

Grade 11 Curriculum Map



GRADE 11, UNIT 1 : Writing Freedom

INTRODUCTION	Day 1	Unit Video: Boston Tea Party Discuss It: In what ways is the concept of “no taxation without representation” central to America’s identity as a nation?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Totally Free? (Lexile 1140L)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1750–1800 A New Nation Anchor Text (Foundational Document): <i>Declaration of Independence</i> by Thomas Jefferson Anchor Text (Foundational Documents): <i>Preamble to the Constitution</i> by Gouverneur Morris <i>Bill of Rights</i> by James Madison Anchor Text (Speech): <i>Speech in the Convention</i> by Benjamin Franklin MEDIA (IMAGE GALLERY): <i>The American Revolution: Visual Propaganda</i>	Performance-Based Assessment Task Mode: Argumentative Essay Prompt: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence? Language Development: Conventions Standards: W.2.a-f, W.4, W.5, W.10, L.1, L.1.c	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What is the meaning of Freedom?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. RI.10 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning W.7 • Note differences in language style over time and in various contexts. L.1.a • Establish a writing “voice.” L.1 • Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. L.2 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary RL.1	Reading Informational Text RI.1, RI.5, RI.5.a, RL.6, RI.7, RI.8, RI.9, RI.10	Speaking & Listening SL.1.1.c, SL.3, SL.4, SL.5	Language L.1.a, L.1.b, L.2, L.3.a, L.4, L.4.b, L.4.c	Writing W.1, W.1.f, W.2.b	NOTES:
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UNIT 1 Whole-Class Learning

GRADE 11

Writing Freedoms

Making Meaning				Language Development		Effective Expression	
Days 3-5							
Historical Perspectives Declaration of Independence: TG p. 12-29 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 18: Analyze Syntax TG: p. 19: annotate the phrases “repeated injuries” and absolute tyranny.” TG: p. 22: Identify mood RI.5, L.3.a	Analyze the Text TG p. 24 <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Generalize <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the essential question RL.1	Analyze Craft and Structure TG p. 25 Argumentation: Argument Persuasive appeals Appeals to Emotion Charged language Appeals to Logic Appeals to Authority RI.8, RI.9	Concept Vocabulary and Word Study TG p. 26 Words convey ideas about power and rights unalienable constrains tyranny assent acquiesce rectitude Latin root: -rect- L.1.b, L.3.a, L.4.c	Conventions: TG p. 27 Changes in Syntax and Usage Syntax Usage Formality L.1.a	Writing to Sources: TG p. 28 Editorial W.1	Speaking and Listening: TG p. 29 Class Discussion SL.1.c

Making Meaning				Language Development		Effective Expression	
Days 6-8							
<p>Preamble to the Constitution Bill of Rights: TG p. 30-39</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 31: annotate every noun I can find. Some of these are union, justice, and tranquility. TG p. 32: Mark the adjectives that appear Amendment VI.</p>	<p>Analyze the Text TG p. 34</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Connect <input type="checkbox"/> Paraphrase <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 35 Author’s choices: Structure</p>	<p>Concept Vocabulary and Word Study TG p. 36</p> <p>Words that suggest legal limitations or remedies</p> <p>exercise abridging petition redress infringed prescribed</p> <p>Multiple-meaning words</p>	<p>Conventions and Style TG p. 37 Punctuation for Enumeration</p> <p>Serial comma Parallel structure</p>	<p>Writing to Sources TG p. 38 Extended Definition</p>	<p>Speaking and Listening TG p. 39 Speech</p> <p>Write the Speech Deliver the Speech Evaluate Your Presentation</p>
	RI.3	RI.5,RI.5.a, RI.9	RI.5.a, RI.9	L.4, L.4.c	L.1.a	W.2b	SL.4

Making Meaning				Language Development		Effective Expression	
Days 9-11							
Speech in the Convention: TG p. 40-51 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 43: Annotate the words in italics TG p. 44: Analyzing author's viewpoint	Analyze the Text TG p. 46 <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Allusion <input type="checkbox"/> Historical perspective <input type="checkbox"/> Extend <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 47 Author's Purpose: Rhetoric Rhetorical devices Paradox Concession Rhetorical questions Tone	Concept Vocabulary and Word Study TG p. 48 Words that are used to describe human vices and virtues infallibility, corrupted, salutary, despotism, prejudices, integrity Latin suffix: -ity	Conventions and Style TG p. 49 Syntax and Rhetoric	Writing to Sources TG p. 50 Evaluation	Speaking and Listening TG p. 51 Video recording Discuss the Speech Practice and Present Evaluate the Video
	RI.6	RI.1, RI.9	RI.5, RI.6, RI.9	L.4.c	L.2, L.3.a,	W.1, W.1.f	SL.3, SL.5

Making Meaning				Effective Expression	NOTES:
Day 12-13					
Visual Propaganda: TG p. 51-59 First Review Look: at each image and determine whom or what it portrays. Note: elements in each image that you find interesting and want to revisit. Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 53: Analyze impact of images TG p. 54: Analyze one-sided presentation TG p. 55: Analyze point of view with an image TG p. 56: Analyzing the purpose of an image RI.6, RI.7	Analyze the Media TG p. 58 <input type="checkbox"/> Connect <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question RI.5.a, TI.5, RI.7	Concept Vocabulary TG p. 58 Propaganda Appeal Symbolism RI.7	Speaking and Listening TG p. 59 Multimedia Presentation Political infomercial Plan the Project Consider Image Choices Prepare the Script Present and Discuss SL.1, SL.4, SL.5	
Performance Task: Writing Focus					
Days 14-15					
TG p. 60-63 Mode: Write an Argument Prompt: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence? Language Development: Conventions				Standards: W.a-f, W.4, W.5, W.7, W.8, W.9.b, W.10, L.1	

UNIT 1 Small-Group Learning		GRADE 11		Writing Freedom	
Introduction Day 16					
<p>Expository Nonfiction: <i>from America's Constitution: A Biography</i> by Akhil Reed Amar</p> <p>Graphic Novel: <i>from The United States Constitution: A Graphic Adaptation</i> by Jonathan Hennessey and Aaron McConnell</p> <p>Autobiography: <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> by Olaudah Equiano</p> <p>Letter (Biography): <i>Letter to John Adams</i> by Abigail Adams</p> <p><i>from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters</i> by Diane Jacobs</p> <p>Speech: <i>Gettysburg Address</i> by Abraham Lincoln</p>	<p>Performance-Based Assessment Task</p> <p>Present an Argument</p> <p>Prompt: Do narratives provide strong evidence to support arguments about American freedoms?</p> <p>SL.1.a-d, SL.4, SL.6, PII.9</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What is the meaning of Freedom?</p>	<p>Unit Goals:</p> <p>TG p. 4</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. RI.10 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning W.7 • Note differences in language style over time and in various contexts. L.1.a • Establish a writing “voice.” L.1 • Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. L.2 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Informational</p> <p>RI.3, RI.5, RI.6, RI.7, RI.9, RI.9, RI.10</p>	<p>Speaking & Listening</p> <p>SL.3, SL.4</p>	<p>Language</p> <p>L.1, L.1.a, L.4, L.4.a, L.4.b, L.4.c, L.4.d, L.5.b, L.6</p>	<p>Writing</p> <p>W.1.f, W.2, W.7, W.9.b</p>	<p>NOTES:</p>	

Making Meaning				Language Development	NOTES:
Day 17					
<p>America's Constitution? TG p. 72-81</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 76: Analyze analogies TG p. 77: Compare attitudes</p> <p>L.5.a</p>	<p>Analyze the Text TG p. 79</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 80 Author's Choices: Rhetoric</p> <p>Analogy</p> <p>RI.6</p>	<p>Concept Vocabulary and Word Study TG p. 79</p> <p>Words relate to groups and individuals</p> <p>Conclave Eminent Populist</p> <p>Latin suffix: -ist</p> <p>L.4.c</p>	<p>Author's Style TG p. 81 Historical Narrative as Argument</p> <p>Historical Details Numerical Data Quotations</p> <p>RI.3, RI.5</p>

Making Meaning			Effective Expression	NOTES:
Days 18-19				
<p>The United States Constitution: A Graphic Adaptation TG p. 82-91</p> <p>First Review Look: at each panel and determine whom or what it portrays. Note: elements that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Review TG p. 83: Analyze composition TG p. 84: Interpret images TG p. 85: Interpret images TG p. 86: Analyze text boxes TG p. 87: Compare images</p>	<p>Analyze the Media TG p. 89</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 89</p> <p>Layout Speech balloon Caption</p> <p>L.6</p>	<p>Writing to Compare: TG p. 90-91</p> <p>Informative Essay</p> <p>RI.7, W.2, W.5, W.9.b</p>

