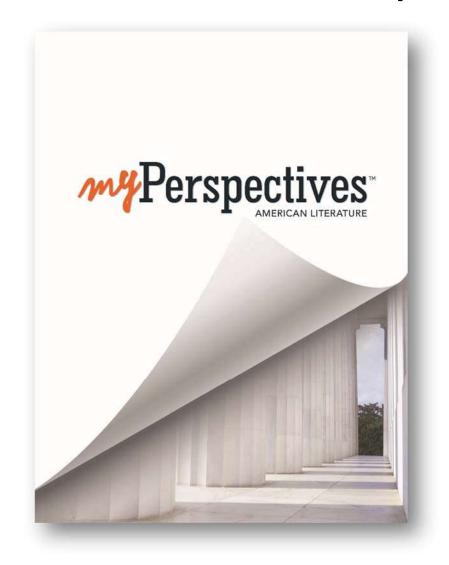


## **Grade 11 Curriculum Map**







GRADE 11, UI	NIT 1: Writing Freedo	om				
INTRODUCTION  HISTORICAL PERSPEC		Unit Video: Boston Tea Discuss It: In what ways "no taxation without re central to America's ide  DLE-CLASS LEARNING: I Whole-Class Learning	is the concept of presentation" ntity as a nation?	Listening Academic V Launch Text	Reading, Writing & Research ocabulary: Argument :: Totally Free? (Lexile 1140L)	
Focus Period: 1750–1 A New Nation Anchor Text (Foundar Document): Declaration of Independence by Thoral Jefferson Anchor Text (Foundar Documents): Preamble to the Constitution by Gouve Morris Bill of Rights by James Madison Anchor Text (Speech) Speech in the Convent by Benjamin Franklin MEDIA (IMAGE GALLI The American Revolut Visual Propaganda	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	Strategies:  Listen Actively Clarify by asking questions Monitor	Question What is the meaning of Freedom?	Exp     voo     Wr     dra     a ci     Cool     top     No     cor     Est     Cool     me     Cool     dev	ad a variety of texts to gain the ded to write about American and Knowledge and use of a cabulary. RI.4 ite an argument that has a claws evidence from texts and claim. W.1 induct research projects of variet and clarify meaning W.7 ite differences in language styntexts. L.1.a ablisha writing "voice." L.1 irrectly use parallelism and veraning and enrich your writing laborate with your team to be velop consensus, and communication and text.	refreedoms. RI.10 cademic and concept ear structure and that original research to support rious lengths to explore a rele over time and in various rb tenses to convey g and presentations. L.2 ruild on the ideas of others, nicate SL.1
		Standa	I ords Covered	ļ		
Reading Literary RL.1 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	<b>Langua</b> L.1.a, L.1.b, L.2, L L.4.b, L.4.c			NOTES:
	JNIT 1 Whole-Class Learnin	g GRA	<b>NDE 11</b>		Writing Freed	loms





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





	Making M	eaning		Language	Development	Effective	Expression
			Days (	6-8			
Preamble to the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to	Speaking and
Preamble to the Constitution Bill of Rights: TG p. 30-39 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	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.	Analyze the Text TG p. 34  Analyze Connect Paraphrase Historical perspective Answer the Essential Question	Analyze Craft and Structure TG p. 35 Author's choices: Structure	Concept Vocabulary and Word Study TG p. 36  Words that suggest legal limitations or remedies  exercise abridging petition redress infringed prescribed  Multiple-meaning words	Conventions and Style TG p. 37 Punctuation for Enumeration Serial comma Parallel structure	Writing to Sources TG p. 38 Extended Definition	Speaking and Listening TG p. 39 Speech Write the Speech Deliver the Speech Evaluate Your Presentation
Respond: Complete Comprehension							
check and write a brief summary of the selection	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 I	Meaning		Language	Development	Effective	Expression
			Days 9	)-11			
Speech in the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to	Speaking and
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	TG p. 43: Annotate the words in italics TG p. 44: Analyzing author's viewpoint	Analyze the Text TG p. 46  Draw Conclusions Allusion Historical perspective Extend Answer the Essential Question	Analyze Craft and Structure TG p. 47 Author's Purpose: Rhetoric  Rhetorical devices Paradox Concession Rhetorical questions Tone	Vocabulary and Word Study TG p. 48  Words that are used to describe human vices and virtues  infallibility, corrupted,	Style TG p. 49 Syntax and Rhetoric	Sources TG p. 50 Evaluation	Listening TG p. 51 Video recording  Discuss the Speech Practice and Present Evaluate the Video
within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection			Tone	salutary, despotism, prejudices, integrity  Latin suffix: -ity			
	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





