

# CCS COURSE MAP

## SUBJECT: AMERICAN LITERATURE

**GRADE LEVEL 10**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

Student Goals:					
		I	To think critically while evaluating and developing arguments.		
		II	To communicate thinking effectively in writing and speaking.		
		III	To analyze and evaluate authors' purpose and worldview.		
Student Outcomes:					
		I	The students will be able to use traditional grammar, standard usage, and mechanics.		
		II	The students will be able to use the writing process to write effectively in several academic genres.		
		III	The students will be able to apply literary terms as they analyze literature from a Christian worldview.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1: Colonialism and Exploration  (4 weeks)	RL10.4.1.1 RL10.4.2.2 RL10.4.4.4 RL11.4.9.9 RL10.4.10.10 RI10.5.1.1 RI10.5.2.2 RI10.5.3.3 RI10.5.4.4 RI10.5.5.5 RI10.5.8.8 RI11.5.9.9 RI10.5.10.10 W10.7.1.1 W10.7.2.2 W10.7.4.4 W10.7.5.5 W10.7.7.7 W10.7.8.8	1. Distinguish between primary and secondary sources. 2. Identify examples of bias in primary sources. 3. Cite and explain text evidence to prove a point. 4. Summarize a nonfiction text using main ideas and key details. 5. Analyze how diction and imagery contribute to the tone and theme of a poem and sermon. 6. Expand academic	1. Write paragraphs explaining evidence of bias in the writings of Columbus and Cabeza de Vaca. 2. Write a paragraph summarizing main ideas and key details in "A Model of Christian Charity." 3. Write a paragraph explaining how diction and imagery contribute to tone and theme in a poem by Anne Bradstreet. 4. Answer short-answer questions explaining how diction and imagery contribute to tone and theme in "Sinners in the Hands of an Angry God." 5. Write an argument essay about a current events topic using <i>Upfront</i> magazine as a source. 6. Study 7-8 works a week for a	Wordly Wise 10 Shmoop American Literature curriculum Journal entries from Christopher Columbus <i>La Relacion</i> by Cabeza de Vaca "A Model of Christian Charity" by John Winthrop Poetry by Anne Bradstreet "Sinners in the Hands of an Angry God" by Jonathan Edwards <i>Upfront</i> magazine	Which explorer, Columbus or de Vaca, had a more Biblical view of the people groups they encountered?  How do the Puritan's goals in "A Model of Christian Charity" reflect a Biblical view of our purpose as Christians?  How did Anne Bradstreet display a Biblical view of challenges in her life?

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	<p>W11.7.9.9  W10.7.10.10  SL10.9.1.1  SL10.9.2.2  SL10.9.3.3  SL10.9.4.4  L10.11.1.1  L10.11.2.2  L10.11.3.3  L10.11.4.4  L10.11.5.5  L10.11.6.6</p>	<p>vocabulary through explicit instruction.  7. Write an argument essay using at least two reasons to support their position and answering a counterargument.  8. Identify simple and complete subjects and predicates.  9. Distinguish between simple and compound sentences.</p>	<p>weekly vocabulary assessment.  7. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.</p>		<p>How does Jonathan Edwards portray a Biblical view of sin and redemption?</p>
<p>Unit 2:  Rationalism and Independence  (3 weeks)</p>	<p>RI11.5.1.1  RI11.5.2.2  RI11.5.3.3  RI11.5.4.4  RI11.5.6.6  RI11.5.7.7  RI11.5.8.8  RI11.5.9.9  RI11.5.10.10  SL10.9.1.1  SL10.9.2.2  SL10.9.3.3  SL10.9.4.4  L10.11.1.1  L10.11.2.2  L10.11.3.3  L10.11.4.4</p>	<p>1. Identify and evaluate authors' use of rhetorical appeals to accomplish their purposes.  2. Trace a speaker's argument and evaluate its strengths and weaknesses.  3. Summarize the main points of persuasive and expository texts.  4. Expand academic vocabulary through explicit instruction.  5. Combine simple</p>	<p>1. Analyze how Patrick Henry uses ethos, pathos, and logos to persuade his audience.  2. Summarize Paine's argument in Crisis I and Crisis IV and evaluate his use of rhetorical appeals.  3. Evaluate Jefferson's use of rhetorical appeals and figurative language to create his tone and accomplish his purpose.  4. Perform a close reading of excerpts from the Constitution to analyze its audience, purpose, and historical context.  5. Explain how Equiano builds his argument against the slave trade.  6. Trace and evaluate Douglass's</p>	<p><i>Wordly Wise 10</i>  Shmoop American Literature curriculum  Patrick Henry's "Give Me Liberty or Give Me Death" speech  Excerpts from Paine's "Crisis I" and "Crisis IV"  Jefferson's Declaration of Independence  Excerpts from Equiano's <i>Interesting</i></p>	<p>1. How does God use ethos, pathos, and logos to convince us to accept His salvation?  2. Where does Douglass indict the church for its failure to act? What are modern-day actions the church can take to help the oppressed?</p>

