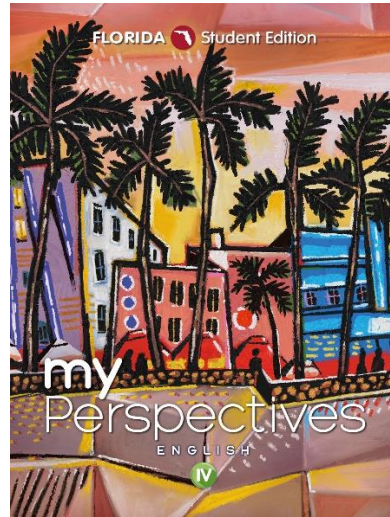


*myPerspectives*TM Florida English Language Arts



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Unit 1 Planning Guide Grade 12

GRADE 12 | UNIT 1: **Forging a Hero**

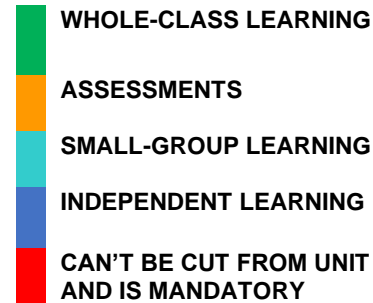
ESSENTIAL QUESTION: ***How important are heroes to the world?***

PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**

NOTES: *Estimated time is an entire 9 weeks, there are 11 days of wiggle room for teacher autonomy-Also during this period, please leave time for remediation and review of spiraled standards especially after the Unit 1 assessment. Independent learning may be cut out due to time but if you finish early there are some resources to utilize for that time.*

Days to consider: 9/5/2022- No School
9/14/2022- Half Day
10/12/2022- PSAT/SAT

INSTRUCTIONAL MODEL



Unit 1 Overview

In this unit, students will read about how people, both ordinary and extraordinary, become heroes.

Unit Goals

Students will be able to:

- Read texts that explore the idea of heroism in literature and in life and develop my own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- Recognize and analyze elements of different genres, including epic poetry and speeches.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, set meaningful goals, offer purposeful ideas, and communicate effectively.
- Prepare and deliver an effective, well-argued speech.

Selections & Media

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Mentor Text

- Renaissance Time Period on History.com
- Amleth

Whole-Class Learning

- Historical Perspectives: Focus Period: Renaissance
- *Hamlet* by William Shakespeare
- I Felt a Funeral, In My Brain by Emily Dickinson (After Act IV)

Peer-Group Learning

- Novel Excerpt: *from The Once and Future King*, T.H. White (920L)
- Narrative Poetry: *Morte d'Arthur*, Alfred, Lord Tennyson (NP)
- Speech: *Defending Nonviolent Resistance*, Mohandas K. Gandhi (1390L)

Performance-Based Assessment to Sources: Argument

Part 1 – Argumentative Essay

Students will write an argumentative essay in response to the Essential Question:

How important are heroes to the world?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and how important heroes are to the world.

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Audio |



Video |





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EL Highlights

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning Historical Perspectives Focus Period: 1500-1600 SELECTION <i>from Hamlet</i> Act 1	SELECTION <i>From Hamlet</i> Act 1	SELECTION <i>From Hamlet</i> Act 1	SELECTION <i>from Hamlet</i> Act 2
INTRODUCE Motivate and Engage Students engage in a discussion based on the following questions: “Why would the word forging be used in a discussion of how an individual becomes a hero?” Watch the Video/Discuss It Students will watch the video “Before the Battle” and discuss the question: <i>What inspires warriors to make such personal sacrifices?</i> Whole-Class Learning <i>Is heroism a component of human nature that we all share?</i> Peer-Group Learning <i>Are leaders born or made? What is the ideal relationship between a leader and the people who follow him or her? What is the difference between a leader and a hero?</i> Performance-Based Assessment	WHOLE-CLASS LEARNING Essential Question <i>How important are heroes to the world?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Activities Students will then read an introduction to the Renaissance period on History.com  Watch the Video Begin reading “Amleth” which is the Scandinavian story that Hamlet was based on. Show trailer for The Northmen  Watch the Video Literature Selections	READ Read the Selection Insert Audio of Hamlet	READ Read the Selection Insert audio of Hamlet BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes 	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Inquiry and Research Develop Research Questions Students generate questions to guide informal research that would help you provide an answer to the question: Who is the Hamlet of today?

