with and filt from a fact. LN.1.2.3 Use context class to determine or clarify the meaning of urdamiliar, multiple-meaning, or arribiguous words.	products.	Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negotlable) "Go Deep into the Sewer" by Bill Cosby (Essay) (Non-negotlable)	(e.g., After reading "The Tak" and "Casely at the Bat," students could analyze the ways in which the different authors utilize language, style, and tone to demonstrate their personal perspecies. Students could use a graphic organizer to display their undestrateding of these the losts and the elements with the Earth. They could fine created a signature as character of the country of the control of the country of the country of the different tones, styles, etc. that can be used by vincous authors). Students will be suitable and foreign a specific form that can be used by vincous authors). Students will be suitable and foreign a specific form.	http://edsitement.neh.gov/lesson-plan/ordnary-people- ordnary-places-civil-rights-movement Various Articles of the Week by Kelly Gallapher. http://kellyspallagher.org/resources/articles.html	diction essay (e.g. descriptive, narrative, expository, persuasive)	arzermodate Unit
		W.9-10.6. Use technology, including the Internet, to produce, publish, and update Individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information lineably and dynamically. W.9-10.9. Draw evidence from literary or informational tests to support analysis, reflection, and research.	LN.1.2.1 Identify and/or apply a syronym or antonym of a word used in a text. LN.1.2.2 Good by how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. LN.1.2.3 Use content clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or antibipous words. LN.1.2.4 Draw conclusions about corrotations of words.	products.	Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negotiable) "Go Deep into the Sewer" by Bill	to g. After mading "The Talk" and "Casey at the Bat." students could snalpine the stage in which the different authors utilize language, style, and tone to demonstrate their personal perspectives. Students could use a symple-congrainer to delay their understanding of these two tests and the elements within them. They could then create a separate advertisement, presch, lateration commercial, etc. that employs betrivelying, diaghay a sherificishment, presch, lateration commercial, etc. that employs betrivelying, diaghay a	http://edstiement.neh.gov/lesson-plan/ordnary-people- ordnary-places-civil-rights-novement Various Articles of the Week by Kelly Gallachen- http://kellygallagher.org/resources/darticles.html Example of Group Fjurasive Language Graphic Organizes with Glospier Hatpi/courson and uligoster.com/glog-3884-1730/	diction essay (e.g. descriptive, narrative, expository, persuasive)	intermediate Unit
		Vis-116. Dis technology including in Internet. In produce, public, and update individual or shaned writing preducts, lading advantaged referencingly expendity to link to other information and to display information filestilly and disparatically. 10.11. Cline selection bein limited or informational time to support analysis, shadious, and clines as Apply produced to the control of the shading throatest in a specific work (e.g., N-end) shadespect exists of them con and the restancies assume restancies and exercises in a specific work (e.g., N-end) shadespectage in the shading shadespectage in the shading shadespectage in the shadespe	LN.1.2.1 Identify ancior apply a synonym or antonym of a word used in a text. LN.1.2.2 Gendry how the meaning of a word is changed when an affilix is added; identify the meaning of a word with an affilix non affilix. LN.1.2.2 Use context class to determine or clarify the meaning of unfamiliar, multiple meaning, or ambiguous words. LN.1.2.3 Description interface or control description and the control of words. LN.1.2.4 Description and an armonistic or distriction and the control of words.	produces.	Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negodiable) "Go Deep into the Sewer" by BN Cosby (Essay) (Non-negodiable) "New Directions" by Maya Angelou (Essay) "A Colebration of Grandfathers" by	(e.g., After reading "The Tak" and "Casely at the Bat," students could analyze the ways in which the different authors utilize language, style, and tone to demonstrate their personal perspecies. Students could use a graphic organizer to display their undestrateding of these the losts and the elements with the Earth. They could fine created a signature as character of the country of the control of the country of the country of the different tones, styles, etc. that can be used by vincous authors). Students will be suitable and foreign a specific form that can be used by vincous authors). Students will be suitable and foreign a specific form.	http://industrement.neh.gov/lesson-planfordnary-people- ordnary-places-celler rights-envenment Various-Antriose of the Web by Yolk O'Salladyar- http://indepslangier.org/issources/antrios.html Example of Groon Figurative Language Graphic Organizes and Oliganizes of Company	diction essay (e.g. descriptive, narrative, expository, persuasive)	intermediate Unit
		In 5-10.E. Dix netrology including the interest to produce, public and update individual or shared writing preducts, palls whereby and reclamping or appeting to link to other information and to display information flowers and organization. We 3-10.E. Dame verdence from literary or informational tests to support analysis, reliction, and research. A cycly gastes—14-10 flowed products patients for informational tests to support analysis, reliction, and research. A cycly gastes—14-10 flowed products patients for incommand tests to support analysis, reliction, and research. A cycly gastes—14-10 flowed products patients for inspiration of the patients	LN.1.2.1 Identify and/or apply a synonym or antonym of a word used in a last. LN.1.2.2 Getherly how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a fact. LN.1.2.3 Use context class to determine or clarify the meaning of unfamiliar, multiple-meaning, or articipacus words. LN.1.2.4 Data conclusions about connections of words. LN.1.2.5 Data conclusions about connections of words. LN.1.2.5 Description in the connection of word	products.	Hughes (Postry) "The Talk" by Gary Solo (Essay) (Non-negotiable) "Go Deep into the Sewer" by BN Cosby (Essay) (Non-negotiable) "New Directions" by Maya Angelou (Essay) "A Calebration of Grandfathers" by Rudolfo A. Anaya (Essay)	(e.g., After reading "The Tak" and "Casely at the Bat," students could analyze the ways in which the different authors utilize language, style, and tone to demonstrate their personal perspecies. Students could use a graphic organizer to display their undestrateding of these the losts and the elements with the Earth. They could fine created a signature as character of the country of the control of the country of the country of the different tones, styles, etc. that can be used by vincous authors). Students will be suitable and foreign a specific form that can be used by vincous authors). Students will be suitable and foreign a specific form.	http://industremert.reh.gov/lesscon-plan/ordnary-people- ordnary-places-cvid-rights-envenient/ Various Anticles of the Web by Fold Callabether- repulsely-allayers or grissource-sidericies-firet Plantine of Grosse Figurative Language Graschic Organizes with Classified Consection of the Consection of the Plantine of Grosse Figurative Language Carechic Organizes with Classified Consection of the Consection o	diction essay (e.g. descriptive, narrative, expository, persuasive)	intermediate Unit
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Weeks	Chivalry and Rebellion	We of 150 to enchange ye change by a treasure, to produce public, and update individual or shared writing products, failing advantaged in technology expectly to link to other information and to display information ficially and diparantically. 104-105. Does and extreme to the lineary or informational teas is support analysis, shadicious, and insensitive a Apply pation 8-14 Broading technology to the product of the stanger how an author draws on and transforms source markets in an aspective own (e.g., A well-pass how an author draws on and transforms source markets in an aspective own cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cycly grade 1-91 finding structure) in himsy cyclicial (e.g., New Shadaspenery). A cyclicial cyclicial and cyclicial (e.g., New Shadaspenery). A cyclicial cyclicial (e.g., New Shadaspenery). A cyclicial cyclicial (e.g., New Shadaspenery). A cyclicial cyclicial (e.g., New Shadaspenery).	