Making Meaning				Language Development	Effective Expression	
Days 20-21						
<p>The Interesting Narrative of the Life of Olaudah Equiano: TG p. 92-101</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what you already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 95: Finding the main idea</p>	<p>Analyze the Text TG p. 98</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 99 Literary Nonfiction</p> <p>Persuasive Purpose slave narrative emotional appeals</p> <p>RI.6</p>	<p>Concept Vocabulary and Word Study TG p. 98</p> <p>Words reflect the horrific situation in which the captives found themselves</p> <p>loathsome, wretched, dejected</p> <p>Latin root: -ject-</p> <p>L.4.c, L.6</p>	<p>Conventions and Style TG p. 100 Eighteenth Century Narrative Style</p> <p>L.1.a</p>	<p>Writing to Sources TG p. 101 Argument</p> <p>Literary review Letter Advertisement</p> <p>SL.1a-d, W.1, W.1.f</p>

Making Meaning				Language Development	Effective Expression	
Days 22-24						
<p>Letters to John Adams from Dear Abigail: TG p. 102-117</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what you already know and what you have already read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 104: Making inferences TG p. 105: Infer author’s beliefs TG p. 108: Make inferences TG p. 110: Make inferences TG p. 111: Make inferences TG p. 112: Make inferences</p>	<p>Analyze the Text TG p. 114</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 115 Primary and Secondary Sources</p>	<p>Concept Vocabulary and Word Study TG p. 114</p> <p>Words are about oppression and rebellion</p> <p>vassals, foment, dissented</p> <p>Word families</p>	<p>Author’s Style TG p. 116 Voice</p> <p>Diction Syntax Tone Audience Purpose</p>	<p>Speaking and Listening TG p. 117 Oral presentation</p> <p>Dialogue Dramatic reading Public announcement</p>
	RI.1, RI.9	SL.1, SL.4	RI.9	L.4.b	RI.6 SL.4	

Making Meaning			Language Development	Effective Expression	
Day 25					
<p>Gettysburg Address: TG p. 118-125</p>	<p>Analyze the Text TG p. 122</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 123 Author's Choices: Diction</p>	<p>Concept Vocabulary and Word Study TG p. 122</p> <p>Words reflect the idea of showing honor</p> <p>Dedicate consecrate hallow</p> <p>Denotation and Connotation</p>	<p>Author's Style TG p. 124 Antithesis</p>	<p>Research TG p. 125 Research report</p> <p>Comparison-and-contrast presentation Review Analysis of the historical context</p>
<p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what your already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>RI.9, SL.1, SL.4</p>	<p>RI.6</p>	<p>L.5.b, L.6</p>	<p>RI.6, SL.3</p>	<p>W.2, W.7</p>
Small-Group Learning Performance Task: Speaking and Listening Focus					
Day 26					
<p>TG p. 126-127 Present an Argument Prompt: Do narratives provide strong evidence to support arguments about American freedoms?</p>			<p>Standards: SL.1.a-d, SL.4, SL.6</p>		

Overview: Independent Learning

Day 28

TG p. 128-129, 130A-130F, 130-133

Select and read a story from selections available online

- from Democracy Is Not a Spectator Sport BY Arthur Blaustein with Helen Matatov
- Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall
- Speech to the Young Speech to the Progress-Toward by Gwendolyn Brooks
- The Fish by Elizabeth Bishop
- The Pedestrian by Ray Bradbury
- from the Iroquois Constitution Dekanawidah, translated by Arthur C. Parker
- ARGUMENT from Common Sense Thomas Paine

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 134-136

Mode: Review Evidence for an Argument

Writing Prompt: What are the most effective tools for establishing and preserving freedom?

Speaking and Listening Outcome: Video commentary

Standards: W.1.a-e, W.9, W.10, SL.4

GRADE 11, UNIT 2 : The Individual and Society

INTRODUCTION	Day 1	Unit Video: Richard Blanco Reads “One Today” Discuss It: This poem, read by its author at President Barack Obama’s 2013 inaugural, praises America as a society of individuals. How do the details of the poem present individual Americans? What connections among individuals does Blanco see?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Personal Narrative Launch Text: from Up From Slavery (Lexile 1090)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
Historical Perspectives Focus Period: 1800–1870 An American Identity Anchor Text (Essay/Poetry): <i>The Writing of Walt Whitman</i> by Walt Whitman Anchor Text (Poetry Collection): <i>The Poetry of Emily Dickinson</i> by Emily Dickinson MEDIA (RADIO BROADCAST): <i>from Emily Dickinson from Great Lives</i> BBC Radio 4	Performance-Based Assessment Task Mode: Write a Personal Narrative Prompt: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both? Language Development: Style W.3.a-e; W.10, L.3	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What role does individualism play in American society?	Unit Goals: TG p. 128 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8, RL.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices regarding diction and sentence variety. L.1 • Correctly use concrete, compound nouns. L.1.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
Reading Literary Text RL.1, RL.4, RL.5, RL.7, RL.9, RL.10	Reading Informational Text RI.10	Speaking & Listening SL.1.c, SL.3, SL.6	Language L.4,b, L.4.c, L.4.d	Writing W.3, W.3.d, W.3.e, W.9, W.9.a	NOTES:

UNIT 2 Whole-Class Learning		GRADE 11		The Individual and Society			
Making Meaning				Language Development		Effective Expression	
Days 3-7							
The Writing of Walt Whitman: TG p. 152-169 First Read Notice: new information or ideas you learn about the unit topic as you first read this text. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 155: notice and mark words that relate to death and rebirth. TG p. 157: look for sentences that end with a question mark. TG p. 159: look for details in section 51 that indicate the speaker is using direct address. TG p. 160: will review each line to find all the kinds of workers that Whitman mentions. TG p. 161: Identify the theme TG p. 162: Using punctuation RL.2	Analyze the Text TG p. 164 <input type="checkbox"/> Interpret <input type="checkbox"/> Summarize <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer Essential Question	Analyze Craft and Structure TG p. 165 Poetic Structures Epic theme Free Verse Anaphora Catalogue RL.5, RL.9	Concept Vocabulary and Word Study TG p. 166 Words are used to describe abundance ampler, vast, prolific, teeming, breadth, multitudes Latin Combining Form <i>multi-</i> RL.4, L.4.b	Conventions and Style TG p. 167 Diction Variety of types of words Onomatopoeia Words in pairs L.4.d	Writing to Sources TG p. 168 Narrative account Sensory language W.3, W.3.d, W.3e	Speaking and Listening TG p. 169 Oral interpretation SL.1, SL.6

Making Meaning				Language Development		Effective Expression	
Days 8-12							
<p>The Poetry of Emily Dickenson: TG p. 170-185</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 172: Interpret personification TG p. 173: Understand theme TG p. 175: Interpret Metaphors TG p. 176: highlight the details that describe different types of solitude in lines 1–3. TG p. 177: Analyze sensory details</p>	<p>Analyze the Text TG p. 180</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Contrast <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 181 Poetic Structure and Style</p> <p>Exact rhyme Slant rhyme Paradox</p>	<p>Concept Vocabulary and Word Study TG p. 182</p> <p>Words are used to discuss the power of nations</p> <p>emperor, imperial, treason, sovereign, captivity</p> <p>Word Derivations</p>	<p>Conventions and Style TG p. 183 Parts of Speech</p> <p>Abstract noun Concrete noun</p>	<p>Writing to Sources: TG p. 184</p> <p>Blog Post</p>	<p>Speaking and Listening: TG p. 185</p> <p>Discussion</p>
	RL.2, RL.4, L.5.a		RL.4, RL.5	RL.4, L.4.b, L.4.c	L.4	RL.7, W.3, W.3.d	SL.1.c, SL.6

Making Meaning		Language Development		Effective Expression
Day 13				
From Emily Dickenson: TG p. 186-191 First Review LISTEN: note who is speaking, what they're saying, and how they're saying it. NOTE: elements that you find interesting and want to revisit. Connect: details in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 187: Analyze evidence RL.5	Analyze the Media TG p. 189 <input type="checkbox"/> Connect <input type="checkbox"/> Analyze <input type="checkbox"/> Synthesize <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question RL.7	Media Vocabulary TG p. 189 Host Interview Commentary	Writing to Compare TG p. 190 Compare-and-Contrast Essay Interpretation RL.7, W.5, W.9, W.9.a, SL.3
Performance Task: Writing Focus				
Days 14-15				
TG p. 192-199 Write Personal Narrative Prompt: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both? Language Development: Create Cohesion: Style			Standards: W.3.a-e, W.5, W.6, W.10, L.1	