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	L10.11.5.5 L10.11.6.6	sentences into compound ones using semicolons, coordinating conjunctions, or conjunctive adverbs.	argument against slavery. 7. Study 7-8 works a week for a weekly vocabulary assessment. 8. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.	<i>Narrative</i> Excerpts from Douglass’s “What to the Slave is the Fourth of July?”	
Unit 3: American Gothic (5 weeks)	RL10.5.1.1 RL10.5.2.2 RL10.5.3.3 RL10.5.4.4 RL10.5.5.5 RL10.5.6.6 RL10.5.7.7 RL10.5.8.8 RL10.5.9.9 RL10.5.10.10 W10.7.1.1 W10.7.2.2 SL10.9.1.1 SL10.9.2.2 SL10.9.3.3 SL10.9.4.4 L10.11.1.1 L10.11.2.2 L10.11.3.3 L10.11.4.4 L10.11.5.5 L10.11.6.6	1. Cite text evidence to trace the development of a theme. 2. Compare and contrast themes in texts from different genres. 3. Identify and find examples of characteristics of Gothic literature. 4. Evaluate an author’s use of poetic devices and how they enable him to accomplish his purpose. 5. Expand academic vocabulary through explicit instruction. 6. Distinguish between independent	1. Write a paragraph about a theme of “The Devil and Tom Walker” and “Young Goodman Brown.” 2. Write a paragraph explaining the Gothic characteristics of one of the stories we’ve read. 3. Compare and contrast themes of good and evil, loss of innocence, community, and appearances vs. reality in <i>The Crucible</i> and the other short stories and novel excerpts we read. 3. Write a literary analysis essay tracing the development of a theme in <i>The Crucible</i> . 4. Write an argument essay about a current events topic using <i>Upfront</i> magazine as a source. 5. Identify examples of figurative language and other poetic devices in Poe’s poetry. 6. Study 7-8 works a week for a weekly vocabulary assessment. 7. Complete vocabulary activities	Wordly Wise 10 Shmoop American Literature curriculum “The Devil and Tom Walker” by Washington Irving “Young Goodman Brown” by Nathaniel Hawthorne <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>The Crucible</i> by Arthur Miller “The Fall of the House of Usher” by Edgar Allan Poe “Annabel Lee” and “The Raven” by Poe	How do themes of good and evil and redemption in the texts we read compare with a Biblical worldview?  What sinful attitudes and actions caused the Puritans of Salem to fail in their purpose of being a “city on a hill?”