LN.1.2.1 Identify and/or apply a synonym or antonym of a word used in a last. LN.1.2.2 Gethely how the meaning of a word is changed when an affair, is added, identify the meaning of a word with an affair from a fails. LN.1.2.3 LDs content class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antisiguous words. LN.1.2.4 Dsuc context class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antisiguous words. LN.1.2.3 Ediptim, interpret, compare, describes, availage, and/or evaluate point of view in a variety of norticlor: **rep point of view of the manable as that juminors their present point of view. **rep point of view of the manable as that juminors their present point of view. **LN.2.3.5 Ediptim, respect, and/or availage the effect of that or generation, horizontal presenting, graphics, and charts. LN.2.3.5 Ediptim, and/or the manable of a last as whole. LN.2.3.5 Ediptim, describe, and/or availage the effect of that or generation, horizontal presenting and propagated techniques in morticional text. LN.2.5.5 Ediptim, describe, and/or availage the effectiveness of bias (explicit and implicit) and propagated techniques in morticional text. LN.2.1.1 Healthy and/or availage the author's intended purpose of a last. LN.1.1.1 Mortify and/or availage the author's intended purpose of a last.	Studens will analyze and	Haghes (Poetry) The Tail by Gary Sob (Essay) (Non-negotable) The Deep in its No Sower by BBI Coathy (Essay) (Non-negotable) The Deep into the Sower by BBI Coathy (Essay) (Non-negotable) (Haro) The Collections of Gassy) Tail Collections of Gassy) Action Land Collections by Maya Angelou (Essay) Land Lander, King, Jr. (Informational) (Non-negotable) The Gall Wine Coath by Arma Ala Adolo (Sibry) (Non-negotable) Tail Gall (Non-Coath by Arma Ala Adolo (Sibry) (Non-negotable) Tail Gall (Sibry) (Non-negotable) Andrew My Ayn Rand (Novell) Andrew My Ayn Rand (Novell)	(e.g., After reading "The Talk" and "Casey at the Ibil." students could snapse the ways in which the different authors will be impaged, shyll, and how to indemonstrate their personal properties. Students could be appealed expectant to falling their extracting of advantagement, speech, their interest to falling their extracting of advantagement, speech, their interest commercial, etc. that employs inchrology, displays advantagement, speech, their interests their core all understanging of the different real speech control of appeal (afford, loging, pathog). Students will alive differ and Sentily a specific form of appeal (afford, login, pathog). Students will alive differ and Sentily a specific form	They linked places collected from your people continues you could not you people continues you could not linked to be a linked to the linked to linked they could not linked	diction essay (e.g. descriptive, narrative, expository, persuasive)	Formulae
Weeks	What does it mean to be chivalrous?	with of 16.0 to enchange including the Interest. To produce policitis, and update individual or shared writing products, large advantaged referency one specially to link to other information and to display information. Retaility and disparantically. 10.4 10.6 Class evidence been lineary or forbinding of tension analysis, reflection, and research. A play grades 8-10 Reading standards to bit instance (e.g., "Analyse how an author draws on and transforms source material in a specific route. (e.g., how eith subsequent tens a tension of tension of the standards may come readers in a specific route. (e.g., how eith subsequent exists a them or tropic from Ovid or the Biblior or how a later author draws on a play by Bhakespears)". 3. Service of the standard of the standard from the standard specific claims in each standards and service claims in each standard service. (e.g., how eith subsequent) and service claims of the service and service claims of the service of the ser	LN.1.2.1 Identify and/or apply a synonym or antionym of a word used in a last. LN.1.2.2 Gethely how the meaning of a word is charged when an affek is a static, identify the meaning of a word with an affek from a fall. LN.1.2.3 LDu context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or antioguous words. LN.1.2.4 Draw conclusions about correctations of words. LN.1.2.4 Draw conclusions about correctations of words. LN.1.2.5 Edipsin, inverty—compane, describes, availyae, and/or evaluate point of view in a variety of morticion: **Re priori of yord or level of the manable as that premon of third peans point of view **LN.2.4.5 Edipsin, respect, and/or analyze the effect of text or generation, including headings, graphics, and charts. LN.2.5.5 Esplain, describe, and/or analyze the effect of text or generation in morticional last. LN.2.5.5 Esplain, describe, and/or analyze the effectiveness of bias (splacit and implicit) and propaganda tachingses in morticional last. LN.2.5.5 Esplain, describe, and/or analyze the effectiveness of bias (splacit and implicit) and propaganda tachingses in morticional last. LN.2.5.6 Explain, describe, and/or analyze the effectiveness of bias (splacit and implicit) and propaganda tachingses in morticional last. LN.2.1.5 Mayber, respect, and evaluate how authors use techniques and elements of fiction to effectively commenced as a fine or corcept.	