UNIT 2 Small-Group Learning		GRADE 11		The Individual and Society	
Introduction Day 16					
<p>Philosophical Writing: <i>from Nature</i> <i>from Self-Reliance</i> by Ralph Waldo Emerson</p> <p>Philosophical Writing: <i>from Walden</i> <i>from Civil Disobedience</i> by Henry David Thoreau</p> <p>Media (Public Documents): <i>Innovators and Their Inventions</i></p> <p>Poetry: <i>The Love Song of J. Alfred Prufrock</i> by T. S. Eliot</p> <p>Short Story: <i>A Wagner Matinée</i> By Willa Cather</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Present a Personal Narrative Prompt: When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual? What are the risks and rewards of nonconformity? SL.1.b, SL.12.3, SL.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What role does individualism play in American society?</p>	<p>Unit Goals: TG p. 128</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8, RL.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices regarding diction and sentence variety. L.1 • Correctly use concrete, compound nouns. L.1.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text RL.3, RL.4, RL.5, RL.6, RL.10</p>	<p>Reading Informational Text RI.1, RI.2, RI.5, RI.7, RI.6, RI.10</p>	<p>Speaking & Listening SL.1.b, SL.1.c, SL.1.d, SL.4.b, SL.5</p>	<p>Language L.1, L.2.a, L.3, L.3.a, L.4.a, L.4.b, L.4.c, L.5.a, L.6</p>	<p>Writing W.2, W.3, W.5, W.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-18						
<p>from Nature from Self-Reliance TG p. 204-213</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 206: Analyze Descriptions TG p. 208: Determine main ideas</p>	<p>Analyze the Text TG p. 210</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 211</p> <p>Development of Ideas</p> <p>Essay Philosophical vision Setting the Scene Re-envisioning the Ordinary Re-defining Words Finding Limits</p>	<p>Concept Vocabulary and Word Study TG p. 210</p> <p>Words relate to the concept of faith sanctity, transcendent, redeemers</p> <p>Latin Root: -sanct-</p>	<p>Conventions and Style TG p. 212</p> <p>Sentence Variety</p> <p>Independent clauses Subordinate (or dependent) clauses</p>	<p>Writing to Sources TG p. 213</p> <p>Story Element</p> <p>Story element Setting Character Dialogue</p>
	RI.2	SL.1, SL.4	RI.2	L.4.c	L.3	W.3, L.3, L.3.a

Making Meaning				Language Development	Effective Expression	
Day 19-20						
<p>from Walden from Civil Disobedience: TG p. 214-229</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 217: Infer key ideas TG p. 219: Analyze figurative language TG p. 218: Identify figurative language TG p. 223: Examine an argument TG p. 224: Connect to essential question</p>	<p>Analyze the Text TG p. 226</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 227 Author's Point of View: Philosophical assumptions Explicit Implicit</p>	<p>Concept Vocabulary and Word Study TG p. 226 Words enhance Thoreau's messages about simplicity vs. complexity and nonconformity vs. conformity</p> <p>superfluous vital sufficed</p> <p>Latin prefix: super-</p>	<p>Conventions and Style TG p. 228 Author's Style: Conversational Style: Style Conversational style Diction Word choice Figures of speech Analogy Direct address of the reader Brief anecdotes Pithy statements</p>	<p>Speaking and Listening TG p. 229 Discussion List Response Prosecution Defense</p>
	RI.2, RI.4, RI.8	SL.1,SL.4	RL.1	L.4.b	RL.6	SL.1.b-d

Making Meaning			Effective Expression	NOTES:
Day 21				
<p>Innovators and Their Inventions: TG p. 230-235</p> <p>First Review LOOK: at each image and determine whom or what it portrays. NOTE: elements in each image that you find interesting and want to revisit. Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 231: Analyze public documents TG p. 232: Analyzing public documents</p>	<p>Analyze the Media TG p. 234</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 234 specifications cross-section figure</p>	<p>Speaking and Listening: TG p. 235 Speech</p>
		SL.1, SL.4	L.6	SL.4.b

Making Meaning				Language Development	Effective Expression	
Days 22-23						
<p>The Love Song of J. Alfred Prufrock: TG p. 236-247</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 239 Analyze an internal dialogue TG p. 241: Analyze literary allusion TG p. 242: Interpret tone</p>	<p>Analyze the Text TG p. 244</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 245 Poetic Structure</p> <p>dramatic monologue Speaker Point of view</p>	<p>Concept Vocabulary and Word Study TG p. 244 Words relate to negative traits</p> <p>tedious indecisions digress</p> <p>Latin prefix: di- / dis-</p>	<p>Conventions and Styles TG p. 246 Compound Nouns: Closed compound Hyphenated compound</p>	<p>Writing to Sources TG p. 247 Writing to Sources: Digital presentation</p> <p>Slide show Oral recitation and discussion Filmed oral response</p>
	RL.4	SL.1, SL.4	RL.5, RL.6	L.4.b	L.1., L.2	SL.4, SL.5, SL.6

Making Meaning				Language Development	Effective Expression	
Days 24-25						
<p>A Wagner Matinee: TG p. 248-261</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 249 Analyze a narrator TG p. 251: Analyze descriptive details TG p. 254: Analyze flashback TG p. 256: Analyze imagery TG p. 240: Analyze rhetorical devices</p>	<p>Analyze the Text TG p. 258</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 259 Author’s Choices: Character Development</p> <p>Characterization Direct characterization Indirect characterization First-person point of view</p>	<p>Concept Vocabulary and Word Study TG p. 258 Words are all related to music</p> <p>overture, motifs, prelude</p> <p>Word derivations</p>	<p>Conventions and Style TG p. 260 Figurative Language</p> <p>Simile Metaphor Hyperbole</p>	<p>Writing to Sources TG p. 261 Research Report</p> <p>Comparison and contrast How-to essay Problem-solution letter</p>
	RL.4, RL.5	SL.1, SL.4	RL.3	L.4.c	RL.4, L.5.a	W.2 W.7
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 262-263 Present a Personal Narrative Prompt: When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual? What are the risks and rewards of nonconformity?</p>				Standards: SL.1.b, SL.3, SL.4, SL.5, SL.6		

Overview: Independent Learning

Day 27-28

TG p. 264-265, 266A-266d, 266-269

Select and read a story from selections available online

- Sweet Land of . . . Conformity? by Claude Fischer
- Reckless Genius by Galway Kinnell
- Hamadi by Naomi Shihab Nye
- Young Goodman Brown by Nathaniel Hawthorne

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 269-271

Review Evidence for a Personal Narrative

Writing Prompt: What significant incident helped me realize that I am a unique individual?

Speaking and Listening: Storytelling

Standards: W.3.a-e, W.4, W.10, SL.4, SL.6

GRADE 11, UNIT 3 : Power, Protest, and Change

INTRODUCTION	Day 1	Unit Video: Civil Rights Marches Discuss It: Perhaps more than any other country, the United States was founded on dreams people had of shaping the society in which they lived. What were some of those dreams?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative essay Launch Text: The Zigzag Road to Rights (Lexile 1160L)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1850–1890 Civil War and Social Change Anchor Text (Speech): <i>from What to the Slave Is the Fourth of July?</i> By Frederick Douglass Anchor Text (Speech): <i>Second Inaugural Address</i> by Abraham Lincoln Media (Image Gallery): <i>Perspectives on Lincoln</i>	Performance-Based Assessment Task Write an Informative Essay Prompt: Did the nation achieve the goals that Douglass and Lincoln desired? Language Development: Conventions: Syntax: Sentence Patterns W.2.a-f, W.5, W.7, L.2.c, L.3	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question In what ways does the struggle for freedom change with history?	Unit Goals: TG p. 276 <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research. W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.1	Reading Informational RI.1, RI.2, RI.5, RI.5, RI.5.a, RI.6, RI.7, RI.8, RI.9, RI.10	Speaking & Listening SL.2, SL.3, SL.5	Language L.1, L.3, L.4.c, L.5.b, L.6	Writing W.2, W.2.e, W.3	NOTES:
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UNIT 3 Whole-Class Learning		GRADE 11		Power, Protest, and Change			
Making Meaning		Language Development		Effective Expression			
Days 3-8							
<p>from What to the Slave Is the Fourth of July?: TG p. 288-299</p> <p>First Read Notice: The general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 289: Analyze rhetorical devices TG p. 290: notice and mark two examples of parallelism. TG p. 291: Analyze arguments TG p. 292: note and mark words that suggest how strongly Douglass feels.</p> <p>RI.8, L.1.a, L.5.a</p>	<p>Analyze the Text TG p. 294:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 295 Argumentative Structure Argument Claim Counterclaims</p> <p>RI.1, RI.5, RI.8</p>	<p>Concept Vocabulary and Word Study TG p. 296 Words help reveal the nature of the debate over slavery obdurate, stolid, disparity, denounce, equivocate, conceded Latin Root –pac-</p> <p>L.3, L.4.c</p>	<p>Conventions and Style TG p. 297 Types of Phrases: Noun phrase Verb phrase</p> <p>L.1</p>	<p>Writing to Sources TG p. 298 Informative Paragraph</p> <p>W.2, W.2.e</p>	<p>Speaking and Listening TG p. 299 Dramatic reading Tone</p> <p>SL.3, SL.4</p>