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		<p>and dependent clauses.</p> <p>7. Correctly identify the three kinds of dependent clauses and the role they play in sentences.</p> <p>8. Write an argument essay using at least two reasons to support their position and answering a counterargument.</p>	<p>analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.</p> <p>8. Write an argument essay on a current events topic of their choice.</p>		
<p>Unit 4: Transcendentalism (6 weeks)</p>	<p>RL10.4.1.1 RL10.4.2.2 RL10.4.4.4 RL11.4.9.9 RL10.4.10.10 RI10.5.1.1 RI10.5.2.2 RI10.5.3.3 RI10.5.4.4 RI10.5.5.5 RI10.5.8.8 RI11.5.9.9 RI10.5.10.10 W10.7.1.1 W10.7.2.2 W10.7.4.4 W10.7.5.5 W10.7.7.7</p>	<p>1. Expand academic vocabulary through explicit instruction.</p> <p>2. Summarize the main ideas and most important details of expository text.</p> <p>3. Trace and evaluate an author’s argument.</p> <p>4. Understand the historical and philosophical context of literary movements.</p> <p>5. Analyze literary elements and how they fulfill an author’s purpose.</p>	<p>1. Study 7-8 works a week for a weekly vocabulary assessment.</p> <p>2. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.</p> <p>3. Summarize the main points of Emerson’s arguments in Nature and Self-Reliance.</p> <p>4. Evaluate the strengths and weaknesses of Emerson’s arguments and their implications in society.</p> <p>5. Identify the characteristics of Transcendentalism and where they are found in the texts we read.</p> <p>6. Summarize and evaluate the arguments of Thoreau and Fuller in a close reading of their essays.</p>	<p>Wordly Wise 10 Shmoop American Literature curriculum Excerpts from the following essays: Emerson’s “Nature” and “Self-Reliance,” Thoreau’s “Civil Disobedience,” Fuller’s “The Great Lawsuit,” "Death of an Innocent" by Jon Krakauer. Exerpts from the poem “Song of Myself” and</p>	<p>1. How does a Transcendentalist view of the origin of truth and of man’s place in the universe contrast with a Biblical view?</p> <p>2. What are the logical implications of Transcendentalist views for a person’s lifestyle?</p> <p>3. How does the view of humanity presented in “Song of Myself” contrast with a</p>

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	<p>W10.7.8.8  W11.7.9.9  W10.7.10.10  SL10.9.1.1  SL10.9.2.2  SL10.9.3.3  SL10.9.4.4  L10.11.1.1  L10.11.2.2  L10.11.3.3  L10.11.4.4  L10.11.5.5  L10.11.6.6</p>	<p>6. Determine cause and effect in a nonfiction text.  7. Trace how motifs and symbolism contribute to plot, theme, and character development.  8. Use text evidence to write creatively in response to a text.  9. Compare and contrast the arguments of two nonfiction texts.  10. Combine sentences using subordination: correctly punctuate and write adverb, adjective, and noun clauses.</p>	<p>7. Update the arguments and support used in Fuller’s essay to better suit a modern audience.  8. Explain how the philosophies of Emerson and Thoreau influenced Chris Candler in “Death of an Innocent.”  9. Analyze the poetic devices Whitman uses to accomplish his purpose in “Song of Myself.”  10. Analyze two of Whitman’s Civil War poems for diction, tone, and figurative language.  11. Analyze three poems by Emily Dickinson for structure, poetic devices, and theme.  12. Complete an anticipation guide previewing the main themes of <i>Death of a Salesman</i>  13. Track one of the motifs of <i>Death of a Salesman</i> in a journal or blog.  14. Write a literary analysis essay explaining how Arthur Miller uses one of the motifs in <i>Death of a Salesman</i> or how one character’s misconception affects the plot and other characters.  15. Write Willy’s backstory using details from the text from the point of view of one of the characters.  16. Explain the aspects of Transcendentalism that influenced Willy’s thinking.  17. Compare Aristotle and Arthur</p>	<p>several Civil War poems by Whitman  Several poems by Emily Dickinson  <i>Death of a Salesman</i> by Arthur Miller</p>	<p>Biblical view?  4. How does Miller’s presentation of sin and its consequences compare with a Biblical view?</p>
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			Miller's definitions of a tragic hero and evaluate whether Willy is one.		
Unit 5: Abolitionism and Civil Rights (6 weeks)	RL10.4.1.1 RL10.4.2.2 RL10.4.4.4 RL11.4.9.9 RL10.4.10.10 RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.6.6 RI11.5.7.7 RI11.5.8.8 RI11.5.9.9 RI11.5.10.10 W10.7.1.1 W10.7.2.2 W10.7.4.4 W10.7.5.5 W10.7.7.7 W10.7.8.8	1. Expand academic vocabulary through explicit instruction. 2. Identify and evaluate the effectiveness of rhetorical devices in a speech. 3. Summarize a speaker's main points and supporting details. 4. Analyze an author's use of direct and indirect characterization and literary devices and how they contribute to theme and purpose. 5. Identify and	1. Study 7-8 works a week for a weekly vocabulary assessment. 2. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies. 3. Analyze Jacobs' use of rhetorical devices, denotation, and connotation. 4. Summarize Garrison's argument and how his diction strengthens it. 5. Analyze how Douglass' use of anecdotes strengthen his argument. 6. Perform a close reading of "The Emancipation Proclamation" and "The Gettysburg Address." 7. Write an essay analyzing the effectiveness of Walker's rhetorical strategies. 8. Do a close reading of the beginning of <i>To Kill a Mockingbird</i> .	Wordly Wise 10 Shmoop American Literature curriculum Excerpts from Harriet Jacobs' <i>Incidents in the Life of a Slave Girl</i> , Frederick Douglass' <i>Narrative</i> , David Walker's <i>Appeal</i> , and Ann Moody's <i>Coming of Age in Mississippi</i> Garrison's editorial "To the Public" Lincoln's "Emancipation Proclamation" and	1. Where does Walker indict the church for its failure to act? 2. What can the modern church do to stand up for the oppressed? 3. To what extent does the Emancipation Proclamation reflect the heart of God? 4. How do the themes of <i>To Kill A Mockingbird</i> compare with a Biblical worldview?

