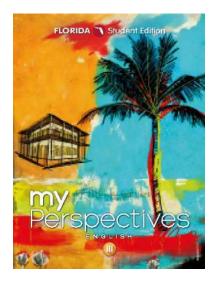
myPerspectives[™] Florida English Language Arts





Unit 1 Planning Guide Grade 11

Standards 11.R.1.3 and 11.C1.2 are not covered in this unit. They will be taught in later units.

In case time is limited in this unit due to testing or other interruptions, these assignments can be eliminated: *from* The Interesting Narrative by Olaudah Equiano.

GRADE 11 | UNIT 1: The American Story Begins INSTRU ESSENTIAL QUESTION: What makes a nation? PERFORMANCE BASED ASSESSMENT: Argumentative Essay WH NOTES:

l	ISTRUCTIONAL MODEL
	WHOLE-CLASS LEARNING
	ASSESSMENTS
	SMALL-GROUP LEARNING
	INDEPENDENT LEARNING

Unit 1 Overview

In this unit, students will read many examples showing how the conflicting perspectives of these groups helped shape our nation.

Unit Goals

Students will be able to:

- Read texts that explore the meaning of American independence and nationhood, and develop their own perspective.
- Understand and use academic vocabulary related to arguments.
- Recognize and analyze elements of different genres, including speeches, historical writing, and myths.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, offer purposeful ideas and judgments, ask relevant and insightful questions, and communicate effectively.
- Prepare and deliver an effective speech.

Selections & Media

Mentor Text

• Totally Free? (1140L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1750-1800: A New Nation
- Myth: *Hiawatha the Unifier,* edited by Richard Erdoes and Alfonso Ortiz (1080L)
- Foundational Document: Declaration of Independence, Thomas Jefferson (1390L)
- Speech: Speech in the Virginia Convention, Patrick Henry (980L)
- Media, Image Gallery: The American Revolution: Political Imagery
- Expository Nonfiction: The Spirit of Laws, Montesquieu (Common Lit Reading 1120 L)

Peer-Group Learning

- Expository Nonfiction: from America's Constitution: A Biography, Akhil Reed Amar (1360L)
- Graphic Novel: from The United States Constitution: A Graphic Adaptation, Jonathan Hennessey and Aaron McConnell
- Autobiography: from The Interesting Narrative of the Life ..., Olaudah Equiano (1240L)
- Poetry Collection: To His Excellency, General Washington Old South Meeting House, Olaudah Equiano January Gill O'Neil (NP)
- Classical Speech: Pericles' Funeral Oration, Thucydides (1240L)

Independent Learning

- Speech: Reflections on the Bicentennial of the United States Constitution, Thurgood Marshall (1330L)
- Political Document: from the Iroquois Constitution, Dekanawidah, translated by Arthur C. Parker (1510)
- Essay: A Quilt of a Country, Anna Quindlen (1310L)
- Short Story: The Devil and Tom Walker, Washington Irving (1100L)
- Autobiography: from Twelve Years a Slave, Solomon Northup (1020L)
- Poetry: Voyage Englishmen's Footprints Verses . . . Carmen Tafolla Cheryl Savageau Anne Bradstreet (NP)

Performance-Based Assessment

Unit Reflection

Write an Argumentative Essay

Students will reflect on the unit goals, learning strategies, the text and Essential Question – What Makes a Nation?

Students will write an argumentative essay on the following topic:

What makes a nation?

