





<b>Theme / Essential Question</b>	Is one's destiny determined by free will or fate: (9R & 9H) How is the freedom of the power of thought important to progression?(9H)	Can good come from evil? (9R). Is it okay to sacrifice human life to show mercy? (9R)
<b>Reading</b> -literature          -informational	<b>Standard #9</b> – Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) <b>Standard #7</b> – Using two different artistic mediums to analyze the representation of a subject (poetry vs. film, short story vs. artwork etc.)  <b>Standard #7</b> – See Standard #7 above (as applied to non-fiction)	<b>Standard #1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Standard #8</b> – Define and evaluate the claims made in a text to determine whether the reasoning is valid and evidence is relevant and sufficient. <b>Standard #9</b> – Analyze seminal U.S. documents of historical & literary significance (Gettysburg Address, King's Letter from Birmingham Jail, Lincoln's 2 <sup>nd</sup> Inaugural Address) including how they address related themes & concepts <b>*Thematic Emphasis</b> – Resolution of conflict and the role of the individual
<b>Writing</b>	<b>Standard #3</b> – Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  <b>Emphasis</b> – ▪ Adaptation of voice, awareness of audience, and use of language	<b>Standard #1</b> – In argumentative and persuasive writing, support claims using valid reasons and textual evidence.  <b>Emphasis</b> – • Apply to reading standards for literary non-fiction evaluating the arguments and claims in a text, assessing whether the reasoning is valid and the evidence is sufficient.
<b>Speaking/Listening</b>	(L & S) Listen to collegial circles' findings on particular themes and launch ideas that extend beyond typical literary themes	(L) Listen to recording of US documents and famous literary significant texts. (S) Orally present US documents significance as it relates to important pieces of literary work written in or about the same historical era
<b>Language</b>	Contextually and topically relevant language, which is specifically adapted to the related assignment. For example: sonnet written in iambic pentameter, character's diary which utilizes character's voice)	• Vocabulary as it relates to the context of the individual historical documents(s) studies
<b>Assessment</b>	Mini-Research Paper	Mini-Research Paper Presentation



Notes: Each of the below Genres/topic/areas of focus can be aligned among the eight defined 5 week units

Novel, Short Story, Poetry, Drama, or organize by theme

Specific essential questions should be identified when the teacher clones this scope & sequence consensus curriculum map and defines unit themes & genres depending on the literature and reading selections which most appropriately relate to the chosen essential question(s).