				ENGLISH LANGUAGE ARTS		
	Making M	eaning		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	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	Analyze the Media TG p. 58 Connect Compare and Contrast Historical perspective Answer essential question	Concept Vocabulary TG p. 58 Propaganda Appeal Symbolism	Speaking and Listen TG p. 59 Multimedia Presenta Political infomercial Plan the Project Consider Image Choi Prepare the Script Present and Discuss	ation	
Comprehension check	RI.6, RI.7	RI.5.a, TI.5, RI.7	RI.7	SL.1, SL.4, SL.5		
Performance Task: V	Vriting Focus					
			Days 14	l-15		
•	ment do you find most corst sentence of paragrap		•		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 Fre	eedom
		Introduction	Day 16		
Expository Nonfiction: from America's Constitution: A Biography by Akhil Reed Amar Graphic Novel: from The United States Constitution: A Graphic Adaptation by Jonathan Hennessey and Aaron McConnell Autobiography: from The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano Letter (Biography): Letter to John Adams by Abigail Adams from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters by Diane Jacobs Speech: Gettysburg Address by Abraham Lincoln	Performance-Based Assessment Task Present an Argument Prompt: Do narratives provide strong evidence to support arguments about American freedoms? SL.1.a-d, SL.4, SL.6, PII.9	Small-Group Learning Strategies:	Essential Question What is the meaning of Freedom?	and insight needed freedoms. RI.10  Expand Knowledge concept vocabular  Write an argumen and that draws evioriginal research to explore a topic.  Note differences in and in various comestablisha writing  Correctly use para convey meaning and presentations. L.2.	t that has a clear structure idence from texts and o support a claim. <b>W.1</b> projects of various lengths and clarify meaning <b>W.7</b> In language style over time texts. <b>L.1.a</b> "voice." <b>L.1</b> Illelism and verb tenses to and enrich your writing and our team to build on the evelop consensus, and suals, and text in
		Standards C	overed		
Reading Informational RI.3, RI.5, RI.6, RI.7, RI.9, RI.9, RI.10	Speaking & Listening SL.3, SL.4		guage	Writing W.1.f, W.2, W.7, W.9.b	NOTES:





		Making Meaning			Language Development	NOTES:		
Day 17								
America's	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style			
Constitution?	TG p. 76: Analyze	TG p. 79	Structure	Vocabulary and	TG p. 81			
TG p. 72-81	analogies	□ Review and	TG p. 80	Word Study	Historical Narrative			
First Read	TG p. 77: Compare	Clarify	Author's Choices:	TG p. 79	as Argument			
Notice: the general	attitudes	<ul><li>Present and</li></ul>	Rhetoric					
ideas of the text.		Discuss		Words relate to	Historical Details			
What is it about?		☐ Answer the	Analogy	groups and	Numerical Data			
Who is involved?		Essential		individuals	Quotations			
Annotate: Mark		Question						
vocabulary and key				Conclave Eminent				
passages to revisit				Populist				
Connect: Ideas								
within selection to				Latin suffix: -ist				
what you already								
know and have								
read								
Respond:								
Complete								
Comprehension								
check and write a								
brief summary of								
the selection	L.5.a	SL.1, SL.4	RI.6	L.4.c	RI.3, RI.5			
		JL.1, JL.4			-,			





		Making Meaning		Effective Expression	NOTES:
			Days 18-19		
The United States	Close Review	Analyze the Media	Media Vocabulary	Writing to Compare:	
Constitution: A	TG p. 83: Analyze	TG p. 89	TG p. 89	TG p. 90-91	
Graphic	composition	☐ Present and Discuss			
Adaptation	TG p. 84: Interpret	☐ Review and Synthesize		Informative Essay	
TG p. 82-91	images	☐ Essential Question	Layout		
First Review	TG p. 85: Interpret		Speech balloon Caption		
Look: at each panel	images				
and determine	TG p. 86: Analyze text				
whom or what it	boxes				
portrays.	TG p. 87: Compare				
Note: elements	images				
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		SL.1, SL.4	L.6	RI.7, W.2, W.5, W.9.b	
check and writing a					
brief summary of					
the selection					