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz	SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz	SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz	SELECTION Declaration of Independence Thomas Jefferson
SE pp 2-9	SE pp 10-23	SE pp 24-27	SE pp 28-29	SE pp 30-37
INTRODUCE	WHOLE-CLASS LEARNING	ANALYZE AND INTERPRET	SHARE IDEAS	PREPARE TO READ
 Motivate and Engage Students engage in a discussion based on the following questions: "Why do we interpret language differently today than at the time of the Founding Fathers?" Watch the Video/Discuss It Students will watch the video "How to Start Your Own Country" and discuss the question: What components do you think have to be in place before a new country can be created? Watch the Video Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts: Whole-Class Learning Are foundational writings fixed, unalterable texts or living documents that can 	Essential Question What makes a nation? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. A NEW NATION Voices of the Period Students analyze word meaning and usage of the period. History of the Period Students read about causes	Close Read Students will review the Close Read Model and complete the close read sections in the selection. Inquiry and Research Examine Sources Students locate three sources that offer information about Hiawatha or the formation of the Iroquois League. Literary/Text Elements Myth, Context, and Theme Students analyze culturally specific and universal themes. Exit Ticket: Myth, Context, and Theme Reteach and Practice: Myth, Context, and Theme (RP) STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept	Composition Literary Analysis Students write a literary analysis essay that explores the role of women and girls in the myth, and what this role suggests about Iroquois society. Research Plan Students Create a one-page research plan on some aspect of Native American literature. SELECTION TEST Co Selection Test: Hiawatha the Unifier	Concept Vocabulary unalienable; constrains; tyranny; assent; acquiesce; rectitude Comprehension Strategy Evaluate Details READ Read the Selection Declaration of Independence: Selection Audio Declaration of Independence: Accessible Leveled Text MEDIA CONNECTION John F. Kennedy Reads the Declaration of Independence BUILD INSIGHT Students answer questions using text evidence to support answers.
change over time? Peer-Group Learning	and effects of the American Revolution and the beginnings of the nation.	Vocabulary words: abode; confluence; harmony; assemble; council;		EQ Notes

How can people come to		deliverance		
agreement when there is	Literature Selections			
sharp dissent over basic	Students preview the	Word Network		
issues?	selections titles and compare	Students add new words to		
	and contrast ways they	their Word Network as they		
Performance-Based	explore the idea of freedom.	read texts in the unit.		
Assessment				
What makes a nation?	PREPARE TO READ	Word Study: Latin Prefix:		
		com- or con-		
Unit Goals	Concept Vocabulary	Students complete activities		
Students will deepen their	abode; confluence; harmony;	related to Latin Prefix: com-		
understanding of	assemble; council;	or con-		
independence and	deliverance			
nationhood by reading,	deliverance	Exit Ticket: Latin Prefix:		
writing, speaking, listening,	Comprehension Strategy	com- or con-		
	Make Predictions	A		
and presenting.	Make Predictions	Reteach and Practice:		
Ounit Goals Video	Dead the Calentian	Latin Prefix: com- or con-		
	Read the Selection	(RP)		
Academic Vocabulary	Hiawatha the Unifier:			
confirm; demonstrate;	Selection Audio	Author's Craft		
supplement; establish;	0	Diction, Syntax, and Tone		
conviction	liawatha the Unifier:	Students identify the effects		
conviction	Accessible Leveled Text	of diction and syntax.		
0				
Mome Connection Letter	BUILD INSIGHT	Exit Ticket: Diction,		
0	Students answer questions	Syntax, and Tone		
Spanish Home	using text evidence to support	Reteach and Practice:		
Connection Letter	answers.	Diction, Syntax, and Tone		
🙆 Unit 1 Answer Key		(RP)		
	Response			
Mentor Text	Comprehension			
Students will read "Totally	 Analysis and discussion 			
	 EQ Notes 			
Free?" They will then be able				
to participate in discussions				
about freedom.				
Word Notwork				
Word Network				
Students add new words to				
their Word Network as they				
read texts in the unit.				
Word Network				
Summary				
	1		1	

