



<p>Course: English 10 Grade: 10 Designer(s): THS English Department</p>	<p>Overview of Course:</p> <p>This course addresses the skills required in the PA Common Core standards with an emphasis on increased rigor. Critical reading of multicultural literature, vocabulary enrichment, effective writing skills, and speech techniques will be covered. A review of grammar and usage and a mandatory persuasive research project will augment student communication skills. The literary selections may include <i>Julius Caesar</i>, <i>Our Town</i>, <i>Night</i>, and <i>To Kill A Mockingbird</i>. Short stories, nonfiction, and poetry will also be examined.</p>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
 (These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Perspective	(please see below)	<p>The environment, education, and experiences of an individual impact a person’s perception of society.</p> <p>The effects of discrimination, injustice, and man’s inhumanity toward man are deep and long lasting on individual perceptions and societies.</p>	<p>How does distance and time lend perspective to conflict?</p> <p>How does maturation affect people’s understanding of the world?</p> <p>What effect does one’s childhood/past have on the present and future?</p> <p>How does discrimination impact our society?</p> <p>How do stereotypes affect human behavior?</p>
Integrity	(please see below)	<p>How a person faces conflict determines his or her character.</p> <p>Moral and ethical decision-making is rarely easy when confronted with peer pressure at any age.</p>	<p>How do people choose between honesty and dishonesty? What are the consequences?</p> <p>What responsibility do individuals have to protect the innocent from evil?</p> <p>What is the relationship between personal safety and social justice?</p>
Courage	(please see below)	<p>Moral courage is necessary for individuals to recognize and confront social injustice.</p> <p>Everyday citizens are capable of being heroes.</p>	<p>What is real courage?</p> <p>How can an individual attempt social change?</p>

Expression/ Communication	(please see below)	All reading, writing, and speaking centers around audience and the desired effect on that audience.	How do communication skills contribute to one's ability to read, write, listen, and speak more effectively?
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(This is a tentative order of units based on pacing and special needs of individual classes)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August-May	Grammar and Writing Enrichment	Communication Craft Patterns	<p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Language is a system of discrete patterns and symbols, including words, letters, grammar, and syntax.</p> <p>Ideas are communicated in figurative and complex ways.</p> <p>Tone, mood, and voice enhance the subjective experience of language.</p> <p>All reading, writing, and speaking centers around audience and the desired effect on that audience.</p>	<p>How do errors in usage, mechanics, spelling, punctuation, and capitalization affect communication?</p> <p>How does the appropriate use of mechanics, sentence structure and spelling make writing credible?</p> <p>How do you determine when to use informal and formal language?</p> <p>How is grammar important to successful communication with other people?</p>	<p>Comma Unit</p> <p>Common Grammar Errors Review</p> <p>Formal Assessment</p> <p>Collins Writing</p>	<p>Handouts/exercises/ daily warm-ups relating to:</p> <ul style="list-style-type: none"> • Comma usage • Semi-colon • Sentence Structure • Sentence variety • Pronoun Agreement • Verb Tense • Misplaced Modifier

