

Course Title:	AP English Language and Composition (Sem 2) (FVS)	
Standards: Common Core State Standards		
Unit 5 Big Idea:	Regionalism/Realism Naturalism	
Essential Questions	1. What is satire? 2. How do you explain the continuum of satire? 3. What is point of view and how is it used by authors?	
Standards	Assignment	Description
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	5.00 - Satire	This is an overview of the unit theme, topics, assignments, readings, and assessments.
CC.W.9-10.9(b) CC.L.9-10.4(c)	5.01 – Understanding Satire	Students will learn about the spectrum of satire and its uses. Students will analyze a political cartoon and take an assessment about satire.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.8 CC.W.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	5.02 – Satire in Contemporary Culture	Students will learn the basics of political cartoons as vehicles of satire by viewing political cartoons, reading an article about political cartoons, and analyzing the role visual and verbal elements play in producing meaning and effects in cartoons.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.6	5.03 – “A Modest Proposal”	Students read about Jonathan Swift and then read his satirical essay, “A Modest Proposal” which was published to address hunger in England. Students answer comprehension and analysis questions after reading the essay.

<p>CC.W.9-10.2.(a)  CC.W.9-10.2.(b)  CC.W.9-10.2.(d)  CC.W.9-10.2(f)  CC.W.9-10.4  CC.W.9-10.5  CC.W.9-10.10  CC.L.9-10.4(c)  CC.L.9-10.6</p>	<p><b>5.04 – Your Modest Proposal</b></p>	<p>Students choose a topic of social concern. Then, writing in Swift’s style, students write an essay introducing the issue and its impact on society, an outlandish proposal, an enumerated list of reasons why the proposal will work, a list of practical solutions, and a conclusion that highlights the speaker’s sincerity.</p>
<p>CC.RL.9-10.1  CC.RL.9-10.2  CC.RL.9-10.4  CC.RL.9-10.10  CC.SL.9-10.1(a)  CC.SL.9-10.1(b)  CC.SL.9-10.(c)  CC.SL.9-10.1(d)  CC.L.9-10.4(a)  CC.L.9-10.4(c)  CC.L.9-10.4(d)  CC.L.9-10.6</p>	<p><b>5.05 – Names and Faces: Chopin and Freeman Stepping Beyond Society’s Limits</b></p>	<p>Students read about two female authors who wrote about social change for women. Students take a quiz on both Kate Chopin and Mary Wilkins Freeman.</p> <p>Students compare and contrast the two stories, paying close attention to tone, rhetoric, and satirical elements and post their comparison in a discussion post.</p>
<p>CC.RI.9-10.1  CC.RI.9-10.2  CC.RI.9-10.4  CC.RI.9-10.5  CC.RI.9-10.8  CC.L.9-10.4(a)  CC.L.9-10.4(c)  CC.L.9-10.4(d)  CC.L.9-10.6</p>	<p><b>5.06 – Analyzing Satire</b></p>	<p>Students read two articles from the satirical website, “The Onion”. After reading, students respond in writing, answering questions about the cultural observations the author is making, the rhetorical strategies used, and the social change being called for.</p>
<p>CC.RI.9-10.1  CC.RI.9-10.2  CC.RI.9-10.4  CC.RI.9-10.5  CC.RI.9-10.6  CC.RI.9-10.8  CC.W.9-10.2.(b)  CC.W.9-10.4  CC.W.9-10.5  CC.W.9-10.9(b)  CC.W.9-10.10  CC.SL.9-10.1(a)  CC.SL.9-10.1(b)  CC.SL.9-10.(c)</p>	<p><b>5.07 – Exploring the Satirical Prompt</b></p>	<p>Students practice for the AP Language essay exam by reading student responses and reading the scoring commentary. Students then write observations about the essay question and the student responses.</p>

CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.1(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>5.08 – Classified: Multiple Choice Practice</b>	Students practice taking the AP Language Exam by doing some practice test questions and then completing a self-assessment about their experience.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(f) CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>5.09 – Practice AP Language Essay Prompt</b>	Students will respond to an actual AP Language Essay prompt on satire.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b)	<b>5.10 – Word of the Day</b>	In this vocabulary exercise, students create a Word of the Day (WOD) list from a set of vocabulary words culled from the readings in the unit. Students choose five words from their WOD list and using the theme of man’s inhumanity to man, write either a letter to the editor sharing and explaining their view on this subject, using an example from one of the readings in the module or a speech to be delivered to a community affairs office. Students also read an editorial from The Washington Post and respond to the editorial.