Students write a summary of the Mentor Text. Icebreaker Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What				
EQ Notes Students add thoughts and observations about the reading				
Florida's B.E.S.T. Standa	ards			
11.V.1.1; 11.V.1.2; 11.R.3; K12.EE.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	11.R.1.1; 11.R.1.2; 11.V.1.2	11.C.1.3; 11.C.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Declaration of Independence	Declaration of Independence	Speech in the Virginia	Speech in the Virginia	
Thomas Jefferson	Thomas Jefferson	Convention	Convention	
		Patrick Henry	Patrick Henry	
SE pp 38-41	SE pp 42-43	SE pp 54-59	SE pp 60-63	
ANALYZE AND INTERPRET	SHARE IDEAS	PREPARE TO READ	ANALYZE AND	
			INTERPRET	
Close Read	Composition	Concept Vocabulary		
Students will review the Close	Editorial	arduous; anguish;	Close Read	
Read Model and complete the	Students write an editorial for	subjugation; martial;	Students learn more about	
close read sections in the	a local or school newspaper	formidable; vigilant	Henry's life by performing	
selection.	in which you argue your side		research.	
	of an issue that affects your	Comprehension Strategy		
Inquiry and Research	community or school.	Monitor Comprehension	Inquiry and Research	
Research and Extend	.		Analyze Reasoning	
Students develop questions	Speaking and Listening	READ	Students conduct research	
for an informal inquiry about	Class Discussion		to learn about three	
one of the lesser-known	Students participate in a	Read the Selection	patterns of reasoning.	
signers of the Declaration of	meaningful class discussion	Speech in the Virginia	Literen/Text Flomente	
Independence.	about John F. Kennedy's reading of the Declaration of	Convention: Selection Audio	Literary/Text Elements Development of	
Literary/Text Elements	Independence.	0	Arguments Students	
Rhetorical Appeals		Speech in the Virginia	analyze structural and	
Students analyze types of	Exit Ticket: Class	Convention: Accessible	rhetorical elements such as	
appeals such as ethos,	Discussion	Leveled Text	arguable claim, rhetorical	
pathos, and logos.	Reteach and Practice:		devices, clear reasoning,	
	Class Discussion (RP)	BUILD INSIGHT	and call to action.	
Exit Ticket: Rhetorical	Class Discussion (RP)	Students answer questions		
Appeals	EQ Notes	using text evidence to support	Exit Ticket:	
Reteach and Practice:	Students add thoughts and	answers.	Development of Arguments	
Rhetorical Appeals (RP)	observations about the		Reteach and Practice:	
(III)	reading.	Response	Development of Arguments	
STUDY LANGUAGE AND		Comprehension	(RP)	
CRAFT	Selection Test:	 Analysis 	()	
	Declaration of Independence	EQ Notes	STUDY LANGUAGE AND	
Concept Vocabulary			CRAFT	
Students complete activities				
related to the Concept			Concept Vocabulary	
Vocabulary words:			Students complete	

unalienable; constrains;	activities related to the
tyranny; assent; acquiesce;	Concept Vocabulary
rectitude	words:
Technude	arduous; anguish;
We and Martineaula	
Word Network	subjugation; martial;
Students add new words to	formidable; vigilant
their Word Network as they	
read texts in the unit.	Word Network
	Students add new words to
Word Study: Latin Prefix:	their Word Network as they
-rect-	read texts in the unit.
Students complete activities	
	Ward Oto by Wards From
related to Latin Prefix: -rect-	Word Study: Words From
CExit Ticket: Latin Prefix:	Mythology
	Students complete
-rect-	activities related to Words
Reteach and Practice:	From Mythology
Latin Prefix: -rect- (RP)	
	Exit Ticket: Words
	From Mythology
Author's Craft	
Structure of an Argument	Reteach and Practice:
Students analyze a sample	Words From Mythology
argument structure.	(RP)
Structure of	Author's Craft
an Argument	Persuasive Appeals
	Students analyze appeals
Reteach and Practice:	
Structure of an Argument	to logic, appeal to emotion,
(RP)	appeals to authority, and
	allusions
	Exit Ticket: Persuasive
	Appeals
	Reteach and Practice:
	Releach and Practice.
	Persuasive Appeals (RP)
	Selection Test Creash
	Selection Test: Speech
	in the Virginia Convention