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EL Highlights

<p><i>How important are heroes to the world? See instructions on page 9 of the textbook.</i></p> <p>Academic Vocabulary Functional literacy, perspectives, analyze, evaluate, contemporary, rhetorical, credible,</p> <p>Mentor Text See page 6 in the textbook.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network</p> <p>Summary Students write a summary of the Mentor Text.</p> <p>Quick-Write Students write a response to the Quick-Write prompt: <i>How important are heroes to the world?</i></p> <p>EQ Notes Students add thoughts and observations about the reading</p>	<p>Students preview the selections titles and note how they reflect the hopes and fears of the people of the time.</p> <p>PREPARE TO READ</p> <p>Concept Vocabulary Tragedy, verse drama, tragic hero, soliloquy, them, imagery, verbal irony, dramatic irony, suspense</p> <p>Domain Specific: Portentous, impious, calumnious, prodigal, pernicious, paragon, malefactions, calamity, profanely, potency, convocation, exhort, imminent, importunate, arraign, circumvent, equivocation, obsequies, edified</p> <p>Comprehension Strategy Paraphrase</p> <p>READ</p> <p>Read the Selection</p>			
<p>Florida's B.E.S.T. Standards</p>				
<p>Benchmark: V.1.1 Supporting: EE.2.1, R.3, C.1, C.2</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>

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Audio |



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EL Highlights

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION <i>from Hamlet</i> Act 2	SELECTION <i>From Hamlet</i> Act 2	SELECTION From Hamlet Act 3	SELECTION From Hamlet Act 3	SELECTION from Hamlet Act 3
STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: Word Study Hexagonal Mapping Word Study: Anglo-Saxon Suffix: -some Students complete activities related to the Anglo-Saxon Suffix: -some  Exit Ticket: Anglo-Saxon Suffix: -some  Reteach and Practice: Anglo-Saxon Suffix: -some (RP)	SHARE IDEAS Composition Comparison-and-Contrast Essay Students write a comparison-and-contrast essay comparing and contrasting the character of Hamlet with that of a modern hero in a television show, video game, or other medium. (Whole period assignment) EQ Notes Students add thoughts and observations about the reading.	PREPARE TO READ Concept Vocabulary Comprehension Strategy Make Connections READ Read the Selection  from Hamlet: Audio Summary BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes 	SHARE IDEAS Continue reading Activity Re-Tell Act 2 in pictures	Spotlight Benchmark R 1.2/R 1.2 Continue reading
Florida's B.E.S.T. Standards				
Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3	Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3	Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3	Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3	Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3






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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION <i>from Hamlet</i> Act 4	SELECTION <i>from Hamlet</i> Act 4 (May take 2 days)	SELECTION <i>from Hamlet</i> Act 4	SELECTION <i>I Felt a Funeral, In My Brain</i> by Emily Dickinson	SELECTION <i>from Hamlet</i> Act 5
ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Literary/Text Elements Characteristics and Structures of Informational Texts Students analyze structural elements such as summary, commentary, and conclusion.  Exit Ticket: Characteristics and Structures of Informational Texts  Reteach and Practice: Characteristics and Structures of Informational Texts (RP)	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: Word Study Hexagonal Mapping Activities Act 4 Word Study: Latin Root Word: <i>sonare</i> Students complete activities related to the Latin Root Word: <i>sonare</i>  Exit Ticket: Latin Root Word: <i>sonare</i>  Reteach and Practice: Latin Root Word: <i>sonare</i> (RP) Conventions and Style Sentence Patterns Students identify simple, compound, complex and compound-complex sentences.  Exit Ticket: Sentence Patterns  Reteach and Practice:	2nd Spotlight Benchmark via Edulastic Continue reading ACTIVITY: One-pagers	ANALYZE AND INTERPRET LANGUAGE STUDY Word Study: Multiple-Meaning Words Students complete activities relating to Multiple-Meaning Words.  Exit Ticket: Multiple-Meaning Words  Reteach and Practice: Multiple-Meaning Words (RP)	Continue reading