CC.W.9-10.2.(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
	<b>5.11 – Education: Practice Makes Perfect</b>	Students learn and practice the steps to writing an effective essay response on the AP exam by analyzing the essay prompt, reading the passage, preparing to write, and actually writing the essay. Students then score their essay using the rubric provided.
	<b>5.12 – Fitness and Health: Discussing the Test</b>	Students call their instructor to discuss the sample essays from the writing prompt they previously completed. Students discuss both their own writing process and essay as well as the sample student responses.
<b>Unit 6 Big Idea</b>	<b>Modern Edition</b>	
<b>Essential Questions</b>	1. How does our literature reflect the economic and social changes during the period of world wars? 2. What is a renaissance? 3. What was the Harlem Renaissance? 4. What is the Rogerian form of argument?	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	<b>6.00 – Forecast</b>	This is an overview of the unit theme, topics, assignments, readings, and assessments.
	<b>6.01 – Multiple Choice Practice</b>	Students practice taking the AP exam using a timed session and the multiple choice questions from a previous AP exam. Students then engage in a self-assessment of the test-taking process.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.5 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5	<b>6.02 – Headline News: In Search of Zora Neale Hurston</b>	Students conduct research on Zora Neale Hurston, create a list of 10 questions they would ask her in an interview, then write an article for “The Virtual Times” about the interview. Students will also begin reading Hurston’s Novel, <i>Their Eyes Were Watching God</i> .

CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.3(a) CC.W.9-10.3(e) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6	<b>6.03 – Education: <i>Their Eyes Were Watching God</i> test</b>	Students will take a 90 minute test over the novel, <i>Their Eyes Were Watching God</i> .
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.3(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>6.04 – U.S. &amp; World News: The Harlem Renaissance</b>	In this lesson, students study the writing of three African-American poets who were part of the Harlem Renaissance. Students complete a poetic analysis for each poet and poems.
CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8	<b>6.05 – Living: Jazz’s Birth and Growing Popularity</b>	Students learn about the Rogerian form of argument. Students read about the controversy surrounding jazz’s popularity in the 1920s. Students complete writing assignments about jazz, its influence, and its perceptions among different segments of American society. Students also plan a

CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		response to a writing prompt, using a format similar to the one on the AP Exam.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.2 CC.RI.9-10.3 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>6.06 – Editorial: The Thirties – The Best and the Worst of Times</b>	<p>Students learn about the Great Depression and the power of visual literacy. Students read a first-hand account by author John Steinbeck about what it was like to live through the Great Depression. Students also read an excerpt from Steinbeck’s novel, <i>The Grapes of Wrath</i> and answer some literary analysis questions.</p> <p>Students also write an editorial, create a public service announcement, poster, or a speech about a current event that shows either a failure or a triumph of our American system of government or our way of life.</p>
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b)	<b>6.07 – Names and Faces: George Orwell’s “Politics and the English Language”</b>	<p>Students read Orwell’s essay, “Politics and the English Language” and answer ten analysis questions about the essay, Orwell’s use of rhetorical devices, and formatting styles. Students then write an argumentative essay in which they defend, challenge, or qualify Orwell’s thesis.</p>

CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>6.08 – The Synthesis Question</b>	Students practice writing a synthesis essay based on the AP Exam. Students will review 8 sources of writing about The Great Depression, Harlem Renaissance, Jazz Age, and the Dustbowl. Students write a synthesis essay, using the sources they read, to develop a position about how this era reflects human nature in times of change.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2.(d) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.SL.9-10.4 CC.SL.9-10.6 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(d) CC.L.9-10.6	<b>6.09 – Word of the Day</b>	In this vocabulary exercise, students create a Word of the Day (WOD) list from a set of vocabulary words culled from the readings in the unit. Students will write a speech on the topic, responding to change or new ideas. Students will then deliver this speech to their instructor in their oral assessment section of the module. Students also will respond to an editorial in the Washington Post where they take a position and support it using evidence and words from their WOD list.
CC.RL.9-10.1 CC.RL.9-10.2	<b>6.10 – Business: Analysis</b>	Students will learn about constructing a paragraph that analyzes the writer’s choice of organization or

CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.3 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6		the structure of the narrative. Students will read Zora Neale Hurston’s essay “How it Feels to Be Colored Me” and answer questions about it. Students will then divide John Steinbeck’s excerpt from The Grapes of Wrath using the guidelines provided.
	<b>6.11 – Education: Practice, Practice, Practice!</b>	Students will write another guided essay using a prompt from a previous AP exam. They will then self-assess their response by grading it with the rubric provided. This essay is in response to an editorial from The New York Times Magazine about providing incentives for charitable acts.
	<b>6.12 – Fitness and Health</b>	In this module, students complete an oral assessment with their instructor. Students will perform the speech they wrote earlier for their WOD challenge.
<b>Unit 7 Big Idea</b>	<b>Contemporary Edition</b>	
<b>Essential Questions</b>	1. How do modern writers address issues of equality, identity, and other issues of humankind? 2. What kind of rhetorical elements are used in nonfiction writing? 3. What is a memoir? 4. What are the common elements of persuasion? 5. What is the difference between ethos, pathos and logos?	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	<b>7.00 – Forecast</b>	This is an overview of the unit theme, topics, assignments, readings, and assessments.
	<b>7.01 – Multiple Choice Practice</b>	Students will engage in a practice exam for the AP Exam. Students will then grade their tests and complete a self-assessment of their performance.
CC.RI.9-10.1 CC.RI.9-10.2	<b>7.02 – The Memoir</b>	Students will learn about the difference between a memoir and a narrative are. They also will choose a



CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		book from a list and submit their choice and reasoning to their instructor. Students will also work on a dialectic journal in addition to annotating their book. Students will create 15 entries for their book focusing on significant quotations and their significance to the novel. Lastly, students will engage in discussion board postings with students who have read the same book.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.9(b) CC.L.9-10.1(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>7.03 – U.S. &amp; World News: President Kennedy Speaks to the World</b>	Students will read about Presidential inaugural addresses and sentence structures. Students will also read President Kennedy’s inaugural address and analyze his use of diction, number and length of sentences, number of paragraphs, and rhetorical devices.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>7.04 – Kennedy and Obama: Say What?</b>	Students will read both President Kennedy and President Obama’s inaugural addresses. They will then submit a chart comparing the similarities and differences between the two speeches.
CC.RI.9-10.4 CC.RI.9-10.1 CC.RI.9-10.3 CC.RI.9-10.4 CC.RI.9-10.5 CC.W.9-10.1(a)	<b>7.05 – Editorial</b>	Students will learn about Dr. Martin Luther King and his work. They will also read and analyze his “Letter from a Birmingham Jail” for persuasive language. Students will also identify King’s use of ethos, pathos, logos, and metaphor.

<p>           CC.W.9-10.1(b)            CC.W.9-10.1(c)            CC.W.9-10.1(d)            CC.W.9-10.1(e)            CC.W.9-10.2.(a)            CC.W.9-10.2.(b)            CC.W.9-10.2(c)            CC.W.9-10.2.(d)            CC.W.9-10.2(f)            CC.W.9-10.4            CC.W.9-10.5            CC.W.9-10.7            CC.W.9-10.8            CC.W.9-10.9(b)            CC.W.9-10.10            CC.L.9-10.1(a)            CC.L.9-10.1(b)            CC.L.9-10.3(a)            CC.L.9-10.4(a)            CC.L.9-10.4(c)            CC.L.9-10.4(d)            CC.L.9-10.5(a)            CC.L.9-10.5(b)            CC.L.9-10.6         </p>		<p>In this module, students will write a research paper on any current conflict where civil liberties or human rights are at stake and apply Dr. King's four steps for nonviolent protest to the issue.</p>
<p>           CC.RL.9-10.1            CC.RL.9-10.2            CC.RL.9-10.7            CC.RL.9-10.10            CC.RI.9-10.1            CC.RI.9-10.2            CC.RI.9-10.4            CC.RI.9-10.5            CC.RI.9-10.8            CC.W.9-10.2.(b)            CC.W.9-10.4            CC.W.9-10.7            CC.W.9-10.8            CC.W.9-10.9(b)            CC.SL.9-10.1(a)            CC.SL.9-10.1(b)            CC.SL.9-10.(c)            CC.SL.9-10.1(d)            CC.L.9-10.3(a)            CC.L.9-10.4(a)         </p>	<p><b>7.06 – Living: Vietnam War – A Public Perspective from the Arts</b></p>	<p>Students will complete a pre-assessment on their knowledge of the Vietnam War in a discussion post. Then, students will investigate primary sources to learn more about the war and to locate two photos from the war and write a description of the photo as well as the feelings it evokes. Lastly, students will choose either a Vietnam protest song or poem and explain how it relates to Vietnam as well as how it makes them feel.</p>

CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.W.9-10.9(b) CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>7.07 – AP Language Synthesis Prompt Review</b>	Students review the tips to consider in answering the AP Synthesis Essay question and review sample student essays. Students also will write a reflection about what their process would be if this question had been assigned to them on the AP exam. Students will also offer suggestions for the sample students to improve their essay scores.
CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.7 CC.W.9-10.8 CC.W.9-10.9(b) CC.W.9-10.10	<b>7.08 – Synthesis Prompt Practice</b>	Students practice answering the AP Synthesis Essay.

CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.2.(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d)	<b>7.09 – Word of the Day</b>	In this vocabulary exercise, students create a Word of the Day (WOD) list from a set of vocabulary words culled from the readings in the unit. Students will write a letter to a local TV or radio station about the right to public protest and the media’s response to this protest using five of their WOD words. Students will also read an editorial from the Washington Post website and respond in a position letter on the editorial, using at least five of their WOD words.
<b>Unit 8 Big Idea</b>	<b>Student Edition</b>	
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What are the universal connections one can make with an author?</li> <li>2. How does one form a thesis for a research paper?</li> <li>3. How would you explain fallacies?</li> </ol>	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	<b>8.00 – The Forecast &amp; Title Page</b>	This provides an overview of the final project students will create for the course – an online newspaper about their novel and its author. Students create a front page for their newspaper with a title, a picture, a caption, and an outline of the sections of the paper.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(a)	<b>8.01 – This Date in History</b>	For this assignment, students create a linear timeline with important events and explanations of the author’s life. Students will also locate a copy of a newspaper or magazine published on the date the author was born and write a response to the article.

CC.W.9-10.2.(b) CC.W.9-10.7 CC.W.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RL.9-10.2 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.8 CC.L.9-10.4(c)	<b>8.02 – Headline News</b>	This page will include an original book cover for the novel chosen. There should also be a chart with a paragraph about the author’s purpose in writing the book, any research the author conducted prior to writing the book, the use of language, important or significant quotations, and the universal ideas in the text.
CC.RL.9-10.2 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2.(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>8.03 – U.S. &amp; World News</b>	Students will write a documented argumentative essay based on the chosen book’s theme. Students should focus on the social issues presented in the book and choose one area of focus to research and formulate an argumentative thesis around.
CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d)	<b>8.04 – Editorial</b>	Students will consider their chosen text and respond to the quotation. Students will either challenge, defend, or qualify the statement that their novel exhibits a timeless quality.

CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2.(d) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.7 CC.W.9-10.10 CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(c) CC.L.9-10.6		
CC.RL.9-10.2 CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.7 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	<b>8.05 – Living</b>	Students will focus on art, music, or writing for this section of the paper. Students will choose from a variety of topics including making a collage, finding a piece of art that depicts the central theme of the novel, creating an original piece of art that depicts the novel’s central theme, creating a playlist of songs around the central theme of the novel, creating an original musical composition, writing an in-depth set of question and answers for an interview with the author, or creating an original poem that captures the novel’s central theme.
CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2.(d) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.1(b)	<b>8.06 – Business</b>	For this section of the paper, students should write a multi-paragraph essay providing an in-depth analysis of the rhetorical strategies in the novel they chose.

CC.L.9-10.4(c) CC.L.9-10.6		
CC.RI.9-10.4 CC.RI.9-10.10 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.4(c) CC.L.9-10.6	<b>8.07 – Education</b>	Students make a list of 10 vocabulary words, their definitions, and the sentence from the text in which the word appeared. Students also create a final exam of 10 multiple choice questions and a short answer essay question. They also provide an answer key to the final exam.
	<b>8.08 – Exam Review</b>	Students review the key writing terms learned in the course. Students then take their final exam which consists of 30 multiple choice questions, one essay question and it must be completed in two hours.
<b>Unit 9 Big idea</b>	<b>AP Exam Review</b>	