Florida's B.E.S.T. Standards						
11.C.4; 11.R.2.1; 11.R.3.4; 11.V.1.2; K12.EE.2.1	11.C.1; K12.EE.4.1; K12.EE.6.1	K12.EE.2.1; K12.EE.3.1	11.R.2.1; 11.R.3.3; 11.R.3.4; 11.V.1.2			

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION The American Revolution: Political Imagery SE pp 66-71 PREPARE TO VIEW Media Vocabulary media messaging; bias; symbolism Comprehension Strategy Synthesize Information VIEW View the Selection The American Revolution: Political Imagery: Selection Audio BUILD INSIGHT	SELECTION The American Revolution: Political Imagery SE pp 72-73 ANALYZE AND INTERPRET Close Review Students will review the Close Review Model and complete the close read sections in the selection. Close-Review Guide: Media-Art/Photography LANGUAGE STUDY Media Vocabulary Students complete activities related to the Media Vocabulary words: media messaging; bias;	DAY 13 SELECTION The Spirit of Laws, Montesquieu (Common Lit) PREPARING TO READ Concept Vocabulary Servitude, despotic, dissent, vindicate Comprehension Strategy Monitor Comprehension READ Read the Selection Audio available on CommonLit BUILD INSIGHT Students answer guestions	DAY 14 SELECTION The Spirit of Laws, Montesquieu (Common Lit) ANALYZE AND INTERPRET Watch the video Essential Enlightenment: Montesquieu Literary/Text Elements Development of Arguments Students analyze structural and rhetorical elements such as arguable claim, rhetorical devices, clear reasoning, and call to action. Exit Ticket: Question #8 in Common Lit Assessment Questions	DAY 15PERFORMANCE TASK: WRITING FOCUSWrite an Argumentative EssaySE pp 74-77PERFORMANCE TASKWrite an Argumentative Essay Students write an essay stating and defending a position on the following question: Are foundational writings fixed, unalterable texts or living documents that can change over time?PreWriting/Planning Students freewrite, discuss, fact check, and structure their argument.
Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis and Discussion • EQ Notes Florida's B.E.S.T. Standa 11.R.2.1; 11.R.3.3; K12.EE.2.1	symbolism SHARE IDEAS Speaking and Listening Political Infomercial Students create an imaginary political candidate who is campaigning for office, and develop a political infomercial to rally voter support for your candidate.	 Students answer questions #1 - #7 using text evidence to support answers. Response Comprehension Analysis EQ Notes 11.R.2.1; 11.R.2.4; 11.R.3.2; 11.R.3.3; 11.R.3.4	Reteach and Practice: Development of Arguments (RP)	11.C.1; 11.C.1.5

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay	PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay	PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay	OVERVIEW Peer-Group Learning SELECTION from America's Constitution: A Biography Akhil Reed Amar	SELECTION from America's Constitution: A Biography Akhil Reed Amar
SE pp 78-81	SE pp 82-85	SE pp 86-87	SE pp 88-100	SE pp 101-103
PERFORMANCE TASK Drafting Students organize and write a first draft. • Read like a writer • Create coherence • Develop Research Questions • Focus Your Research • Evaluate Sources • Style Academic Citations	 PERFORMANCE TASK Revising Students evaluate and revise draft using the revision guide for argument. Read like a writer Take a closer look at your draft Editing and Proofreading Students edit for conventions and proofread for accuracies. Read like a writer Focus on sentences Focus on Usage and Punctuation Publishing and Presenting Students create a final version of their argument and share with class or school community. 	TEST PRACTICE Timed Writing—60 minutes Argumentative Essay Students write an essay agreeing or disagreeing that a free and democratic society depends on a well-informed public. Students will have time to work on this essay in class and as homework.	 PEER-GROUP LEARNING Essential Question What makes a nation? Peer-Group Learning Strategies Prepare Participate Fully Support Others Clarify Peer-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Collaborate With Your Group Participate in a Discussion Set Group Goals and Offer Purposeful Ideas Create a Communication Plan Make a Schedule Students make a schedule. Respond to the Texts Respond Thoughtfully Use Text Evidence 	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Close Read Guide: Nonfiction LANGUAGE STUDY Concept Vocabulary Students complete activities related to the Concept Vocabulary words: enacted; flat; inaugurate Word Network Students add new words to their Word Network as they read texts in the unit. Word Study: Foreign Words Used in English Students complete activities relating to Foreign Words Used in English. Exit Ticket: Foreign Words Used in English Coreign Words Used in English (RP) Literary / Text Elements