Making Meaning				Language Development		Effective Expression	
Days 9-12							
Second Inaugural Address: TG p. 300-309 First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 301: look for and mark the sentence that states the government's policy regarding the expansion of slavery.	Analyze the Text TG p. 304 <input type="checkbox"/> Paraphrase <input type="checkbox"/> Connect <input type="checkbox"/> Infer <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question RI.2, RI.9	Analyze Craft and Structure TG p. 305 Structure: Chronological structure RI.2, RI.5, RI.6, RI.9	Concept Vocabulary and Word Study TG p. 306 Words remind the audience of the terrible nature of the conflict that the nation was enduring insurgent perish rend scourge unrequited malice Synonyms and Nuances L.5.b, L.6	Conventions and Style TG p. 307 Types of phrases: Prepositional phrase L.1, L.3	Writing to Sources TG p. 308 Informative Eyewitness Account W.2, W.3	Speaking and Listening TG p. 309 Reading and discussion SL.3, SL.4

Making Meaning		Language Development		Effective Expression
Day 13				
Perspectives on Lincoln TG p. 310-317 First Review Look: at each image and determine whom or what it portrays. Note: elements in each image you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 311: Analyze Composition TG p. 312: Examine labeling and captions TG p. 313: Understand composition TG p. 314: Scrutinize Composition RI.5	Analyze the Media TG p. 316 <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Media Vocabulary TG p. 316 Composition Caricature Labeling and captions RI.5.a, RI.7	Speaking and Listening TG p. 317 Image Gallery RI.7, SL.2, SL.5
Performance Task: Writing Focus				
Days 14-15				
TG p. 318-321 Write an Informative Essay Prompt: Did the nation achieve the goals that Douglass and Lincoln desired? Language Development: Conventions: Syntax: Sentence Patterns			Standards: W.2.a-f; W.5, W.7; W.8, W.10, L.3.a	

UNIT 3 Small-Group Learning		GRADE 11		Power, Protest, and Change	
Introduction Day 16					
<p>Speech: <i>Ain't I a Woman?</i> by Sojourner Truth</p> <p>Public Document: <i>Declaration of Sentiments</i> by Elizabeth Cady Stanton</p> <p>Media (Podcast): <i>Giving Women the Vote</i> by Sandra Sleight-Brennan</p> <p>Short Story: <i>The Story of an Hour</i> by Kate Chopin</p> <p>Legal Opinion: <i>Brown v. Board of Education: Opinion of the Court</i> by Earl Warren</p> <p>Magazine Article: <i>Was Brown v. Board a Failure?</i> By Sarah Garland</p>	<p>Performance-Based Assessment Task</p> <p>Panel Discussion</p> <p>Prompt: What were the goals of these reformers? Why did they want to achieve those goals?</p> <p>SL.1a-d</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>In what ways does the struggle for freedom change with history?</p>	<p>Unit Goals:</p> <p>TG p. 276</p> <ul style="list-style-type: none"> • Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8 • Expand Knowledge and use of academic and concept vocabulary. RI.4 • Write informative essay that has a clear structure and that draws evidence from texts and original research. W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.2, RL.3, RL.4, RL.5, RL.6, RL.10</p>	<p>Reading Informational</p> <p>RI.2, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10</p>	<p>Speaking & Listening</p> <p>SL.1.c, SL.2.d, SL.3</p>	<p>Language</p> <p>L.1, L.1.a, L.3, L.4.a, L.4.b, L.4.c, L.4.d, L.5.b, L.6</p>	<p>Writing</p> <p>W.2, W.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Day 17						
Ain't I a Woman? TG p. 330-337 First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 332: Analyze Delivery	Analyze the Text TG p. 334 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 335 Effective Rhetoric Refrain	Concept Vocabulary and Word Study TG p. 334 Words used in colloquial or conversational—even slangy—context racket fix obliged Latin root: -lig-	Author's Style TG p. 336 Use of Words and Phrases Diction Audience	Writing to Sources Informative Text TG p. 337 Biographical sketch Extended definition Cause-and-effect article
		RI.2, RI.6, SL.1, SL.4	RI.2, L.3	L.1.a, L.4.d	RI.6, L.1.a, L.3	W.2

Making Meaning				Language Development	NOTES:
Days 18-19					
<p>Declarations of Sentiments: TG p. 338-345</p> <p>First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 339: Analyze Author's tone TG p.341: Make an inference</p>	<p>Analyze the Text TG p. 343</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 344 Author's Choices: Allusions</p>	<p>Concept Vocabulary and Word Study TG p. 343 Words suggest a lowly position</p> <p>degraded, oppressed, subordinate</p> <p>Latin prefix: sub-</p>	<p>Conventions and Style TG p. 345 Types of Clauses</p>
	RI.1	SL.1, SL.4	RI.9	L.4.c	RI.9, L.1

Making Meaning			Language Development	NOTES:
Day 20				
<p>Giving Women the Vote: TG p. 346-351</p> <p>First Review Listen: note who is speaking, what they're saying, and how they're saying it. Note: elements you find interesting and want to revisit Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 347: Supporting Claims</p> <p>RI.8</p>	<p>Analyze the Media TG p. 349</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 349</p> <p>Frame Special elements Tone</p> <p>SL.3</p>	<p>Writing to Compare TG p. 350-351</p> <p>Compare-and-Contrast Essay</p> <p>RI.5, RI.6, RI.7, W.2, W.5</p>

Making Meaning				Language Development	Effective Expression	
Days 21-22						
<p>The Story of an Hour: TG p. 352-359</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 353: Analyze figurative language</p>	<p>Analyze the Text TG p. 356</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 357</p> <p>Development of Theme</p> <p>Internal monologue</p>	<p>Concept Vocabulary and Word Study TG p. 356</p> <p>Words that describe being pushy</p> <p>Persistence imploring importunities</p> <p>Denotation/connotation</p>	<p>Conventions and Style TG p. 358</p> <p>Author's Choices: Irony</p> <p>Situational Irony Dramatic Irony Verbal Irony</p>	<p>Speaking and Listening: TG p. 359</p> <p>Group Discussion</p>
	RL.4, L.5	SL.1, SL.4	RL.2, RL.3	L.5.b	RL.3, RL.6	SL.1.c, SL.1.d

Making Meaning				Language Development	NOTES:
Day 23					
<p>Brown v Board of Education: TG p. 360-369</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 361: Making inferences TG p. 363: Infer cultural context TG p. 364: Comparing Text With Contemporary Experience</p>	<p>Analyze the Text TG p. 367</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 368 Author’s Choice: Structure</p> <p>Opinion Analytical argument Claim Counterclaim</p>	<p>Concept Vocabulary and Word Study TG p. 367 Words that refer to the activity of a court of law</p> <p>Plaintiffs jurisdiction disposition</p> <p>Technical words</p>	<p>Conventions and Style TG p. 369 Coordinating conjunctions</p>
	RI.1	SL.1, SL.4	RI.5	L.6	RI.4, L.1, L.3

Making Meaning					Language Development	Effective Expression
<p>Was Brown v. Board a Failure?: TG p. 370-379</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 371: Interpret historic photographs TG p. 373: Analyzing sequence</p>	<p>Analyze the Text TG p. 375</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 376 Author’s Choice: Structure</p> <p>Analytical argument Claim</p>	<p>Concept Vocabulary and Word Study TG p. 375 Words that suggest goals, past and present</p> <p>legacy mission policy</p> <p>Cognates</p>	<p>Conventions and Style TG p. 377 Subordinating Conjunctions</p> <p>Simple sentences Combined sentences</p>	<p>Writing to Compare TG p. 378-379 Informative Essay</p> <p>Comparison-and-contrast essay</p>
	RI.3, RI.7	SL.1, SL.4	RI.5	L.4.c	L.1, L.3	RI.5, RI.8, W.5, W.9.b
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 380-381 Panel Discussion Prompt: What were the goals of these reformers? Why did they want to achieve those goals?</p>					<p>Standards: SL.a, SL.4, SL.6</p>	

Overview: Independent Learning

Days 27-28

TG p. 382-383, 384A-384F, 385-387

Select and read a story from selections available online

- The Poetry of Langston Hughes by Langston Hughes
- Douglass by Paul Laurence Dunbar
- The Fifth Fact by Sarah Browning
- Who Burns for the Perfection of Paper by Martín Espada
- from The Warmth of Other Suns by Isabel Wilkerson
- What a Factory Can Teach a Housewife by Ida Tarbell
- from Books as Bombs by Louis Menand
- A Balance Between Nature and Nurture by Gloria Steinem

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 388-391

Writing to Sources: Informative Essay

Writing Prompt: What motivates people to struggle for change?