Students will analyze and explain tow the complex author's choices within the	Haghes (Poetry) The Tail by Gury Size (Essay) (fice negotable) The Date in the Sower by Bill Costly (Essay) (fice negotable) The Discount of the Sower by Bill Costly (Essay) (fice negotable) (Essay) The Collection of Costly (Essay) A Collection of Costly (Essay) Tauthor (Essay) The Costly (Essay) The Gift Wine Cost by Anna Ala The Gift Wine Cost by Anna Ala The Gift Wine Cost by Anna Ala Costly (Stay) (for negotable) Thus of the Game by Anny Tan (Stry)	(e.g., After reading "The Talk" and "Casey at the Ball" students could enough the ways in which the different authors states language, shyl, and too to be demonstrate their personal prospectives. Durcher could use a graptic reporture to despity the interestanting of advantagement, speech, belowise commercial, etc. that employs bethrology, displays advantagement, speech, belowise commercial, etc. that employs bethrology, displays advantagement, speech, belowise commercial, etc. that employs bethrology, displays advantage, and commercials below or all states and dentity a speechs form as appears (strong, burger, pathor). Students will also delice and dentity a speechs form	High indicionent rath goviession plant for drumy people- coloring blass oils rigid in crocerent - from Annie Andrew Born (Annie Annie Anni	diction survival de description de la completion de la co	Formshie Summake andor
Veeks	What does it mean to be chivalrous? What is a chivalrous act? What is the difference between fighting for	We of 16.0 to extracting including the interest to produce policity, and update heldwider or shared writing products, faithing advantage of techniques expending to link to other information and indigity information, flexibly and disparantically. 30.10.10. Does exclude not himselvy or formational tests to support analysis, relations, and research, a Apply grades 3-40 Reading standards below the state of the analysis have an earther draws on and transforms accurred martial in a specific work (e.g., have dishastepers tests a thereo or logic from the analysis of the state of the source of the state of the state of the source of the state of the st	LN.1.2.1 Identify and/or apply a synonym or anticnym of a word used in a last. LN.1.2.2 Edentify how the meaning of a word is charged when an affek is added, identify the meaning of a word with an affek from a few. LN.1.2.3 Day content class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antispous words. LN.1.2.4 Days content class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antispous words. LN.2.3.6 Eighein, instruct, compans, describes, awaytes, audior evaluate point of view in a variety of norfiction: - the impact of point of view on the meaning of a last das as a wine. - the impact of point of view on the meaning of a last das as wine. LN.2.3.6 Eighein, vietopers, and/or analyze the effect of test organization, including headings, graphics, and charts. LN.2.5.6 Eighein, describe, and/or analyze the effectiveness of bias (paylicit and implicit) and propaganda techniques in nonfictional test. LN.2.5.6 Eighein, describe, and/or analyze the effectiveness of bias (paylicit and implicit) and propaganda techniques in nonfictional test. LN.2.5.6 Eighein, describe, and/or analyze the effectiveness of bias (paylicit and implicit) and propaganda techniques in nonfictional test. LN.2.5.6 Eighein, describe, and/or analyze the effectiveness of bias (paylicit and implicit) and propaganda techniques in nonfictional test. LN.2.5.6 Eighein, describe, and/or analyze the author's intended purpose of a test. LN.2.5.7.1.1 Moretty, increment, and evaluates tow authors us techniques and elements of fiction to effectively activities and evaluate them. In a variety of the effectiveness and test as a section of the elements of the effectiveness and elements of fiction to effectively activities.	