			 Craft Original Commentary PREPARE TO READ Concept Vocabulary enacted; flat; inaugurate Comprehension Strategy Summarize READ Read the Selection from America's Constitution: A Biography: Selection Audio from America's Constitution: A Biography: Accessible Leveled Text BUILD INSIGHT Students answer questions using text evidence to support answers. Response Comprehension Analysis and Discussion EQ Notes 	Characteristics and Structures of Informational Texts Students analyze types of evidence such as numerical data, historical details, pertinent examples, and direct quotations. Exit Ticket: Characteristics and Structures of Informational Texts Reteach and Practice: Characteristics and Structures of Informational Texts (RP) STUDY LANGUAGE AND CRAFT Author's Craft Rhetorical Devices Students analyze analogies. Author's Style: Rhetorical Devices Author's Style: Rhetorical Devices (RP) Selection Test: from America's Constitution: A Biography
Florida's B.E.S.T. Standa				
11.C.3.1; 11.C.4; K12.EE.4.1; K12.EE.5.1	11.C.1.5; 11.C.3.1	11.C.1; 11.C.3.1	11.R.1.1; 11.R.3; 11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	11.R.2.1; 11.V.1.2

DAY 21	DAY 22	DAY 23	DAY 24	Florida Unit Planning Guide Grade 11 DAY 25
SELECTION	SELECTION	Optional Selection if Time	Optional Selection if Time	Optional Selection if Time
from The United States	from The United States	to Permits	to Permits	to Permits
Constitution: A Graphic	Constitution: A Graphic			
Adaptation	Adaptation	from The Interesting Narrative	from The Interesting Narrative	from The Interesting Narrative
Jonathan Hennessey	Jonathan Hennessey	of the Life of Olaudah	of the Life of Olaudah	of the Life of Olaudah
· · · · · · · · · · · · · · · · · · ·	,	Equiano	Equiano	Equiano
		Olaudah Equiano	Olaudah Equiano	Olaudah Equiano
SE pp 104-110	SE pp 111-113			
		SE pp 114-119	SE pp 120-121	SE pp 122-123
PREPARE TO READ	ANALYZE AND INTERPRET	PREPARE TO READ	ANALYZE AND INTERPRET	STUDY LANGUAGE AND
				CRAFT
Media Vocabulary layout;	Close Read	Concept Vocabulary	Close Read	
speech balloon; caption	Students will review the Close	loathsome; wretched;	Students will review the Close	Conventions and Style
	Read Model and complete the	dejected	Read Model and complete the	Subject-Verb Agreement
Comprehension Strategy	close read sections in the		close read sections in the	Students analyze subject-
Evaluate Details to	selection.	Comprehension Strategy	selection.	verb agreement in simple and
Understand Key Ideas	🙆 Close-Read Guide:	Make Inferences	🙆 Close Read Guide:	complex sentences.
	Media-Art/Photography	5545	Nonfiction	Author's Style: Subject-
READ	inedia / itt netography	READ		Verb Agreement
Read the Selection	LANGUAGE STUDY	Read the Selection	LANGUAGE STUDY	
				Author's Style: Subject-
from The United States	Media Vocabulary	from The Interesting	Concept Vocabulary	Verb Agreement (RP)
Constitution: A Graphic	Students complete activities	Narrative of the Life of	Students complete activities	
Adaptation: Selection Audio	related to the Media	Olaudah Equiano: Selection	related to the Concept	SHARE IDEAS
	Vocabulary words:	Audio	Vocabulary words:	Composition
BUILD INSIGHT	layout; speech balloon;	6 from The Interesting	loathsome; wretched;	Professional
Students answer questions	caption	Narrative of the Life of	dejected	Correspondence
using text evidence to support		Olaudah Equiano: Accessible	Manual Martines als	Students compose a coherent
answers.		Leveled Text	Word Network	piece of professional
Destance	GENRES		Students add new words to their Word Network as they	correspondence arguing in
Response	Writing to Compare	BUILD INSIGHT	read texts in the unit.	favor of the abolitionist cause.
ComprehensionAnalysis and Discussion	Argument	Students answer questions		
	Students write an argument in	using text evidence to support	Word Study: Latin Root:	Reteach and Practice:
EQ Notes	which you take a position	answers.	-ject-	Professional Correspondence
	about which text—the		Students complete activities	(RP)
	historical writing or the	Response	relating to the Latin Root:	EQ Notes
	graphic adaption-more	Comprehension	-ject-	Students add thoughts and
	effectively relates the history	 Analysis and Discussion 		observations about the
	of the U.S. Constitution.	EQ Notes	Exit Ticket: Latin Root:	reading.
			-ject-	3 .
			Reteach and Practice:	Coloction Toots from
			Latin Root: -ject- (RP)	Selection rest. Irom
			,	The Interesting Narrative of