September	Short Story Unit	<p>Culture</p> <p>Dreams</p> <p>Diversity</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>	<p>Historical, social, cultural, and personal events directly influence an author's work.</p> <p>Short stories invite readers to explore the human experience across cultures and throughout history.</p> <p>The American dream differs for each person based on his/her wants or needs.</p> <p>Authors employ specific literary devices to elicit reader reactions.</p>	<p>Why is it important for people and cultures to construct narratives about their experience?</p> <p>Are there universal themes in literature that are of interest or concern to all cultures and societies?</p> <p>How are the themes and subjects of short stories relevant to our lives?</p> <p>How do authors use the resources of language to impact an audience?</p>	<p>Short Story Packet, including literary focus per novel and graphic organizers</p> <p>Short Story Unit Project (creative response)</p> <p>Formal Assessments</p> <p>Collins Writing</p>	<p>Short Story Selections:</p> <p>"Everyday Use" by Alice Walker</p> <p>"Two Kinds" by Amy Tan</p> <p>"The Masque of the Red Death" by Edgar Allan Poe</p> <p>"Through the Tunnel" by Doris Lessing</p> <p>"The Storyteller" by Saki</p> <p>Holt Audio</p>
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			<p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>				
October	<i>Our Town</i> by Thornton Wilder Novel Study	<p>Values</p> <p>Awareness</p> <p>Perspective</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and</p>	<p>Great literature addresses universal human desires, needs, problems or fears which transcend time or culture.</p> <p>Students will understand the role that theater has played in the development of the American literary canon, the various methods used in theater staging, application of universal themes to relevant daily life and the use of social commentary in the written form.</p>	<p>Can a play change someone's beliefs about the world?</p> <p>How do universal themes present themselves in varying time periods?</p> <p>What comprises true success and/or happiness in life?</p> <p>What staging techniques contribute to the overall effect of a dramatic work?</p> <p>How does maturation affect people's understanding of the world?</p>	<p>Study Guides per Act</p> <p>Act III Monologue Rewrite (creative response)</p> <p>Formal Assessments</p> <p>Collins Writing</p>	<p>"Blessed Be the Tie That Binds" audio</p> <p>PBS <i>Our Town</i> DVD</p> <p>"Our Town" walking tour</p>

			<p>manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
November	Poetry Unit	Expression Connection	<p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>C C.1.3.9-10.J Demonstrate</p>	<p>Poets share feelings, experiences, or thoughts through well-chosen words, formats, voice, techniques, and poetic elements in order to express the human condition and connect with the reader's life.</p> <p>Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.</p> <p>Poems are read for pleasure, instruction, and enlightenment.</p>	<p>What is poetry?</p> <p>What poetic devices and structures deepen our understanding of poetry?</p> <p>How does a reader identify, respond to, analyze, and compare the elements of poetry?</p> <p>How does writing poetry help us better understand ourselves and the world to make our lives more meaningful?</p>	<p>Poetry Packet, including literary focus per novel and graphic organizers</p> <p>Personal Poetry Portfolio (creative response)</p> <p>Formal assessments</p> <p>Collins Writing</p>	<p>"After Apple-Picking" by Robert Frost</p> <p>"Ex-Basketball Player" by John Updike</p> <p>"George Gray" by Edgar Lee Masters</p> <p>"Miss Rosie" by Lucille Clifton</p> <p>"Stopping by Woods on a Snowy Evening" by Robert Frost</p> <p>"Loveliest of Trees" by A.E. Housman</p> <p>"Sea Fever" by John Masefield</p> <p>"Shall I Compare</p>

			<p>understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>CC.1.4.9-10.0 Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>				<p>Thee to a Summer's Day" by William Shakespeare</p> <p>Holt Audio</p>
December	<i>The Tragedy of Julius Caesar</i> by William Shakespeare Unit Study	<p>Ambition</p> <p>Loyalty</p> <p>Leadership</p> <p>Integrity</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as</p>	<p>Ambition and drive are important for progress, but they should be balanced by moral behavior.</p> <p>There is a consequence to every action or inaction.</p> <p>Personal principles are compromised at great risk.</p> <p>Shakespeare has an enduring influence on language and classical and popular culture.</p>	<p>When is ambition a positive vs. negative trait?</p> <p>How do individuals balance selfishness and selflessness?</p> <p>How does one handle conflicting loyalties?</p> <p>Is betrayal ever acceptable?</p> <p>What are the key factors in determining a leader's success or failure?</p>	<p>Tragic Hero Literary Analysis Written Response</p> <p>Quotable Moments</p> <p>Formal Assessments</p> <p>Collins Writing</p>	<p>Shakespeare and Julius Caesar historical background</p> <p><i>Elements of Literature, Fourth Course</i> text</p> <p><i>No Fear Shakespeare</i> side-by-side text</p> <p>"Ozymandias" by Percy Bysshe Shelley</p>

