Unit Overview: Students will analyze how communication promotes knowledge and understanding on multiple perspectives.

Overarching Essential Questions: How is knowledge the same as understanding? How does communication change perspective? Why does purpose influence language?

Reading:
- RL.9-10.4

Literary Text:
- Pearson – units 2, 4

Novels:
- *To Kill a Mockingbird*
- *Our Boys*
- *12 Angry Men*
- *Romeo & Juliet*
- *Anthem*
- *Fast Food Nation*
- *Great Expectations*

Informational Text:
- RI.9-10.8
  - Pearson p. 204, 230, 291

Assessments:

Writing:
- Writing to Learn: 3-2-1 with claims, counterclaims, grammar work, exit slips with grammar checks, use of dialogue, process short research pieces

On-Demand Writing:
- 2-3 x per quarter – peer review, work on concluding statements within argument (Pgs. 107, 121, 263, 277, 411, 425, 653, 667, 839, 853)

Process Writing: Argument
- W.9-10.1
- W.9-10.1a
- W.9-10.1b
- W.9-10.1c
- W.9-10.1d
- W.9-10.1e
- W.9-10.7
- W.9-10.8

Language:
- L.910.1a Use parallel structure
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participal, prepositional, absolute) and clauses (noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations
- L.9-10.2a Use a semicolon and perhaps a conjunctive adverb to link two or more closely related independent clauses (Pearson p. 142, 238, 665, R16, R27)
- L.9-10.2b Use a colon to introduce a list or quotation (Pearson p. 117, p. 238, 438)

Speaking / Listening:
- Socratic seminars
- Small group presentations on research topics
- Peer revision

Pearson: Unit 3, Unit 4

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Education Beyond Expectations