			Literary / Text Elements Author's Purpose, Audience, and Message Students analyze literary elements such as Purpose, Audience, and Message in passages from the reading. Exit Ticket: Author's Purpose, Audience, and Message Reteach and Practice: Author's Purpose, Audience, and Message (RP)	the Life of Olaudah Equiano
Florida's B.E.S.T. Standa	ards			
11.R.2.1; K12.EE.2.1; K12.EE.4.1	11.C.1; 11.R.2.1; K12.EE.5.1	11.V.1.2; K12.EE.1.1; K12.EE.3.1; K12.EE.4.1	11.R.2; 11.R.2.1; 11.V.1.2	11.C.3.1; K12.EE.5.1

Poetry Collection Poetry Collection Poetry Collection Pericles' Funeral Oration Thucydides Pericles' Funeral Oration Thucydides SE pp 124-129 SE pp 130-131 SE pp 132-133 SE pp 134-145 SE pp 146-147 PREPARE TO READ ANALYZE AND INTERPRET STUDY LANGUAGE AND CRAFT PREPARE TO READ ANALYZE AND INTERPRET Concept Vocabulary celestial; exalted; vaulted Close Read Sudents will review the Close Read Model and complete the close read sections in the selection. Author's Craft Universal Themes Across Time Selection Audio Prepare To READ Close Read Sudents will review the Close Read Model and complete the close read sections in the selection. Close Read Sudents answer questions using text evidence to support read texts in the unit. Concept Vocabulary Sudents answer questions using text evidence to support read texts in the unit. Concept Vocabulary Sudents answer questions using text evidence to support read texts in the unit. LANGUAGE STUDY • Response • Comprehension • Analysis and Discussion • EQ Notes Word Network Students adner words to their Word Network as they read texts in the unit. • Model ant complete activities relating to Multiple Meanings © Exit Ticket: Multiple Meanings © Exit Ticket: Multiple Meanings © Exit Ticket: Multiple Meanings Speaking and Listening Poetry Collection 1 Nord Network Students adn hervarice Poetry Reading (RP) • Mores Funeral Analyzes structural	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SE pp 124-129 SE pp 130-131 SE pp 132-133 SE pp 134-145 SE pp 146-147 PREPARE TO READ Concept Vocabulary celestial; exatted; vaulted Comprehension Strategy Create Mental Images ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Oncept Vocabulary Obscurity: oppressed; relinquish ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Concept Vocabulary Obscurity: oppressed; relinquish Concept Vocabulary Obscurity: oppressed; relinquish Concept Vocabulary Obscurity: oppressed; relinquish Concept Vocabulary Obscurity: oppressed; relinquish Concept Vocabulary Students satte themes expressed by poems. READ Read the Selection Word Network sa they read texts in the unit. Read the Selection Word Network sa they read texts in the unit. Shafet IEEAS Speaking and Listening Poetry Reading Students answer questions in the Word Network as they read texts in the unit. Students ach new words to their Word Network as they read texts in the unit. Students ach new words to their Word Network as they read texts in the unit. Word Study: Related Latin Roots -fingu- and -lict- Students and Practice: Poetry Reading (RP) Nord Study: Related Latin Roots -fingu- and -lict- Students and Practice: Network as they read texts in the unit. Word Study: Related Latin Roots -fingu- and -lict- Students and Practice: Related Latin Roots -fingu- and -lict (RP) Word Study: Related Latin Roots -fingu- and -lict- Students a	SELECTION	SELECTION	SELECTION	SELECTION	