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<p>Unit 6: Realism  (3 weeks)</p>	<p>RL10.4.1.1  RL10.4.2.2  RL10.4.4.4  RL11.4.9.9  RL10.4.10.10  RI10.5.1.1  RI10.5.2.2  RI10.5.3.3  RI10.5.4.4  RI10.5.5.5  RI10.5.8.8  RI11.5.9.9  RI10.5.10.10</p>	<p>1. Expand academic vocabulary through explicit instruction.  2. Understand the historical and philosophical context of the literary movements realism and naturalism.  3. Compare how written text and digital media express similar themes.</p>	<p>1. Study 7-8 works a week for a weekly vocabulary assessment.  2. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.  3. Track examples of realism and naturalism in <i>The Jungle</i>.  4. Create a digital presentation analyzing Riis’s images, evidence of bias in them, and their connection to <i>The Jungle</i>.  5. Perform a close reading of “The</p>	<p>Wordly Wise 10  Shmoop American Literature curriculum  Excerpts from <i>The Jungle</i> by Upton Sinclair  Images from Jacob Riis  Stephen Crane’s “The Open Boat”  Ambrose Bierce’s “Incident at Owl</p>	<p>1. What do these texts present as the world’s most pressing problems?  2. What solutions do these texts propose as sources of hope? Do these sources of hope match the ones identified in the Bible?  3. How would we</p>