Speaking and Listening : Podcast

Standards: W.2a-f, W.9, W.10, SL.4, SL.6

GRADE 11, UNIT 4 : Grit and Grandeur

INTRODUCTION	Day 1	<p>Unit Video: Ken Burns: Secrets of Yellowstone National Park</p> <p>Discuss It: Discuss It Have you ever experienced a feeling of being changed by a place you visited? Describe what triggered the feeling.</p>	<p>Unit Goals: Reading, Writing & Research, Language, Speaking & Listening</p> <p>Academic Vocabulary: Explanatory Text</p> <p>Launch Text: Planning Your Trip to Gold Country (Lexile 1220)</p>		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
<p>HISTORICAL PERSPECTIVES</p> <p>Focus Period: 1880–1920</p> <p>Bright Horizons, Challenging Realities</p> <p>Anchor Text (Memoir): <i>from Life on the Mississippi</i> by Mark Twain</p> <p>Anchor Text (Short Story): <i>The Notorious Jumping Frog of Calaveras</i> by Mark Twain</p> <p>Anchor Text (Short Story): <i>A White Heron</i> by Sarah Orne Jewett</p>	<p>Performance-Based Assessment Task</p> <p>Write an Explanatory Essay</p> <p>Prompt: How do American authors use regional details to make the events and themes of a narrative come to life for readers?</p> <p>Language Development: Style</p> <p>Add Variety: Vary Syntax</p> <p>W.9.2.a-f, W.9.5, W.9.10, L.3.a</p>	<p>Whole-Class Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	<p>Essential Question</p> <p>What is the relationship between literature and place?</p>	<p>Unit Goals:</p> <p>TG p. 394</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices, including those regarding sentence variety, figurative language, and diction. L.3, L.5 • Correctly use dashes and hyphens. L.2.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.2, RL.2, RL.5, RL.10</p>	<p>Reading Informational</p> <p>RI.2, RI.4, RI.6, RI.10</p>	<p>Speaking & Listening</p> <p>SL.1.a-d, SL.3, SL.4, SL.5</p>	<p>Language</p> <p>L.1.c, L.3, L.4.b, L.4.c, L.4.d, L.5, L.5.a, L.5.b</p>	<p>Writing</p> <p>W.2, W.2.a, W.2.b, W.5</p>	<p>NOTES:</p>

UNIT 4 Whole-Class Learning		GRADE 11		Grit and Grandeur	
Making Meaning		Language Development		Effective Expression	
Days 3-6					
<p>Historical Perspective Life on the Mississippi: TG p. 406-417</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved?. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 408: Analyze connotations TG p. 409: mark descriptive details that suggest sleepiness or languor. Mark other descriptive details that refer to noise and activity TG p. 410: Identify technical terms TG p. 411: mark the jobs that young Twain wanted to have someday. TG p. 412: mark the adjectives that describe the position and salary of a steamboat pilot.</p> <p>RI.4</p>	<p>Analyze the Text TG p. 414</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question <p>RI.1</p>	<p>Analyze Craft and Structure TG p. 415 Author's Purpose</p> <p>Anecdotes Humorous descriptions Social commentary</p> <p>RI.6</p>	<p>Concept Vocabulary and Word Study TG p. 416 Words used to describe splendid objects or impressive people</p> <p>gilded grandeur exalted ornamented picturesquely eminence</p> <p>Anglo-Saxon suffix: -esque</p> <p>L.4.b, L.4.d</p>	<p>Author's Style TG p. 417 Words and phrases</p> <p>Diction Tone</p> <p>RI.4</p>

Making Meaning			Language Development		Effective Expression	
Days 7-9						
<p>Notorious Jumping Frog: TG p. 418-431</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 419: Analyze direct characterization TG p. 420: Understand regional dialect TG p. 421: Mark details in paragraph 5 that describe the mare and the way that she acts TG p. 422: mark the two skills that Smiley teaches Dan'l Webster TG p. 423: Using Italics for Emphasis TG p. 424: Mark the places in paragraph 20 where a dash (—) appears</p>	<p>Analyze the Text TG p. 426</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Analyze <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 427</p> <p>Point of View</p> <p>Frame Story Incongruity Hyperbole</p>	<p>Concept Vocabulary and Word Study TG p. 428</p> <p>Words used to describe an experience with a boring, clueless person</p> <p>garrulous, exasperating, tedious, monotonous, interminable, buttonholed</p> <p>Connotation and Denotation</p>	<p>Author's Style TG p. 429</p> <p>Impact of Word Choice</p> <p>Dialect Standard English Idiomatic expressions Actual Meaning</p>	<p>Writing to Compare TG p. 430-431</p> <p>Explanatory Text</p>
	RL.3, RL.4, L.1.a, L.2	RL.1	RL.6, L.5.a	L.5, L.5.b	RL.4	W.2, W.2.a, W.2.b, W.5

Making Meaning				Language Development		Effective Expression			
Days 10-13									
<p>White Heron: TG p. 432-449</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 433: In paragraph 1, mark four adjectives that describe the cow TG p. 434: In paragraph 4, mark two references to shade or shadows TG p. 436: mark four examples of colloquial language in Mrs. Tilley’s words TG p. 437: Investigate conflict TG p. 439: mark two adjectives that describe Sylvia and two adjectives that describe the pine tree TG p. 440: Explore figurative Language TG p. 442: Mark the exclamation and the questions in paragraph 40</p> <p>RL.4, L.5.a</p>	<p>Analyze the Text TG p. 444</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Synthesize <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 445 Thematic Development</p> <p>Theme Imagery Symbol</p> <p>RL.2</p>	<p>Concept Vocabulary and Word Study TG p. 446 Words help describe the pace and character of rural life</p> <p>dilatory loitered hospitality squalor hermitage quaint</p> <p>Etymology</p> <p>L.4.c, L.4.d</p>	<p>Author’s Style TG p. 447 Sentence Variety: Interrogative sentences Exclamations</p> <p>L.3</p>	<p>Writing to Sources TG p. 448 Critical Analysis</p> <p>RL.5, W.1</p>	<p>Speaking and Listening TG p. 449 Whole-Class Debate</p> <p>SL.c SL.3, SL.4, SL.5</p>		
Performance Task: Writing Focus									
Days 14-15									
<p>TG p. 450-457</p> <p>Performance-Based Assessment Task Write an Explanatory Essay Prompt: How do American authors use regional details to make the events and themes of a narrative come to life for readers? Language Development: Style: Add Variety: Vary Syntax</p>					<p>W.2.a-f, W.5, W.10, L.3.a</p>				

UNIT 4 Small-Group Learning			GRADE 11		Grit and Grandeur
Introduction Day 16					
<p>Literary Criticism: <i>A Literature of Place</i> by Barry Lopez</p> <p>Media (Fine Art Gallery): <i>American Regional Art</i></p> <p>Autobiography: <i>from Dust Tracks on a Road Zora</i> by Neale Hurston</p> <p>Poetry Collection 1: <i>Chicago • Wilderness</i> by Carl Sandburg</p> <p>Media (Photo Gallery): Sandburg's Chicago</p> <p>Poetry Collection 2: <i>In the Longhouse, Oneida Museum</i> by Roberta Hill</p> <p><i>Cloudy Day</i> by Jimmy Santiago Baca</p> <p>Memoir: <i>Introduction from The Way to Rainy Mountain</i> by N. Scott Momaday</p>	<p>Performance-Based Assessment Task</p> <p>Give an Explanatory Talk</p> <p>Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age.</p> <p>SL.1.b, SL.4, L.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What is the relationship between literature and place?</p>	<p>Unit Goals:</p> <p>TG p. 394</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices, including those regarding sentence variety, figurative language, and diction. L.3, L.5 • Correctly use dashes and hyphens. L.2.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.4, RL.5, RL.10</p>	<p>Reading Informational Text</p> <p>RI.2, RI.3, RI.4, RI.6, RI.7, RI.10</p>	<p>Speaking & Listening</p> <p>SL.5, SL.6</p>	<p>Language</p> <p>L.2, L.2.a, L.3, L.4, L.4.a, L.4.b, L.4.c, L.5, L.5.a, L.6</p>	<p>Writing</p> <p>W.2, W.9</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:
Day 17					
<p>A Literature of Place TG p. 462-471</p> <hr/> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 463: Determine key ideas TG p. 464: Analyze imagery TG p. 467: Analyze argument</p>	<p>Analyze the Text TG p. 469</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 470 Central Ideas and Voice</p>	<p>Concept Vocabulary and Word Study TG p. 469 Words that describe perceptions of the world around us and relate to the senses</p> <p>discern temporal spatial</p> <p>Latin suffix: -al</p>	<p>Conventions and Style TG p. 471 Punctuation</p> <p>Dashes Hyphens</p>
	RI.2	SL.1, SL.4	RI.1, RI.3	L.4, L.4.b	L.2, L.2.a

