

Standard Links:	Unit Framework (Email Literacy Coach for an editable copy.)	Suggested Resources from Florida Collections	Academic Concepts	Writing to Texts W.1.1-4.10, L.1.1-L.3.6	Extended Writing W.1.1-4.10, L.1.1-L.3.6
Reading: • RL 1.1 RI 1.1 • RL 1.2 RI 1.2 • RL 1.3 RI 1.3 • RL 2.4 RI 2.4 • RL 2.5 RI 2.5 • RL 2.6 RI 2.6 • RL 3.7 RI 3.7 • N/A RI 3.8 • RL 3.9 RI 3.9 Language: • L 1.1 L 1.2 • L 2.3 L 3.4 • L 3.5 L 3.6 Writing: • W 1.1 W 1.2 • W 1.3 W 2.4 • W 2.5 W 2.6 • W 3.7 W 3.8 • W 3.9	1st & 2nd Quarter A Suggested Unit Guiding Question (EQ): In what ways does the American Dream mean different things for different Americans, and how has the American Dream changed over time? (Collection 1)				
	Core Connections Unit 1 RI Informational Cluster 3 Question/Task 1 RL Literature Cluster 3 Question/Task Expert packs as needed	Possible Text Set Informational: B1 • from <i>Plymouth Plantation</i> p. 5-18 B2 • <i>Common Sense</i> (Novel does not have to be read in its entirety) B3 • “Blaxicans” p. 87-96 Possible Text Set Literature: D1 • “Balboa” p. 77-83 D2 • “New Orleans” p. 97-101	• Active/Passive voice • Allusions • Anecdote • Antecedents • Archaic language • Argument • Claims • Clauses • Colon usage • Conflict • Diction • Foundational Text/Seminal US document • Historical account • Irony • Point of view • Semicolon usage • Syntax • Theme	C or E Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. F Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
	Suggested Unit Guiding Question (EQ): How can people who are so different come together to create a unified dream of freedom? (Collection 2)				
	Core Connections Unit 1 RI Informational Cluster 3 Question/Task Expert packs as needed	Possible Text Set Informational: • <i>Declaration of Independence</i> p. 111-116 • <i>Preamble and The Bill of Rights</i> p. 121-124	• Argument • Dash Usage • Logos, Ethos, Pathos • Counterargument • Rhetoric • Claim • Formal/informal language • Hyphenation usage • Premise • Parallelism • Transition words	Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
Resources for Coming to America Achieve the Core CommonLit Newsela NoRedInk *Additional resources may be used to create text-sets within the unit.					
Resources for Building a Democracy *For additional resources see above.					

	Suggested Unit Guiding Question (EQ): How did writers in the 19th century create a new American Literature? (Collection 3)				
	Core Connections Unit 1 RL Literature Cluster 3 Question/Task Expert packs as needed	Possible Text Set Literature: • “The Pit and the Pendulum” p. 249-262 • “Song of Myself” p. 177-183 • “Because I could not stop for death” p. 201	• Atmosphere • Cataloguing • Classification • Compound complex sentence • Coordinating Conjunction • Dependent clause • Dramatic tension • Figures of speech/figurative language • Foreshadowing • Fragment • Free verse • Independent clause • Irony • Metaphorical reference • Parallel structure • Rhetorical question • Romanticism • Semicolon usage • Structure • Suspense • Tone	Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
	Resources for The Individual in Society *For additional resources see first page.				

Standard Links:	Unit Framework (Email Literacy Coach for an editable copy.)	Suggested Resources from Florida Collections	Literary Concepts	Writing to Texts W.1.1-4.10, L.1.1-L.3.6	Extended Writing W.1.1-4.10, L.1.1-L.3.6
Reading: • RL 1.1 RI 1.1 • RL 1.2 RI 1.2 • RL 1.3 RI 1.3 • RL 2.4 RI 2.4 • RL 2.5 RI 2.5 • RL 2.6 RI 2.6 • RL 3.7 RI 3.7 • N/A RI 3.8 • RL 3.9 RI 3.9 Language: • L 1.1 L 1.2 • L 2.3 L 3.4 • L 3.5 L 3.6 Writing: • W 1.1 W 1.2 • W 1.3 W 2.4 • W 2.5 W 2.6 • W 3.7 W 3.8 • W 3.9	3rd & 4th Quarter Suggested Unit Guiding Question (EQ): How did African Americans and women gain new freedom after the civil war? (Collection 4)				
	Core Connections Unit 1 RI Informational Cluster 3 Question/Task Expert packs as needed	Possible Text Set Informational: • <i>Second Inaugural Address</i> p. 279-280 • <i>What to the Slave Is the Fourth of July?</i> p. 285-290 • <i>Declaration of Sentiments</i> p. 295-297	• Allusions • Antithesis • Balanced sentence • Deductive reasoning • Drama • Ethos, Pathos, Logos • Misplaced modifier • Pace • Premise • Prepositional phrase • Rhetorical devices • Rhetorical questions • Seminal texts • Syntax • Text structure/organization ○ Compare/Contrast ○ Topical ○ Spatial, ○ Chronological, ○ Problem/Solution ○ Cause/Effect	Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
	Resources for A New Birth of Freedom *For additional resources see first page.				

Suggested Unit Guiding Question (EQ): How did the post-civil war, rapid industrialization, urban growth and social change, impact the American experience? (Collection 5)					
Core Connections Unit 1 RI Informational Cluster 3 Question/Task 1 RL Literature Cluster 3 Question/Task Expert packs as needed		Possible RI 3.7 Informational Text Set: <i>Genesis of the Tenement</i>, Tenement Photo, Child Mortality Rates, - Video- <i>America: The Story of Us: Jacob Riis</i> p. 384-394 Possible Text Set Literature: "To Build a Fire" p. 331-346 (does not have to be read in its entirety) <i>from The Jungle</i> and "from Fast Food Nation"	Review summative data from ENG 3 EOT and classroom formative data and reteach literary concepts as indicated.	Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. Essay Prompt: Unit Essential Question Written Response - Informative - Argumentative - Research - Analysis
Resources for The Age of Realism *For additional resources see first page.					
Suggested Unit Guiding Question (EQ): How have Americans responded to modern life in a global community? (Collection 6)					
Core Connections Unit 1 RL Literature Cluster 3 Question/Task Expert packs as needed		Possible Text Set Literature: <i>The Crucible</i> p. 457-539 - Media Version of <i>The Crucible</i> p. 543- 548	Review summative data from ENG 3 EOT and classroom formative data and reteach literary concepts as indicated.	Routine Writing and Culminating Tasks: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	Students must write essays regularly to build and maintain stamina. Essay Prompt: Unit Essential Question Written Response - Informative - Argumentative - Research - Analysis
Resources for The Modern World *For additional resources see first page.					