			<p>well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		<p>How did the era in which Shakespeare lived influence and reflect his writing?</p> <p>How has Shakespeare's work influenced our contemporary society?</p>		
February	Pro/Con Persuasive Research Unit	<p>Communication</p> <p>Inquiry</p> <p>Reflection</p>	<p>C.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate</p>	<p>Knowledge and ideas are developed by exploring and evaluating multiple sources to gain quality information and create perspective to form an argument.</p> <p>Effective research is driven by complex questions and personal interest, not predetermined answers.</p> <p>Effective researchers</p>	<p>How do writers effectively gain their audience's attention and persuade an audience to accept their viewpoint?</p> <p>In what ways will the research process help in other classes and in the real world?</p> <p>What impact does being able to synthesize, analyze,</p>	<p>Pro/Con Research Paper</p> <p>Collins Writing</p>	<p>Trinity High School Library Databases:</p> <ul style="list-style-type: none"> • Facts on File: Issues and Controversies • Gale: Opposing Viewpoints Series • EBSCO: Points of View • SIRS: Leading Issues • eLibrary: Curriculum

		<p>or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>evaluate sources for content, credibility, relevance, and effectiveness.</p> <p>Effective researchers organize and present information with their audiences in mind.</p> <p>Oral and research-based written communication can be powerful persuasive tools.</p>	<p>and evaluate informational texts have on a person's understanding of a complex topic?</p> <p>How do writers of informational texts use examples and evidence effectively to convince a reader of their claim?</p> <p>How can one evaluate claims made in informational texts and reconcile competing claims from multiple sources?</p> <p>How does application of appropriate conventions and documentation lend credibility to research writing?</p>	<p>Edition</p> <ul style="list-style-type: none"> • ABC-CLIO <p>MLA Format: Step-by-Step Citation Guide</p> <p>In-Text Citation Guide</p> <p>Note Card Guide or Outline</p> <p>Research Rubric</p> <p>Exemplary Student Model</p>
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			<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>				
February-March	Pro/Con Speeches	Interaction Expression Effect	<p>C C.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and</p>	<p>Effective speakers adapt their style and content to align with their purpose and audience.</p> <p>Effective speakers develop their arguments through careful employment of specific techniques.</p> <p>Persuasive speeches are not limited to changing ideas but to provoking action to instill these ideas.</p>	<p>Why is it essential to supplement personal conjecture with well-supported evidence?</p> <p>How do pacing, volume, inflection, eye contact, and posture affect the success of an oral presentation?</p> <p>What obstacles does a speaker have to overcome in order to persuade an audience?</p> <p>How does awareness of audience shape a speech?</p> <p>How does a great speaker balance intellectual and emotional appeal to</p>	Oral Presentation Visual Aid	Presentation Rubric

			evidence. C C.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		create an effective speech? How do a speaker's qualifications or credibility influence the persuasiveness of a speech?		
January	Night by Elie Wiesel Novel Study	Humanity Justice Integrity Courage	CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.2.9-10.E Analyze in detail how	Humans have the power to endure tremendous hardship and fight for justice against seemingly insurmountable odds. Humans are capable of reaching great heights as well as great depths. The human rights violations (and resistance) during the Holocaust help us to understand the extreme brutality and profound goodness that are part of us as human beings. Moral courage is necessary for individuals to recognize and confront social injustice.	How do human beings respond to adversity? How does adversity change them? How do individuals respond to an unjust society/inhumanity? What does it mean to be human? How does suffering lead to dehumanization? Are human beings inherently evil? What responsibility does society have to preserve the dignity of its members? How do the effects of human cruelty impact those left behind (survivors)? How can literature "fight" prejudice and social injustice? What is real courage?	Genocide Project Pre-Reading Topics Small Group Presentations: Holocaust Overview Formal Assessments Collins Writing	DVD: <i>Oprah Winfrey and Elie Wiesel at the Auschwitz Death Camp</i> Holocaust Museum website Nobel Peace Prize Acceptance Speech by Elie Wiesel <i>Voices of the Holocaust</i> Supplemental Readings Holocaust supplemental readings "The Butterfly" "No News from Auschwitz"