Making Meaning			Language Development	NOTES:	
Day 18					
<p>American Regional Art: TG p. 472-479</p> <p>First Review Look: at each image and determine whom or what it portrays Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 473: Analyze perspective and palette TG p. 475: Analyze artistic style</p>	<p>Analyze the Media TG p. 477</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 477</p> <p>realism impressionism perspective romanticism palette</p> <p>L.6</p>	<p>Writing to Compare TG p. 478-479 Interpretive essay</p> <p>W.2, W.5, W.9</p>	

Making Meaning					Language Development	Effective Expression
Days 19-20						
Dust Tracks on a Road: TG p. 480-491 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 483: Analyze autobiography TG p. 484: Analyze Word Choice TG p. 485: Analyze anecdotes RI.4	Analyze the Text TG p. 488 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Analyze Craft and Structure TG p. 489 Literary Nonfiction Autobiography Social context Dialogue Dialect RI.6	Concept Vocabulary and Word Study TG p. 488 Words relate to someone who is an extrovert self-assurance forward brazenness Multiple-Meaning Words L.4., L.5	Author's Style TG p. 490 Figurative Meanings Overstatement Idioms RI.4, L.5.a	Speaking and Listening TG p. 491 Oral Presentation Compare-and-Contrast Discussion Informative Talk Interview SL.1, SL.6

Making Meaning						NOTES:
Day 21						
<p>Chicago/Wildernes: TG p. 492-501</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 496: Analyzing imagery TG p. 497: Analyzing Repetition and Refrain</p>	<p>Analyze the Text TG p. 499</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 500 Language and Meaning</p> <p>Imagery Repetition Personification</p>	<p>Concept Vocabulary and Word Study TG p. 499</p> <p>Words describe features or qualities of people or animals that also describe the city</p> <p>brawling wanton cunning</p> <p>Present participles</p>	<p>Author’s Style: TG p. 501 Poetic Structures</p> <p>Line lengths Ellipsis</p>	
	RL.5	SL.1, SL.4	RL.4, PI.7	L.4, L.4.b, L.5.a	RL.5	

Making Meaning			Effective Expression	NOTES:
Day 22				
<p>Sandburg’s Chicago: TG p. 502-509</p> <p>First Review Look: at each image and determine whom or what it portrays Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you’ve experienced, texts you’ve read, or images you’ve seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 503: Analyze Motifs in Photography Subject TG p. 504: Analyze depth of field TG p. 505: Analyze focal points</p>	<p>Analyze the Media TG p. 507</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 507</p> <p>Focal point Depth of field Foreground and background</p>	<p>Writing to Compare TG. p. 508-509 Multimedia Account</p> <p>Multimedia presentation Slide show Museum exhibit guide</p>
		SL.1, SL.4	L.6	RI.7, SL.1, SL.4, SL.5, SL.6

Making Meaning						NOTES:
Days 23-24						
<p>In the Longhouse Cloudy Day TG p. 510-519</p> <p>First Read Notice: who or what is “speaking” each poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 513: Analyze symbol TG p. 514: Analyze similes TG p. 515: Analyze repetition</p>	<p>Analyze the Text TG p. 517</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 518 Poetic Devices</p> <p>figurative language figures of speech Personification Simile Metaphor</p>	<p>Concept Vocabulary and Word Study TG p. 517</p> <p>Words all describe conflict</p> <p>Strife Sinister vigilant</p> <p>Etymology</p>	<p>Author’s Style: TG p. 519 Poetic Conventions</p> <p>Repetition End-stopped lines Enjambment Stanza breaks</p>	
	RL.4, L.5.a	SL.1, SL.4	RL.4, L.5	L.4, L.4.c	RL.5	

Making Meaning					Effective Expression	
Day 25						
<p>The Way to Rainy Mountain: TG p. 520-531</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 521: Examine adjectives TG p. 522: Consider abstract nouns TG p. 525: Interpret descriptive details</p> <p>RL.4</p>	<p>Analyze the Text TG p. 527</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 529 Literary Nonfiction</p> <p>Historical writing Reflective writing</p> <p>RI.4, RI.6</p>	<p>Concept Vocabulary and Word Study TG p. 527</p> <p>Words related to religion</p> <p>reverence rites decide</p> <p>Latin Roots -dei- and -cid-</p> <p>L.4, L.4.b</p>	<p>Author's Style: TG p. 529 Poetic Prose</p> <p>Figurative language Imagery</p> <p>RL.4, L.5</p>	<p>Writing to Compare TG p. 530-531 Informative Essay</p> <p>W.2, W.5, W.9, W.10</p>
<p>Small-Group Learning Performance Task: Speaking and Listening Focus</p>						
Day 26						
<p>TG p. 532-533 Give and explanatory talk Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age.</p>					<p>Standards: SL.1.b, SL.4, L.6</p>	

Overview: Independent Learning	
Days 27-28	
<p>TG p. 534-535, 536A-536f, 536-539 Select and read a story from selections available online</p> <ul style="list-style-type: none"> • The Rockpile by James Baldwin • The Latin Deli: An Ars Poetica by Judith Ortiz Cofer • Untying the Knot by Annie Dillard • The Wood-Pile by Robert Frost • Birches by Robert Frost 	<p>Standards: RI.10, RL.10</p>
End-of-Unit Performance-Based Assessment	
Days 29-30	
<p>TG p. 540-543 Writing to Sources: Explanatory Essay Writing Prompt: What makes certain places live on in our memory? Speaking and Listening Outcome: Oral Presentation</p>	<p>Standards: W.2.a-f, W.10, SL.4, SL.4</p>

GRADE 11, UNIT 5 : Facing our Fears

INTRODUCTION	Day 1	Unit Video: The Hollywood Blacklist Discuss It: How should we respond to those who hold different political views or values than we do?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Is It Foolish to Fear? (Lexile 1000)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
Historical Perspectives Focus Period: 1920–1960 Times of trouble Anchor Text (Drama): <i>The Crucible</i> by Arthur Miller Media (Audio Performance): <i>the Crucible</i> L.A. Theatre Works	Performance-Based Assessment Task Write an Argument Prompt: Could any of the characters in <i>The Crucible</i> have done more to end the hysteria in Salem? Language Development: Conventions: W.1.a-e, W.4, W.5, W.8, W.10, L.1	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question How do we respond when challenged by fear?	Unit Goals TG p. 546 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about fear. RL.10, RI.10 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Correctly use pronouns to add variety to your writing and presentations. L.1 • Use irony to add a level of meaning to your writing and presentations. L.5.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
Reading Literary Text RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.10	Speaking & Listening SL.1.a, SL.4	Language L.1, L.1.a, L.3, L.4.c, L.5, L.5.b, L.6		Writing W.1, W.9.a	NOTES:

Making Meaning			Language Development	Effective Expression	
Days 6-7					
<p>The Crucible Act II: TG p. 600-627</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 602: Interpreting conflict TG p. 604: I notice details that relate to thoughts and beliefs about what has happened and what should be done about it TG p. 607: mark details that relate to new knowledge or awareness TG p. 609: mark details in both dialogue and stage directions that relate to childish behavior, and others that relate to mature behavior TG p. 611: Explore characterization TG p. 613: highlight an object that appears several times in the conversation between Hale and Proctor TG p. 615: In paragraphs 268–27b, mark questions and exclamations TG p. 616: Analyzing character TG p. 619: mark the details that add interest and drama to Cheever’s account of the dinner scene TG p. 620: Analyzing style TG p. 623: highlight words and phrases that point to causes and effects</p> <p>RL.1, RL.3, RL.4</p>	<p>Analyze the Text TG p. 625</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Infer <input type="checkbox"/> Predict <p>RL.1</p>	<p>Concept Vocabulary and Word Study TG p. 625 condemnation magistrates proceedings</p> <p>Technical Words -</p> <p>L.4.c, L.6</p>	<p>Analyze Craft and Structure TG p. 626 Literary Elements in Drama</p> <p>Conflict Plot External conflict Internal conflict</p> <p>RL.3, RL.5</p>	<p>Speaking and Listening TG p. 627 Whole-Class discussion</p> <p>SL.1</p>