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	<p>Sentence Patterns (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p>			
Florida's B.E.S.T. Standards				
<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>	<p>Benchmark: R.1.2 Supporting: R1.3, R1.4, R3.1</p>	<p>Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3</p>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: Test Prep pg 85-90 in test prep book	SELECTION <i>from</i> Hamlet Act 5	SELECTION <i>from</i> Hamlet Act 5	SELECTION “How small fibs lead to big lies” by Rebecca Hersher via Common Lit	SELECTION <i>from</i> The Once and Future King T.H. White SE pp 106-119
TEST PRACTICE Paired Passage- Sonnets from Shakespeare	ANALYZE & INTERPRET Hexagonal Thinking: Major Concepts and literary elements. Students analyze literary elements such as character, setting, theme, and figurative language.	BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • Synthesize • EQ Notes  Selection Test: <i>from</i> Hamlet	STUDY LANGUAGE AND CRAFT Author’s Craft Diction and Tone Students interpret diction, tone, and effect in each of the poems.  Exit Ticket: Diction and Tone  Reteach and Practice: Diction and Tone (RP)	PREPARE TO READ Concept Vocabulary fléchette, scabbard, jousts Comprehension Strategy Make Predictions READ Read the Selection  <i>from</i> The Once and Future King: Selection Audio  <i>from</i> The Once and Future King: Accessible Leveled Text
Florida’s B.E.S.T. Standards				
Benchmark: R.1.1, R.1.2	Benchmark: R.1.1, R.1.2 Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1, R.3.3, R.3.2, R. 3.4, C.3.1, C.4.1, V.1.1, V.1.3		Benchmark: R.2.3 Supporting: R.2.2, R.2.4, R.3.3	Benchmark: R.1.1, R.3.1 R.1.2, V.1.2, V.1.3 Supporting: EE.1.1, EE.2.1, EE.4.1, 12.R.3.4