Studens will analyze and	Haghes (Poetry) The Tail by Guny Sob (Essay) (filon negotable) Go Deep into the Sower by BBI Cosby (Essay) (filon negotable) The Direction of the Sower by BBI Cosby (Essay) (filon negotable) (Essay) The Collegation of Costant by Maya Angatou (Essay) A Calabalant of Costantibusar' by fluxfold A. Anaya (Essay) The Giff Who Can' by Anna Ala Collegation of Costantibusar' by Adart Later From Emmisquibable The Giff Who Can' by Anna Ala Adolo (Slovy) (filon registable) Thus of the Game' by Any Tan (Shoy) Anthem by Ayin Rand (Novel) The Giff by Lots Lowery (Novel) The Giff by Lots Lowery (Novel) (filon negotable)	(e.g., After reading "The Talk" and "Casey at the Ball" students could enough the ways in which the different authors allow larguage, tryls, and tone to demonstrate their personal properties. Students and demonstrate their personal properties of students and the students and of a demonstrate following processors. As the students and substrated in a demonstrate students are consistent to design their understanding of substrate the constitution of the students and identify a specific form of appeal (efforts, buyer, purities). Students will also utilize and identify a specific form of appeal (efforts, buyer, purities). Students will also utilize and identify a specific form of appeal (efforts, buyer, purities). After reading test from the "Chivaly and Rebellout" theme, students will construct and evidence from a minimum of one obtains source, and incorporation the "Chivaly and Rebellout" theme, students will construct and evidence from a minimum of one obtains source, and incorporation the "Chivaly and Rebellout" theme, students will construct and evidence from a minimum of one obtains source, and incorporation the "Chivaly and Rebellout" theme based etc. Students will construct and evidence from a minimum of one obtains source, and incorporation the "Chivaly and Rebellout" theme based less students will write an incorporation to the chival and the students.	High indicidents of an indicident people confidency people confidency people confidency places out of the concentration of the confidency places out of the concentration of the confidency places out of the confidency confidency places out of the confidency confidency of the confide	diction exactly like discription. see a service of the complete of the comple	Formative (Benchmark and/or Dagnosis of
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LN.2.5.5 Esplain, describe, analors analyze the effectiveness of bias (explicit and implicit) and propagands techniques and emerters of fiction to effectively commenced in a last or accessed. LN.2.5.6 Esplain, despress, company, describe, analors available the analors are demonstrated and analogies. LN.2.5.6 Esplain, describe, and/or analyze the author's intended purpose of a text. LN.2.5.6 Esplain, despress, company, describe, analogies and demonstrated and analogies. LN.2.5.6 Esplain, despress, company, describe, analogies and demonstrated and ask or accessed.	Students will analyze and explain from the compiles structure of a text and the students actives and active	Haghes (Poetry) The Tail by Gary Sobs (Essay) (filor negotable) The Dail by Gary Sobs (Essay) (filor negotable) The Dail by the Sover by BBI Cosby (Essay) (filor negotable) (Essay) The Directions by Maya Angabou (Essay) The Collections of Grandfathers' by RuchSot A. Araya (Essay) "The Giff Wino Can' by Ama Ata Market (Mino Can' by Ama Ata Market (Mino) The Giff Wino Can' by Ama Ata Market (Mino) The Giff Wino Can' by Ama Ata Color (Sibry) (filor magadable) Thuse of the Game' by Any Tan (Short) Anthem by Ayn Rand (Nevell) The Giff Wino Can' by Loss Losery (Nevel) The Giff Wino Can' by Loss Losery (Nevell)	(e.g., After reading "The Talk" and "Casey at the Ball" students could enough the ways in which the different authors allow larguage, tryls, and tone to demonstrate their personal properties. Students and demonstrate their personal properties of students and the students and of a demonstrate following processors. As the students and substrated in a demonstrate students are consistent to design their understanding of substrate the constitution of the students and identify a specific form of appeal (efforts, buyer, purities). Students will also utilize and identify a specific form of appeal (efforts, buyer, purities). 