Making Meaning

Days 8-9

Making Meaning					
Days 8-9					
<p>The Crucible Act III: TG p. 628-659</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 629: Interpret symbols TG p. 631: In paragraphs 42–46, mark examples of nonstandard English. TG p. 632: Analyze character TG p. 635: notice and highlight the words imperceptible and almost TG p. 637: Analyze metaphors TG p. 639: In paragraphs 218–222, mark references to fear TG p. 641: Analyze technique TG p. 643: Mark the pronoun Proctor uses to refer to Abigail TG p. 644: mark the punctuation that indicates characters are not fully stating their thoughts TG p. 646: Explore dialogue TG p. 650: Recognize a euphemism TG p. 653: mark details in both stage directions and dialogue that relate to power and powerlessness TG p. 655: Mark the repeated sentence in paragraphs 504 and 515</p> <p>RL.5, L.4</p>	<p>Analyze the Text TG p. 657</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <p>RL.1</p>	<p>Concept Vocabulary and Word Study TG p. 657</p> <p>remorseless effrontery callously</p> <p>Connotation</p> <p>L.5, L.5.b,</p>	<p>Analyze Craft and Structure TG p. 658</p> <p>Character Development</p> <p>Characterization Direct characterization Indirect characterization</p> <p>RL.3, RL.6</p>	<p>Author’s Style TG p. 659</p> <p>Author’s Choices: Literary Devices</p> <p>Dramatic irony Verbal irony</p>

Making Meaning					Effective Expression		
Day 10							
<p>The Crucible Act IV: TG p. 660-685</p>	<p>Close Read TG p. 662: mark each reference to the Devil TG p. 663: Identify foreshadowing TG p. 664: mark the word that Cheever repeats as he describes a conflict that is going on in the community</p>	<p>Analyze the Text TG p. 680</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary and Word Study TG p. 680</p> <p>Words that relate to arguments</p> <p>conciliatory adamant disputation</p>	<p>Analyze Craft and Structure TG p. 681-682</p> <p>Biblical allusions</p> <p>Allegory Literal meaning Symbolic meaning Theme</p>	<p>Author's Style TG p. 683</p> <p>Realism</p> <p>Setting Plot Dialogue</p>	<p>Writing to Sources TG p. 684</p> <p>Argument</p>	<p>Speaking and Listening TG p. 685</p> <p>Thematic analysis</p>
<p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 581: notice and highlight the words that are repeated. TG p. 665: Identify causes and effects TG p. 667: notice and annotate details that have to do with weakness and strength TG p. 668: Recognizing voice and identifying tone TG p. 670: mark each action that actors playing John and Elizabeth Proctor are told to do TG p. 672: find the word immortal, which describes John Proctor's longing TG p. 674: find and annotate stage directions for Proctor TG p. 677: find and annotate Proctor's repeated words and phrases</p> <p>RL.4, RL.5</p>	<p>Etymology</p>	<p>L.2, L.4.c</p>	<p>RL.2, RL.4</p>	<p>RL.5</p>	<p>W.1, W.9.a</p>	<p>SL.4, SL.6</p>

Making Meaning		Effective Expression		NOTES:	
Days 12-13					
<p>The Crucible (Audio): TG p. 686-691</p> <p>First Review Listen: and note who is speaking, what they're saying, and how they're saying it. Note: elements that you find interesting and want to revisit. Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 687: Analyze expression</p>	<p>Analyze the Media TG p. 689</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question <p>RL.1</p>	<p>Media Vocabulary TG p. 689</p> <p>Audio play Inflection Expression</p>	<p>Writing to compare TG p. 690-691 Compare and contrast essay</p> <p>RL.7, W.5, W.9.a</p>	
Performance Task: Writing Focus					
Days 14-15					
<p>TG p. 692-699 Write an Argument Prompt: Could any of the characters in The Crucible have done more to end the hysteria in Salem? Language Development: Conventions</p>			<p>Standards: W.1.a-e, W.4, W.5, W.8, W.10, L.1</p>		

UNIT 5 Small-Group Learning		GRADE 11		Facing our Fears	
Introduction Day 16					
<p>Autobiography: <i>from Farewell to Manzanar</i> by Jeanne Wakatsuki Houston and James D. Houston</p> <p>Media (Video): <i>Interview With George Takei</i> Archive of American Television</p> <p>Short Story: <i>Antojos</i> by Julia Alvarez</p>	<p>Performance-Based Assessment Task</p> <p>Present an Argument</p> <p>Prompt: Do people usually learn from their fear?</p> <p>SL.1.c, SL.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>How do we respond when challenged by fear?</p>	<p>Unit Goals</p> <p>TG p. 546</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about fear. RL.10, RI.10 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Correctly use pronouns to add variety to your writing and presentations. L.1 • Use irony to add a level of meaning to your writing and presentations. L.5.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.3, RL.5, RL.10</p>	<p>Reading Informational Text</p> <p>RI.1, RI.3, RI.4, RI.6, RI.7, RI.10</p>	<p>Speaking & Listening</p> <p>SL.3</p>	<p>Language</p> <p>L.1, L.4, L.4.a, L.4.b, L.4.c, L.4.d, L.6</p>	<p>Writing</p> <p>W.2, W.7, W.9.b</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:
Days 17-19					
<p>Farewell to Manzanar TG p. 704-715</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the text</p>	<p>Close Read TG p. 705: Explore verbs TG p. 709: Recognize topic sentences TG p. 711: Analyze mood</p>	<p>Analyze the Text TG p. 713</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 714</p> <p>Development of Complex Ideas</p> <p>Characterization Direct characterization Indirect characterization</p>	<p>Concept Vocabulary and Word Study TG p. 713</p> <p>Words that refer to working secretly with the enemy</p> <p>collaborator conspirators espionage</p> <p>Latin Suffix: -or</p>	<p>Author's Style TG p. 715</p> <p>Author's Point of View</p> <p>First-person point of view</p>
	PI.6	SL.1, SL.4	RI.3	L.4, L.4.d	RI.1, RI.6

Making Meaning				Effective Expression	NOTES:
Days 20-21					
Interview with George Takei: TG p. 716-721	Close Review TG p. 717: Analyze the setting	Analyze the Media TG p. 719 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question	Media Vocabulary TG p. 719 documentary eyewitness account framing	Writing to Compare TG p. 720-721 Compare-and-contrast essay	
First Review Watch: who speaks, what they say, and how they say it Note: elements that you find interesting and want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check		SL.1. SL.4	SL.3, L.6	RI.7, W.2, W.5, W.9.b	

Making Meaning				Language Development	Effective Expression	
Days 22-25						
<p>Antojas: TG p. 722-737</p>	<p>Close Read TG p. 723: Analyze plot TG p. 724: Recognize flashback TG p. 726: Analyze cultural context TG p. 730: Explore point of view</p>	<p>Analyze the Text TG p. 734</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 734</p> <p>Words that come directly from the Spanish language</p> <p>cantina cabana machetes</p> <p>Loanwords</p>	<p>Analyze Craft and Structure TG p. 735: Author's Choices: Narrative Structure</p> <p>Chronological order In medias res Flashback Foreshadowing</p>	<p>Conventions and Style TG p. 736 Pronouns and Antecedents</p>	<p>Research TG p. 737 Research Project</p>
<p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	RL.6	RI.1, SL.1, SL.4	L.4, L.4.c	RL.3, RL.5	L.1	W.2, W.7
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 738-739</p> <p>Present an Argument Prompt: Do people usually learn from their fear?</p>				Standards: SL.1.c, SL.4		

Overview: Independent Learning

Days 27-28

TG p. 740-741, 742A-742F, 742-745

Select and read a story from selections available online

- What You Don't Know Can Kill You by Jason Daley
- Runagate Runagate by Robert Hayden
- 1-800-FEAR by Jody Gladding
- Bears at Raspberry Time by Hayden Carruth
- For Black Women Who Are Afraid by Toi Derricotte
- What Are You So Afraid Of? By Akiko Busch

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 746-749

Writing to Sources: Argument

Writing Prompt: Is fear always a harmful emotion?