			<p>an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and</p>				
April	Nonfiction Unit	Structure Perspective	<p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Knowledge of the organizational structures in nonfiction deepens reader understanding.</p> <p>Understanding the textual and graphic features of nonfiction provides powerful tools when reading and writing.</p>	<p>How do I read nonfiction differently than fiction?</p> <p>How is nonfiction different from other types of writing?</p> <p>How does nonfiction influence the way we think, act, and perceive the world?</p>	<p>Nonfiction packet, including literary focus and graphic organizers</p> <p>Quizzes</p> <p>Collins Writing</p>	<p>Selections from the following:</p> <p>“from 102 Minutes”</p> <p>“Choice of Weapons”</p> <p>“Typhoid Fever”</p> <p>“Into Thin Air”</p> <p>“I Have A Dream” by Martin Luther King, Jr. and MLK Eulogy</p>

			<p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>Authors use the structures and elements of nonfiction for specific purposes.</p> <p>All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.</p> <p>Understanding the motives behind personal decisions in various texts allows for analysis of one's own motives and actions.</p> <p>Nonfiction essays challenge the reader to think about the world in a different way.</p>	<p>How does the study of nonfiction help readers construct their understanding of reality?</p>		<p>by Robert Kennedy</p>
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<p>April-May</p> <p><i>*Chronological order of selections may change due to student needs and/or pacing*</i></p>	<p>To Kill A Mockingbird by Harper Lee Novel Study</p>	<p>Tolerance</p> <p>Perspective</p> <p>Courage</p> <p>Heroism</p> <p>Integrity</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend</p>	<p>Tolerance grows out of self-understanding and a respect for others.</p> <p>Everyday heroes are people who stand up for what they believe is right even though it goes against what is popular or dictated by society.</p> <p>The effects of discrimination, injustice, and man's inhumanity toward man are deep and long lasting on individual perceptions and societies.</p> <p>Good and evil can coexist within settings, societies, events, and individuals.</p> <p>Developing empathy and seeing things from others' perspectives helps us make morally sound choices in life.</p>	<p>What are the relationships between fear, courage, respect and tolerance?</p> <p>What are the characteristics and classifications of a hero?</p> <p>How does one develop one's own moral code through awareness and empathy?</p> <p>How can prejudice, misunderstanding, ignorance, and superstition lead to injustice?</p> <p>What is real courage?</p>	<p>"Big Ideas/Lesson Learned" Written Response</p> <p>Formal Assessment</p> <p>Collins Writing</p>	<p>Trial Graphic Organizer</p> <p>Scottsboro Trials and Jim Crow laws articles</p>
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			<p>literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
Monthly	Vocabulary Enrichment	Expression Communication	<p>CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>Words are composed of parts that help us understand their meanings.</p> <p>How a word or phrase is used determines its meaning.</p> <p>A rich vocabulary enables us to understand and communicate more effectively.</p> <p>Vocabulary is acquired through reading, writing, listening, and speaking.</p>	<p>How do word parts and context help us understand meaning?</p> <p>Why do we use the dictionary and thesaurus as resources?</p> <p>Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?</p> <p>How does the depth of a student's vocabulary contribute to the one's ability to read, write, listen, and speak more effectively?</p>	Formal Assessments	<p><i>Vocabulary Workshop</i> with a focus on:</p> <ul style="list-style-type: none"> • definitions • parts of speech • context clues
Fall and Spring Semester	TASD Writing Prompt	Written Expression Connections	<p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>Writers use a variety of stylistic techniques to engage their readers.</p> <p>Proper grammar in written expression</p>	<p>What will you do in your own writing to hook and hold your readers?</p> <p>Why are spelling,</p>	THS Writing Rubric Collins Writing	<i>Fall and Spring Prompt</i>

		<p>information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>promotes the fluency of communication.</p> <p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p>	<p>usage, mechanics, style, and sentence structure important aspects of written expression?</p> <p>How can you connect what you have learned, both on your own and in school, to real-world issues?</p>		
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