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DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION from The Once and Future King T.H. White</p> <p>SE pp 120-121</p>	<p>SELECTION from The Once and Future King T.H. White</p> <p>SE pp 122-123</p>	<p>SELECTION Morte D'Arthur Alfred, Lord Tennyson</p> <p>SE pp 124-136</p>	<p>SELECTION Morte D'Arthur Alfred, Lord Tennyson</p> <p>SE pp 137-139</p>	<p>SELECTION Morte D'Arthur Alfred, Lord Tennyson</p> <p>SE pp 140-141</p>
<p>BUILD INSIGHT</p> <p>Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> Response Comprehension Analysis and Discussion EQ Notes <p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Fiction</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: fléchette, scabbard, jousts</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Foreign Words and Phrases Students complete activities relating to Foreign Words and</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary / Text Elements Plot Structures Students analyze how T.H. White makes use of the archetypal hero-in-disguise plot structure.</p> <p> Exit Ticket: Plot Structures</p> <p> Reteach and Practice: Plot Structures (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Conventions and Style Dialogue Students analyze examples of realistic dialogue in the text.</p> <p> Author's Style: Dialogue</p> <p> Author's Style: Dialogue (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p> Selection Test: <i>from</i> The Once and Future King</p>	<p>3rd Spotlight Benchmark Via Edulastic</p> <p>PREPARE TO READ</p> <p>Literary/Text Elements Poetic Form and Dramatic Structure Students evaluate the use of poetic form and dramatic structures serve to intensify the drama: episodic structure, extreme conflicts. Archetypal plot patterns, dramatic diction, and poetic form</p> <p> Exit Ticket: Poetic Form and Dramatic Structure</p> <p> Reteach and Practice: Poetic Form and Dramatic Structure (RP)</p> <p>Concept Vocabulary mystic, shrine, wrought</p> <p>Comprehension Strategy Monitor Comprehension</p> <p>READ</p> <p>Read the Selection</p> <p> Morte D'Arthur: Selection Audio</p> <p> Morte D'Arthur: Accessible Leveled Text</p> <p>BUILD INSIGHT</p>	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: mystic, shrine, wrought</p> <p>Word Study: Spelling: Initial r Sound Students complete activities relating to Spelling: Initial r Sound</p> <p> Exit Ticket: Spelling: Initial r Sound</p> <p> Reteach and Practice: Spelling: Initial r Sound (RP)</p> <p>Literary/Text Elements Poetic Form and Dramatic Structures Students analyze two different dramatic plot structures in the poem – frame story and archetypal plot pattern.</p> <p> Exit Ticket: Poetic Form and Dramatic Structures</p> <p> Reteach and Practice: Poetic Form and Dramatic</p>	<p>TEST PRACTICE</p> <p>Multiple Choice Students answer questions based on The Once and Future King, by T. H. White, and "Morte D'Arthur," by Alfred, Lord Tennyson.</p> <p>Short Response Students analyze, compare and contrast, and evaluate by answering questions about the selections.</p> <p> Selection Test: Morte d'Arthur</p>

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EL Highlights

<p>Phrases.</p> <p> Exit Ticket: Foreign Words and Phrases</p> <p> Reteach and Practice: Foreign Words and Phrases (RP)</p>		<p>Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes 	<p>Structures (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft: Figurative Language Students analyze similes and epic similes.</p> <p> Exit Ticket: Figurative Language</p> <p> Reteach and Practice: Figurative Language (RP)</p>	
Florida's B.E.S.T. Standards				
<p>Benchmark: R.1.1, R.3.1 R.1.2, V.1.2, V.1.3</p> <p>Supporting: EE.1.1, EE.2.1, EE.4.1, 12.R.3.4</p>	<p>Benchmark: R.1.1, R.3.1 R.1.2, V.1.2, V.1.3</p> <p>Supporting: EE.1.1, EE.2.1, EE.4.1, 12.R.3.4</p>	<p>Benchmark: R.1.1, R.3, R.3.1</p> <p>Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.1.4 R.3.4, C.1.4, C.3.1, V.1.3</p>	<p>Benchmark: R.1.1, R.3, R.3.1</p> <p>Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.1.4 R.3.4, C.1.4, C.3.1, V.1.3</p>	<p>Benchmark: R.1.1, R.3, R.3.1</p> <p>Supporting: EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.1.4 R.3.4, C.1.4, C.3.1, V.1.3</p>