Speaking and Listening Outcome: Speech

Standards: W.1.a-e, W.10, SL.1, SL.4.b

GRADE 11, UNIT 6 : Ordinary Lives, Extraordinary Tales

INTRODUCTION	Day 1	Unit Video: Why Do Stories Matter? That’s Like Asking Why You Should Eat Discuss It: Which of the thoughts expressed in this video are most similar to your own thoughts about stories?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Narrative Launch Text: Old Man at the Bridge (Lexile 700L)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

HISTORICAL PERSPECTIVES Focus Period: 1950–Present A Fast-Changing Society Anchor Text (Short Story): <i>Everyday Use</i> by Alice Walker Anchor Text (Short Story): <i>Everything Stuck to Him</i> by Raymond Carver Anchor Text (Short Story): <i>The Leap</i> by Louise Erdrich	Performance-Based Assessment Task Mode: Write a Narrative Prompt: How do stressful situations often reveal the best and worst in people? Language Development: Style: Add Dialogue W.3.a-e, W.5, W.10, L.1, L.4.c	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What do stories reveal about the human condition?	Unit Goals TG p. 752 <ul style="list-style-type: none"> • Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. RL.2, RL.3, RL.5 • Expand knowledge and use of academic and concept vocabulary RI.4 • Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Make effective style choices regarding figurative language and dialect. L.3, L.5 • Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. L.4 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.1, RL.3, RL.4, RL.5, RL.10	Speaking & Listening SL.1, SL.1.a, SL.4, SL.6	Language L.1, L.1.a, L.1.b, L.3, L.3.a, L.4.b	Writing W.3.a-e	NOTES:
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UNIT 6 Whole-Class Learning		GRADE 11		Ordinary Lives, Extraordinary Tales			
Making Meaning		Language Development		Effective Expression			
Days 3-6							
Everyday Use TG p. 760-779 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 765: notice and highlight details that describe the character Maggie TG p. 767: notice and highlight what Maggie says about her sister bringing friends to their house TG p. 768: mark the sentence fragments TG p. 771: notice and mark details about what kinds of things were used to make the quilts TG p. 772: notice and mark sentences in which Mama expresses Maggie’s feelings and thoughts RL.3	Analyze the Text TG p. 774: <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question RL.1	Analyze Craft and Structure TG p. 775 Character Characterization Themes RL.3	Concept Vocabulary and Word Study TG p. 776 Words that reveal the tentative way Maggie acts in the story sidle shuffle furtive cowering awkward hangdog Exocentric Compounds L.1.a, L.1.b	Conventions and Style TG p. 777 Dialect Dialect Regionalism L.3.a	Writing to Sources TG p. 778 Narrative W.3.a-e	Speaking and Listening TG p. 779 Partner discussion SL.1.a-e

Making Meaning				Language Development		Effective Expression	
Days 7-9							
Everything Stuck to Him: TG p. 780-793	Close Read TG p. 781: Identify foreshadowing TG p. 782: Analyze story structure TG p. 783: annotate phrases, such as “the boy,” “his father’s,” “the wife,” and “the girl.” TG p. 784: annotate the phrases and sentences that show that the baby cries TG p. 786: annotate nouns such as boy and boots, verbs such as took and sat, adjectives such as long and sorry, and adverbs such as out and all RL.5	Analyze the Text TG p. 788 <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Make a judgement <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the Essential Question RL.1	Analyze Craft and Structure TG p. 789 Narrative Structure Frame story Introductory story Internal story RL.5	Concept Vocabulary and Word Study TG p. 790 Words that are compound words waterfowl letterhead overcast shotgun Endocentric Compounds L.1, L.3	Conventions and Style TG p. 791 Pronouns and Antecedents L.3	Writing to Sources TG p. 792 Narrative scene RL.3, W.3.a-e	Speaking and Listening TG p. 793 Dialogue SL.4, L.6

Making Meaning				Language Development		Effective Expression	
Days 10-13							
<p>The Leap: TG p. 794-807</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and by writing a brief summary of the selection</p>	<p>Close Read TG p. 795: notice and highlight the descriptive details in the last sentence TG p. 796: Analyze simile TG p. 797: highlight the details that indicate an interruption in the story that the narrator is telling about her mother’s past TG p. 798: notice and highlight the details that describe increasing size or clarity TG p. 799: Analyze characterization TG p. 800: notice and highlight the details that describe the mother’s manner as she rescues her daughter</p> <p>RL.3, RL.5</p>	<p>Analyze the Text TG p. 802</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Literature and culture <input type="checkbox"/> Answer the Essential Question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 803 Narrative Structure</p> <p>Foreshadowing Suspense Pacing</p> <p>RL.3</p>	<p>Concept Vocabulary and Word Study TG p. 804 Words that suggest distance or closeness</p> <p>encroaching instantaneously anticipation constricting perpetually superannuated</p> <p>Latin Root: -strict-</p> <p>RL.4, L.4.b</p>	<p>Author’s Style TG p. 805 Motif</p> <p>Symbol Theme</p> <p>RL.4, PI.10A</p>	<p>Writing to Sources TG p. 806 Anecdote</p> <p>W.3</p>	<p>Speaking and Listening TG p. 807 Oral response to literature</p> <p>SL.4, SL.6</p>
Performance Task: Writing Focus							
Days 14-15							
<p>TG p. 808-815 Prompt: How do stressful situations often reveal the best and worst in people? Language Development: Style: Add Dialogue</p>					<p>Standards: W.3.a-e, W.5, W.10, L.1, L.4.c</p>		

UNIT 6 Small-Group Learning		GRADE 11		Ordinary Lives, Extraordinary Tales	
Introduction Day 16					
<p>LITERARY HISTORY <i>A Brief History of the Short Story</i> by D. F. McCourt Short Story: <i>An Occurrence at Owl Creek Bridge</i> by Ambrose Bierce Short Story: <i>The Jilting of Granny Weatherall</i> by Katherine Anne Porter</p>	<p>Performance-Based Assessment Task Present a Narrative Prompt: The day felt as if it would never end. SL.1.a-d, SL.4, SL.5, SL.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What do stories reveal about the human condition?</p>	<p>Unit Goals TG p. 752</p> <ul style="list-style-type: none"> • Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. RL.2, RL.3, RL.5 • Expand knowledge and use of academic and concept vocabulary RI.4 • Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Make effective style choices regarding figurative language and dialect. L.3, L.5 • Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. L.4 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text RL.4, RL.5, RL.10</p>	<p>Reading Informational Text RI.3, RI.5, RI.10</p>	<p>Speaking & Listening SL.1, SL.4, SL.6</p>	<p>Language L.1.a, L.3.a, L.4, L.4.a, L.4.b, L.5</p>	<p>Writing W.2, W.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 18-21						
A Brief History of the Short Story TG p. 820-827 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 821: Identify extended metaphor TG p. 822: Identify causality RI.4	Analyze the Text TG p. 824 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question RI.1, SL.1, SL.4	Analyze Craft and Structure TG p. 825 Sequence of Events Chronological order RI.3, RI.5	Concept Vocabulary and Word Study TG p. 824 Words relate to change and status supplanted ascendant renaissance Latin Root:-scend- L.4.b	Conventions and Style TG p. 826 Active and Passive Voice L.1.a	Research Project TG p. 827 Research Report Extended definition Graph Analytical paper W.7

Making Meaning				Language Development	NOTES:	
Days 18-21						
<p>An Occurrence at Owl Creek: TG p. 828-841</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 831: Recognize suspense TG p. 834: Determine Point of View TG p. 837: Analyze story ending</p>	<p>Analyze the Text TG p. 839</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 839 Words that relate to formalities</p> <p>etiquette deference dictum</p> <p>Latin suffix: -um</p>	<p>Analyze Craft and Structure TG p. 840: Structure</p> <p>Omniscient third-person point of view Limited third-person point of view Stream of consciousness</p>	<p>Conventions and Style TG p. 841 Run-ons and Fragments</p> <p>Varying Syntax for Effect Syntax Asyndeton</p>	
	RL.5, RL.6	RL.1, SL.1, SL.4	L.4, L.4.b	RL.5	L.1.a, L.3	

Making Meaning				Language Development	Effective Expression	
Days 22-25						
<p>The Jilting of Granny Weatherall TG p. 842-857</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Review TG p. 844: Analyze character TG p. 847: Infer key ideas TG p. 851: Interpreting a symbol</p>	<p>Analyze the Text TG p. 853</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 853 Words that relate to someone who is in poor health</p> <p>Hypodermic clammy dyspepsia</p> <p>Greek prefix: dys-</p>	<p>Analyze Craft and Structure TG p. 854: Narrative Structure</p> <p>Stream of consciousness Flashback Narrative point of view</p>	<p>Author's Style TG p. 855 Figurative language</p> <p>Metaphor Simile</p>	<p>Writing to Compare TG p. 856-857 Oral Presentation</p>
	RL.2, RL.3	RL.1, SL.1, SL.4	RL.4, L.4.b	RL.5	L.5	W.2, W.5, SL.1, SL.4, SL.6
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 858-859 Present a Narrative Prompt: The day felt as if it would never end.</p>				<p>Standards: SL.1.a-d, SL.4, SL.5, SL.6</p>		

Overview: Independent Learning

Days 27-28

TG p. 860-861, 862A-862F, 862-865

Select and read a story from selections available online

- The Tell-Tale Heart by Edgar Allan Poe
- The Man to Send Rain Clouds by Leslie Marmon Silko
- Ambush by Tim O'Brien
- Housepainting by Lan Samantha Chang

Standards: RL.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 866-869

Writing to Sources: Review Notes for a Narrative

Prompt: How does a fictional character or characters respond to life-changing news?

Speaking and Listening: Storytelling Session

Standards: W.3.a-e, W.10, SL.4, SL.5, SL.6