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Wests	What does it mean to be chivalrous? What is a chivalrous act? What is the difference between fighting for a cause and being antagoristic? Can chivalrous actions lead to rebellious reactions?	with of 16.0 to extracting including the interest. To produce policity, and update heldwide or shared writing products, faithing advantage of techniques expending to link to other information and to display information. Floating amounts of the product of the pr	LN.1.2.1 Identify and/or apply a synonym or antonym of a word used in a last. LN.1.2.2 Betraffy to whe meaning of a word is changed when an affair is added, identify the meaning of a word with an affair from a fail. LN.1.2.3 December class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antioguous words. LN.1.2.4 December class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antioguous words. LN.1.2.3 Edipsian, interpret, compane, describe, avaluez, endoir evaluate point of view in a variety of norticlor: **Per point of view of far instance as fall princine in the proper popular of view. **Per point of view of far instance as fall princine in the proper popular of view. LN.2.3.6 Edipsian class of the view of the meaning of a last as a whole LN.2.3.6 Edipsian, describe, and/or instance better of the or operation, including leadings, graphics, and charts. LN.2.3.6 Edipsian, describe, and/or snalpose the effectiveness of bias (explicit and implicit) and propaganda techniques in inorticional text. LN.2.3.6 Edipsian, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in inorticional text. LN.2.3.6 Edipsian, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in inorticional text.	Students will analyze and explain how the complex shacker of a text and the text of the complex control of the com	Haghes (Poetry) The Tail by Gary Size (Essay) (fice negotable) On Deep in the No Sewer by Bill Coatly (Essay) (fice negotable) The One Deep in the No Sewer by Bill Coatly (Essay) (fice negotable) A Cabeloration of Cessay) (Fice negotable) (Essay) A Caleboration of Cessay) A Caleboration of Cessay) The Cessay (Essay) The Given Who Cain' by Arm Ala Caleboration of Cessay The Given Who Cain' by Arm Ala Caleboration of Cessay The Given Who Cain' by Arm Ala Caleboration of Cessay The Given by Arm Rand (Novel) The Given by Lost Losser (Novel) For Copysial, Part I by Home Copysial Cessay The Given by Lost Losser (Novel) For Copysial, Part I by Home Cessay (Espay policy) The Civen by Edith Hamilton (May)	(e.g., After reading The Talk and "Casey at the Ball" students could snapse the ways in which the different authors will be language, this, and hors to demonstrate their personal properties. Students could be appealed properties to deploy the readmenting of authorisement, speech, their size commercial, etc. that employs bachvillage, displays activative, and commercial extra read, and demonstrate their ownst understanding of a different rest, speech, their size of the si	Http://indodument.rah.gov/tessor-plans/ordnary-people- sordnary-plans-coloring/in-covorament- coloring-plans-coloring/in-covorament- lage/indopped-argument-covorament-color-plans- faces and Group-Fresh Language (Everland-Crayation Http://covorament-coloring-color-plans-covorament-color-plans- rage/covorament-color-plans-covorament-color-plans-color- rage/covorament-color-plans-color-plans-color-plans-color-plans- rage/covorament-color-plans-color-plans-color-plans-color-plans- rage/covorament-color-plans-	diction decorption. any long decorption are all any long	Formative Summative (Beschwark and/or applicable) treatmostly vigas to development development development
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Weeks	What does it mean to be chivalrous? What is a chivalrous act? What is the difference between fighting for a cause and being antagoristic? Can chivalrous actions lead to rebellious reactions?	