SE pp 124-129 SE pp 130-131 SE pp 132-133 SE pp 134-145 SE pp 146-147 PREPARE TO READ ANALYZE AND INTERPRET STUDY LANGUAGE AND CAFT PREPARE TO READ ANALYZE AND INTERPRET Concept Vocabulary celestait; exatled; vaulted Close Read Studon's Craft Universal Themes Across Time PREPARE TO READ ANALYZE AND INTERPRET Concept Vocabulary celestait; exatled; vaulted Close Read Studon's Craft Universal Themes Across Time Concept Vocabulary osciences and and complete the close read sections in the selection. PREPARE TO READ Concept Vocabulary osciences and concept where Close Read Model and complete the close read sections in the selection. Read the Selection Concept Vocabulary Students answer questions using text evidence to support read tests in the unit. Concept Vocabulary Students answer questions using text evidence to support read tests in the unit. NANLYZE AND INTERPRET Concept Vocabulary Students answer questions using text evidence to support read tests in the unit. Concept Vocabulary Students and new words to their Word Network as they read tests in the unit. Speaking and Listening Poetry reading. Each group meanings Read not Practice: Poetry Reading to Multiple Meanings Precides Clean Group Poetry reading Cach group meanings Nord Study: Multiple Meanings Students and hervork as they read tests in the unit. Vord Study: Related Latin Roos -ingu- and -ifcct Statarias analyze structural Students and hervorks Students analyze structural Students and Practice: Multiple Meanings Ste port 146-147 S	Poetry Collection	Poetry Collection	Poetry Collection		
PREPARE TO READ ANALYZE AND INTERPRET STUDY LANGUAGE AND CRAFT PREPARE TO READ ANALYZE AND INTERPRET Concept Vocabulary celestial, exalled; vaulted celestial, exalled; vaulted center Mental Images Ciose Read Students will review the Close Read Model and complete the selection. StuDY LANGUAGE AND CRAFT PREPARE TO READ ANALYZE AND INTERPRET Concept Vocabulary create Mental Images Ciose Read Students state themes expressed by poems. Concept Vocabulary obscurity: oppressed; railing ish cose read sections in the selection. ANALYZE AND INTERPRET Ciose Read Students state themes expressed by poems. Concept Vocabulary obscurity: oppressed; railing ish vocabulary words: celestial: exalled; vaulted ANALYZE AND INTERPRET Ciose Read Students state themes expressed by poems. Concept Vocabulary Paraphrase Concept Vocabulary Students state themes expressed by poems. Concept Vocabulary Students state themes expressed by poems. Concept Vocabulary Students answers Concept Vocabulary Students answers Concept Vocabulary Students answer questions using text evidence to support read texts in the unit. Read the Selection Concept Vocabulary Students and new words to their Word Network as they read texts in the unit. Share IDEAS Sudents state themes expressed by poems. Sudents and reactive: Poetry Reading Students and practice: To His Excellency, General Obscurity: oppressed; relinquish Sudents and Practice: Poetry Reading (RP) Nord Study: Related Latin Roots -Ingu- and -Idct- Students and Practice: Related Latin Roots -Ingu-				Thucydides	Thucydides
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11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	11.R.1.1; 11.V.1.3	11.R.1.2; 11.R.1.4; K12.EE.6.1	11.R.3.2; 11.V.1.3; K12.EE.1.1; K12.EE.4.1	11.R.2.1; 11.R.2.2; 11.R.2.3; 11.V.1.2