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 150-157	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 158-159	SELECTION Defending Nonviolent Resistance Mohandas K. Gandhi SE pp 160-161	PERFORMANCE TASK: Socratic Seminar	PERFORMANCE TASK: Socratic Seminar
PREPARE TO READ Concept Vocabulary humiliations; exploitation; retaliation Comprehension Strategy Make Connections READ (FOUND IN HOOK & INSPIRE) Read the Selection  Defending Nonviolent Resistance: Selection Audio  Defending Nonviolent Resistance: Accessible Leveled Text BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes Word Study: Etymology Students complete activities relating a word's origin.  Exit Ticket: Etymology  Reteach and Practice: Etymology (RP)	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection.  Close Read Guide: Nonfiction Concept Vocabulary Students complete activities related to the Concept Vocabulary words: humiliations; exploitation; retaliation Word Network Students add new words to their Word Network as they read texts in the unit. Word Study: Changing Connotations Students complete activities relating to Changing Connotations  Exit Ticket: Changing Connotations  Reteach and Practice: Changing Connotations (RP) Literary / Text Elements Characteristics and Structures of Argument Students analyze concession,	STUDY LANGUAGE AND CRAFT Author's Craft Rhetorical Devices Students analyze rhetorical devices such as repetition and parallelism.  Exit Ticket: Rhetorical Devices  Reteach and Practice: Rhetorical Devices (RP) SHARE IDEAS Research Research Presentation Students prepare a research presentation that focuses on one aspect of Gandhi's life.  Reteach and Practice: Research Presentation (RP) EQ Notes Students add thoughts and observations about the poetry.  Selection Test: Defending Nonviolent Resistance	4TH SPOTLIGHT BENCHMARK VIA EDULASTIC PERFORMANCE TASK Socratic Seminar: Model expectations for conducting a SS/Fishbowl discussion Plan with your group: Students will develop 3-5 questions to use in the SS, then work in groups to evaluate the best questions.	Socratic Seminar/Fishbowl Students will participate in a student-led discussion: <ul style="list-style-type: none"> • Are heroes born or made? • What is the difference between a leader and a hero? Listen and Evaluate: Students will participate and peer evaluate others in the Socratic Seminar.

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<p>Literary / Text Elements Rhetorical Appeals Students analyze types of appeals such as ethos, kairos, logos, and pathos.</p> <p> Exit Ticket: Rhetorical Appeals</p> <p> Reteach and Practice: Rhetorical Appeals (RP)</p>	<p>rebuttal, identifiable audience, and evidence.</p> <p> Exit Ticket: Characteristics and Structures of Argument</p> <p> Reteach and Practice: Characteristics and Structures of Argument (RP)</p>			
<p>Florida's B.E.S.T. Standards</p>				
<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: C.1.3, C.2.1 Supporting: EE.4.1, EE.5.1</p>	<p>Benchmark: C.1.3, C.2.1 Supporting: EE.4.1, EE.5.1</p>

DAY 31	DAY 32	DAY 33	DAY 34	
PERFORMANCE TASK: ARGUMENTATIVE ESSAY	PERFORMANCE TASK: ARGUMENTATIVE ESSAY	PERFORMANCE TASK: ARGUMENTATIVE ESSAY	UNIT RELECTION	
<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Pre-Writing and Planning</p> <p>Argumentative Essay Students write an argumentative essay stating and defending a position on one of the following questions: Is heroism a component of human nature that we all share?</p> <p>-OR-</p> <p>Students write an essay agreeing or disagreeing that one must be a coward in order to be a hero?</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Drafting</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Share your perspective Students use a checklist to help stay on track while writing the first draft of the argument</p> <p>Writing and Language Students answer revision questions from a short quiz</p>	<p>UNIT REFLECTION</p> <p>Unit 1 Test Part 1: Standards Based Part 2: Grammar</p>	
Florida's B.E.S.T. Standards				
<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: R.2.4, R.3, R.3.4, C.1.4, Supporting: EE.1.1, EE.2.1, EE.4.1, EE.6.1, R.2.1, R.2.2, C.2.1, C.4.1, V.1.2</p>	<p>Benchmark: C.1.3, C.2.1 Supporting: EE.4.1, EE.5.1</p>	

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EXTENSION:

INDEPENDENT LEARNING

Use this section if you teach 12th honors or need any extensions for differentiation

All Resources Located in SAVVAS Online

MEDIA: How did Harry Patch Become an Unlikely WWI Hero?

SCIENCE ARTICLE: The New Psychology of Leadership

SPEECH: Speech Before Her Troops

POETRY COLLECTION 2: The Battle of Maldon; The Charge of the Light Brigade

ESSAY: Accidental Hero