		Making Meanir	ng		Language Development	Effective Expression
			<u> </u>	s 20-21		
The Interesting	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Conventions and Style	Writing to Sources
Narrative of	TG p. 95:	TG p. 98	Structure	and Word Study	TG p. 100	TG p. 101
the Life of	Finding the	□ Review and	TG p. 99	TG p. 98	Eighteenth Century	Argument
Olaudah	main idea	Clarify	Literary Nonfiction		Narrative Style	
Equiano:		☐ Present and		Words reflect the		Literary review Letter
TG p. 92-101		discuss	Persuasive Purpose	horrific situation in		Advertisement
First Read		☐ Answer the	slave narrative	which the captives		
Notice: the		Essential	emotional appeals	found themselves		
general ideas of		Question				
the text. What is				loathsome,		
it about? Who is				wretched, dejected		
involved?						
Annotate: Mark				Latin root: -ject-		
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		SL.1, SL.4	RI.6	L.4.c, L.6	L.1.a	SL.1a-d, W.1, W.1.f
Comprehension						
check and write						
a brief summary						
of the selection						





		Making Meaning			Language Development	Effective Expression	
Days 22-24							
Letters to John Adams from Dear Abigail: TG p. 102-117 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	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	Analyze the Text TG p. 114  Review and Clarify Present and discuss Answer the Essential Question	Analyze Craft and Structure TG p. 115 Primary and Secondary Sources	Concept Vocabulary and Word Study TG p. 114  Words are about oppression and rebellion  vassals, foment, dissented  Word families	Author's Style TG p. 116 Voice  Diction Syntax Tone Audience Purpose	Speaking and Listening TG p. 117 Oral presentation  Dialogue Dramatic reading Public announcement	
Comprehension check	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		
Gettysburg Address:	Analyze the Text	Analyze Craft	Concept	Author's Style	Research
TG p. 118-125	TG p. 122	and Structure	Vocabulary and	TG p. 124	TG p. 125
	□ Review and	TG p. 123	Word Study	Antithesis	Research report
	Clarify	Author's	TG p. 122		
	<ul><li>Present and</li></ul>	Choices: Diction			Comparison-and-contrast
First Read	discuss		Words reflect the		presentation
Notice: the general ideas of	☐ Answer the		idea of showing		Review
the text. What is it about? Who is	Essential		honor		Analysis of the historical
involved?	Question				context
Annotate: Mark vocabulary and key			Dedicate		Context
passages you want to revisit			consecrate		
Connect: Ideas within the selection to			hallow		
what your already know and what you					
have already read			Denotation and		
<b>Respond:</b> Complete Comprehension check			Connotation		
and write a brief summary of the selection					
					W.2, W.7
	RI.9, SL.1, SL.4	RI.6	L.5.b, L.6	RI.6, SL.3	VV.2, VV.7
Small-Group Learning Performance Task: S	peaking and Listening	Focus			
		Day	26		
TG p. 126-127				Standards: SL.1.a-d, SL.4,	SL.6
Present an Argument					
Prompt: Do narratives provide strong evider	nce to support argume	nts about American	freedoms?		





Overview: Independent Learning	
Day 28	
TG p. 128-129, 130A-130F, 130-133	Standards: RL.10, RI.10
Select and read a story from selections available online	
<ul> <li>from Democracy Is Not a Spectator Sport BY Arthur Blaustein with Helen Matatov</li> </ul>	
Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall	
<ul> <li>Speech to the Young Speech to the Progress-Toward by Gwendolyn Brooks</li> </ul>	
The Fish by Elizabeth Bishop	
The Pedestrian by Ray Bradbury	
<ul> <li>from the Iroquois Constitution Dekanawidah, translated by Arthur C. Parker</li> </ul>	
ARGUMENT from Common Sense Thomas Paine	