DAY 26				
DAY 26 SELECTION Pericles' Funeral Oration Thucydides SE pp 148-149 STUDY LANGUAGE AND CRAFT Author's Craft Author's Craft Author's Craft Author's Craft Author's Craft Author's Choices: Structure Students examine common organizational structures. Exit Ticket: Author's Choices: Structure Reteach and Practice: Author's Choices: Structure Reteach and Practice: Author's Choices: Structure Reteach and Practice: Students paraphrase and deliver a section of Pericles' speech. Students paraphrase and deliver a section of Pericles' speech. Reteach and Practice: Speech (RP) EQ Notes	DAY 27 PERFORMANCE TASK: Deliver an Inspirational Speech SE pp 150-151 PERFORMANCE TASK Deliver an Inspirational Speech Write and deliver an inspirational speech in which you respond to the following question: How can people come to agreement when there is sharp dissent over basic issues? Plan and Gather Details Students brainstorm and develop a message. Organize and Draft Students outline and draft, revise and rehearse, and present the speech. Critique and Evaluate Students present as a group and take notes to help evaluate speeches. **Students can use Flipgrid to	DAY 28 INTRODUCE INDEPENDENT LEARNING SE pp 152-153 Essential Question What makes a nation? Independent Learning Strategies • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	DAY 29 INDEPENDENT LEARNING SE pp 154-155 Close-Read Guide Students use the guide to record close-read ideas from the texts. Share Your Independent Learning Prepare to share Learn from your classmates Reflect	DAY 30 PERFORMANCE-BASED ASSESSMENT Argumentative Essay SE p 156 PERFORMANCE-BASED ASSESSMENT Argumentative Essay Students will complete their argumentative essays Reflect on the Unit Review and Evaluate Evidence Students review EQ notes and QuickWrites from the unit and note where their positions may have changed. Image: Reflect on the Unit Image: Reflect on the Unit Image: QuickWrites from the unit and note where their positions Image: QuickWrites from the unit and note where their positions Image: QuickWrites from the Unit Image: QuickWrites from the Unit
Speech (RP)	evaluate speeches.			
Selection Test: Pericles' Funeral Oration				

Florida's B.E.S.T. Standards				
11.R.2.1; 11.R.2.3; 11.R.3.2;	11.C.2.1; K12.EE.6.1	11.R.2.1; K12.EE.2.1	K12.EE.1.1; K12.EE.2.1;	11.C.1; 11.V.1.1
K12.EE.6.1			K12.EE.4.1	

DAY 30	DAY 31	
PERFORMANCE-BASED	UNIT REFLECTION	
ASSESSMENT		
Argumentative Essay		
SE pp 157-158	SE p 159	
PERFORMANCE-BASED	UNIT REFLECTION	
ASSESSMENT		
	Reflect on the Unit Goals	
Share Your Perspective	Students review unit goals and	
Students use the checklist to	complete an activity.	
help stay on track while		
writing the first draft of the	Students reflect on the following:	
argument.		
	Unit goals	
English	The Texts	
Students answer revision	 The Essential Question 	
questions from a short quiz.	~	
	Reflect on the Unit	
	R	
	₩Unit 1 Test	
Florida's B.E.S.T. Standards		
11.C.1; 11.V.1.1	11.C.3.1	