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<p>Unit 7: Women's Rights (3 weeks)</p>	<p>RL10.4.1.1            RL10.4.2.2            RL10.4.4.4            RL11.4.9.9            RL10.4.10.10            RI10.5.1.1            RI10.5.2.2            RI10.5.3.3            RI10.5.4.4            RI10.5.5.5            RI10.5.8.8            RI11.5.9.9            RI10.5.10.10            W10.7.1.1            W10.7.2.2            W10.7.4.4            W10.7.5.5            W10.7.7.7            W10.7.8.8            W11.7.9.9            W10.7.10.10            SL10.9.1.1            SL10.9.2.2            SL10.9.3.3            SL10.9.4.4            L10.11.1.1            L10.11.2.2            L10.11.3.3            L10.11.4.4            L10.11.5.5            L10.11.6.6</p>	<p>1. Expand academic vocabulary through explicit instruction.            2. Compare how written text and digital media express similar themes.            3. Analyze how literary devices like characterization and symbolism affect tone, style, and theme.            4. Summarize a speaker's argument and evaluate his or her use of rhetorical appeals.            5. Identify and use credible sources when researching the historical context of a text.            6. Create a multimedia presentation analyzing an author's use of literary devices.            7. Explain how the title of a work contributes to its</p>	<p>1. Study 7-8 works a week for a weekly vocabulary assessment.            2. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.            3. Cite and explain text evidence to analyze the characterization of the narrator, symbolism, style, and tone of "The Yellow Wallpaper."            4. Explore contemporary connections to "The Yellow Wallpaper" by comparing it with a music video, scientific articles, and paintings.            5. Perform a close reading of "Story of an Hour" to determine theme and author's purpose.            6. Summarize the main points and assumptions of "Declaration of Sentiments."            7. Evaluate rhetorical appeals in Anthony's speeches.            8. Do a close reading of the first chapter of <i>The Awakening</i> for characterization and connections to Kate Chopin's life.            9. Put the story in context by researching the role of women at the end of the 19<sup>th</sup> century.            10. Cite text evidence to prove that <i>The Awakening</i> is a bildungsroman.            11. Create a poster or multimedia</p>	<p>Wordly Wise 10            Shmoop American Literature curriculum            "The Yellow Wallpaper" by Charlotte Perkins Gilman  <i>The Awakening</i> by Kate Chopin            "The Story of an Hour" by Kate Chopin            Elizabeth Cady Stanton's "Declaration of Sentiments"            Excerpts from Susan B. Anthony's speeches</p>	<p>1. What do these texts present as the greatest problems facing women, and how did Jesus respond to these problems during His life?            2. What does <i>The Awakening</i> propose as the solution to these problems, and what does the Bible have to say about that solution?</p>
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		<p>theme and purpose.</p> <p>8. Punctuate sentences correctly using hyphens, dashes, and apostrophes.</p> <p>.</p>	<p>presentation of symbols used in <i>The Awakening</i> and the text evidence where they are used.</p> <p>12. Write a literary analysis essay about <i>The Awakening</i>.</p>		
<p>Unit 8: Modernism and Postmodernism (3 weeks)</p>	<p>RL10.4.1.1            RL10.4.2.2            RL10.4.4.4            RL11.4.9.9            RL10.4.10.10            RI10.5.1.1            RI10.5.2.2            RI10.5.3.3            RI10.5.4.4            RI10.5.5.5            RI10.5.8.8            RI11.5.9.9            RI10.5.10.10            W10.7.1.1            W10.7.2.2            W10.7.4.4            W10.7.5.5            W10.7.7.7            W10.7.8.8            W11.7.9.9</p>	<p>1. Expand academic vocabulary through explicit instruction.</p> <p>2. Evaluate an author's use of denotation and connotation.</p> <p>3. Understand the historical and philosophical context of the literary movements</p> <p>Modernism and Postmodernism.</p> <p>4. Cite and explain text evidence while writing an argumentative text.</p> <p>5. Summarize and evaluate the argument</p>	<p>1. Study 7-8 works a week for a weekly vocabulary assessment.</p> <p>2. Evaluate denotation and connotation in Pound's poetry.</p> <p>3. Deconstruct Modernist poems for theme, tone, and structure</p> <p>4. Write an argumentative paragraph about the questions Prufrock explores.</p> <p>5. Write the backstory behind a Modernist painting.</p> <p>6. Compare and find examples of Modernism and Postmodernism.</p> <p>7. Write an argument essay about why a book has been banned and whether it should have been.</p> <p>8. Summarize and evaluate literary criticism of <i>Fahrenheit 451</i>.</p> <p>9. Compare the graphic novel version of the book to the original text using an interview with the author.</p>	<p>Wordly Wise 10            Shmoop American Literature curriculum            Several poems by Ezra Pound and other Modernist poets            "The Love Song of J. Alfred Prufrock" by T.S. Eliot            "The Curious Case of Benjamin Button" by F. Scott Fitzgerald            the painting "Cosmic Synchronicity" by Morgan Russell            "Daddy" by Sylvia</p>	<p>1. How do Modernism and Postmodernism demonstrate the logical ends of believing in a world without God?</p> <p>2. How do Modernism and Postmodernism reflect the dominant views of today, and how can we respond apologetically to those views from a Biblical perspective?</p>

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