with 0.16.0 to extrakely including the Interest. To produce publish, and update heldwider or behand writing products, failing advantage of technique's expective to link to other information and to display information. Including any advantage of technique's expective to link to exhibit information facilities. A play of the control of t	LN 1.2.1 Identify and/or apply a synonym or antonym of a word used in a last. LN 1.2.2 Edentify how the meaning of a word is charged when an affek is added, identify the meaning of a word with an affek from a few. LN 1.2.3 December class to determine or clarify the meaning of unfamiliar, multiple-meaning, or antriguous woods. LN 1.2.6 Descondance lasts to determine or clarify the meaning of unfamiliar, multiple-meaning, or antriguous woods. LN 2.2.6 Eiglant, instruct, compare, describes, analyse, audior evaluate point of view in a variety of norfiction: - the impact of point of view on the meaning of a last das as white a last of the control of point of view on the meaning of a last das as white a last of point of view on the meaning of a last das as white the last of point of view on the meaning of a last das as white the last of point of view on the meaning of a last das as white the last of point of view on the meaning of a last das as white the last of point of point of view on the meaning of a last das as white the last of point of point of point of view on the meaning of a last das as white the last of point of point of view on the meaning of a last das as white the last of point of view on the meaning of a last das as white the last of point of view on the meaning of a last das as white the last of point of poi	Students will analyze and explain how the complex interests and the author's obtained on the control of the con	Haghes (Poetry) The Tail by Gary Size (Essay) (fice negotable) On Deep in the No Sewer by Bill Coatly (Essay) (fice negotable) The One Deep in the No Sewer by Bill Coatly (Essay) (fice negotable) The Chieckins of the No Sewer by Bill Coatly (Essay) A Calebration of Coatlesian of the Sewer by Rushol A. Anaya (Essay) Taken Coatlesian of Coatlesian Jair by Rushol A. Anaya (Essay) The Girl With Coat by Arm Ala Anabot (Size) (five Coatlesian Jair by Admin Latter, King, Jr. (Admin Latter, K	icag. After reading "The Talk" and "Casey at the Ball" students could another the ways in which the different authors allow larguage, shyll, and then to indemonstrate their personal properties. Students could use a graptic register to display their understanding of solidarisms and could use a graptic register to display their understanding of solidarisms must appear, belowise commercial, etc. that employs biochology, displays advantage, and contains the one cent authors display biochology, displays a display little could be used to be used by various authors). Subdents will also utilize and dentify a specific form of special (efforts, triper, partice). After reading sections the "Chesia" and Readion" them, subdents will conserved and dentify a specific form of special (efforts, triper, partice). After reading sections the "Chesia" and Readion" them, subdents will conserved and dentify a specific form of special (efforts, triper, partice). After reading sections the "Chesia" and Readion" them, subdents will conserved and Readion. A special contains the "Chesia" and Readion" them, subdents will conserved and Readion. A special contains the "Chesia" and Readion" them, subdents will conserved and Readion. A special contains the "Chesia" and Readion" them, subdents will are an informative-testimating easily in the reading special for the contains the "Chesia" and Readion" them has add chesia and special for the contains the "Chesia" and Readion" them has a change of the special form the contains the "Chesia" and Readion" them has a change of the contains the contains the chesia and the special form the chesia and the change of the change of the chesia and the change of	They includatement and spuritession, plans to sharp yearples and ways plans to sharp yearples and ways plans on the sharp to the sharp	diction cases of the case of t	Formative Summative (Beschreink andore applicable) veserdously regar to a development for school entire for

		St. 9-10.4. Presert information, finding, and supporting evidence clearly, concisely, and logically such that listeners can fellow the like of reasoning and the organization, development, substance, and style are appropriet to purpose, subdince, and dark. Let 0.10. A capit and use or purpose, subdince, and dark. Let 0.10. A capit and use occurately general scademic and dismain specific useful and principal scales. Buffer of the concentration of							
3 Weeks		RL-3167. Availage the propression of a subject or a bey scene in the odifferent artistic medium, including what is empirated or absent in contrastent (e.g., a Juden's "Nectode dis Beaux Anti-and Broughsis's Lamincage with the 74 off of Parass). 18-10-7. Analyse resistance of absent in cells of the parasity of the State of the State of State o	Life 2.3 E-Sighath, relargest, companie, describe, analyse, and/or evaluate setting in a variety of foliotic per setting only between setting and other compensed of a set (changes, pitch, and other setting) related to the setting of the compensed of a set (change), and other setting of foliotic fixed related and compensed of a setting of the setting of foliotic fixed related and compensed of a set of setting of the setting	Students will compare and contrast different contrast afferent contrast afferent contrast afferent contrast afferent contrast the subject in various mediums. Students will analyze U.S. documents and compare footbast the supplement of the contrast the contrast the contrast contrast the contrast contrast the contrast contrast or contrast contrast or contrast or contrast contrast or contrast contra	Algebra by El Wiresel (Novel) Bloom registable) "Emancipation Proclamation" (Non- registable) The Four Freedoms by Franklen. Recovered (Norferichton) (Non- registable) Recovered (Norferichton) (Non- registable) We gow accustation of the Dank's Ny Egym Accustation of the Ny Egym Accustance of the Ny Egym Robert Frost (Poetry)	Unit 4. T-Authorice and Tirequality After reading least from the "Unitarized and Tranquillay" theme, subdents will analyze a leasted reproved growded that analyzes and compression/trainst U.S. historical documents active agrouped and the compression of the Com	Lisasen Photocos yarkin capacitar yarkin	harbalence trançally trançally trançally each of the control of the sandfield authologyaphy resmole h-Search plagiarism fields	Formative Summative and for Diagnosis if a supplicable in
3 Weeks	to the creation of another? Can a single choice lead to a chain reaction? Is there any truth to fate? Are some things doomed from the beginning?	This agreement is required to the second of	LE.1.1 Esplain, describe, and/or analyze examples of a lent that support the author's intended purpose LF.2.1.1 Make interences and/or daw conclusions based on analysis of a text. LF.2.1.1 Make interences and/or daw conclusions based on analysis of a text. LF.2.2.2 Esplain, interpret, compare, describe, analyze, and/or evaluate connections between lasts. LF.2.2.2 Esplain, interpret, compare, describe, analyze, and/or evaluate connections between lasts. LF.2.2.3 Compare and evaluate the characteristics that distinguish narrative, poetry, and dawns. LF.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and damns. LF.2.2.5 Compare and evaluate the characteristics that distinguish narrative, poetry, and damns. LF.2.2.6 Esplain, viterpret, compare, describe, analyze, and/or evaluate bore, style, and/or resolute that the compared to a resolute of case after careful and extend the compared to a resolute of case after careful and the most often, and/or evaluate bore, style, and/or resolute and the compared to a resolute careful and explain the most often, and/or enalyze a separate of a state of extending the sub-trained analyze the sequence of steps in a list of directions. LN.2.5 Esplain, improved, describe, and/or analyze the author's deference of a claim to make a point or construct an argument in roteficiarual last.	Buddens will-bertily authorized with a substance within heat and analyze the author's purpose for first true. Students will demonstrate understanding of sunderstanding sunder	The Timperby of Ricense and Judie by Willem Shauker (Drams) (Non-regolable) seen (Non-regolable)	Unit 5 - Creation and Destruction After reading test from the "Creation and Destruction" floring, students will write a formula After reading test from the "Creation and Destruction" floring, students will write a formula promoting a supplier of the process of the students of the students of the students of the students of the supplier of the students of the st	a swi Creating the "Perfect Angument" Resource http://laculy- web.at.nort/western.edu/commatud/freespeech/course/nu/ es.pdf Socratio Serrieur Resources http://www.purrapy-boostellence.org/practice/instruction/the orsel-instructionad/socratic/	creations destruction tragedy comments of the	Furnisher Summitive (Benchmark andor Diagnosis e applicable) Intertionally vages to able for professional opportunities for school entities and frammodiate that