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							





INTRODUCTION	Day 1	Unit Video: Richard Blanco	Reads	Unit Goals: Reading, Writing & Research	h Language Speaking&	
INTRODUCTION	Duy 1	"One Today"	ricuus	Listening	n, Language, Speaking &	
		<b>Discuss It:</b> This poem, read	hy its author at	Academic Vocabulary: Personal Narrat	ive	
		President Barack Obama's	•	Launch Text: from Up From Slavery (Le		
		praises America as a societ	•	Launch Text. Holli op Floili Slavery (Le	kile 1090)	
		individuals. How do the det	•			
		present individual America	•			
		•				
		connections among individ	uais does Bianco			
		see?	C			
		WHOLE-CLASS LEARNIN				
Historical Perspectives	Performance-Based	Whole-Class Learning	Essential	Unit Goals:		
Focus Period: 1800–1870	Assessment Task	Strategies:	Question	TG p. 128		
An American Identity	Mode: Write a	☐ Listen Actively	What role does	<ul> <li>Read a variety of texts to gain</li> </ul>		
Anchor Text	Personal Narrative	□ Clarify by asking	individualism	needed to write about individu	•	
(Essay/Poetry): The	Prompt: How has my	questions	play in American	<ul> <li>Expand Knowledge and use of academic and concept</li> </ul>		
Writing of Walt Whitman	personal experience	☐ Monitor	society?	vocabulary. RI.4		
by	shaped my view of	Understanding		<ul> <li>Write a personal narrative tha</li> </ul>	•	
Walt Whitman	individualism? Do I	<ul> <li>Interact and Share</li> </ul>		view and uses a variety of narrative techniques to develop a		
Anchor Text (Poetry	see it as a guiding	ideas		personal experience. W.3		
<b>Collection)</b> : The Poetry	principle, something			<ul> <li>Conduct research projects of v</li> </ul>	arious lengths to explore a	
of Emily Dickinson by	to be avoided, or a			topic and clarify meaning. W.7		
Emily Dickinson	combination of both?			<ul> <li>Make effective style choices re</li> </ul>	garding diction and sentence	
MEDIA (RADIO	Language			variety. <b>L.1</b>		
BROADCAST):	Development: Style			<ul> <li>Correctly use concrete, compo</li> </ul>	und nouns. <b>L.1.a</b>	
from Emily Dickinson	W.3.a-e; W.10, L.3			<ul> <li>Collaborate with your team to</li> </ul>	build on the ideas of others,	
from Great Lives				develop consensus, and comm	unicate <b>SL.1</b>	
BBC Radio 4				<ul> <li>Integrate audio, visuals, and te</li> </ul>	ext in presentations <b>SL.5</b>	
			ndards Covered			
Reading Literary Text	Reading	Speaking & Listening	Language	Writing	NOTES:	
RL.1, RL.4, RL.5, RL.7,	Informational Text	SL.1.c, SL.3, SL.6	L.4,b, L.4.c, L.4.d	W.3, W.3.d, W.3.e, W.9, W.9.a		
RL.9, RL.10	RI.10					





UN	IT 2 Whole-Class L	earning	GRADE 11		The Ind	ividual and Socie	ty
	Making N	/leaning			Development	Effective	Expression
	 		Days 3				1
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	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	Analyze the Text TG p. 164  Interpret Summarize Historical perspective Answer Essential Question	Analyze Craft and Structure TG p. 165 Poetic Structures  Epic theme Free Verse Anaphora Catalogue	Concept Vocabulary and Word Study TG p. 166  Words are used to describe abundance  ampler, vast, prolific, teeming, breadth, multitudes  Latin Combining Form multi-	Conventions and Style TG p. 167 Diction  Variety of types of words Onomatopoeia Words in pairs	Writing to Sources TG p. 168 Narrative account Sensory language	Speaking and Listening TG p. 169 Oral interpretation
Comprehension check	the theme TG p. 162: Using punctuation RL.2		RL.5, RL.9	RL.4, L.4.b	L.4.d	W.3, W.3.d, W.3e	SL.1, SL.6





Class Band									
Clara Darad	Days 8-12								
Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to	Speaking and			
TG p. 172: Interpret	TG p. 180	Structure	Vocabulary and	Style	Sources:	Listening:			
personification	□ Interpret	TG p. 181	<b>Word Study</b>	TG p. 183	TG p. 184	TG p. 185			
TG p. 173:	□ Contrast	Poetic Structure	TG p. 182	Parts of Speech					
Understand theme	☐ Answer the	and Style			Blog Post	Discussion			
TG p. 175: Interpret	Essential		Words are used to	Abstract noun					
Metaphors	Question	Exact rhyme	discuss the power	Concrete noun					
TG p. 176: highlight		Slant rhyme	of nations						
the details that		Paradox							
describe different			emperor, imperial,						
types of solitude in			treason, sovereign,						
lines 1–3.			captivity						
TG p. 177: Analyze									
sensory details			<b>Word Derivations</b>						
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			
	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	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	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. 181 Poetic Structure and Style  Exact rhyme Slant rhyme Paradox  Fag. 181 Poetic Structure and Style  Exact rhyme Slant rhyme Paradox	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  Interpret Contrast Answer the Essential Question  TG p. 181 Poetic Structure and Style  Exact rhyme Slant rhyme Paradox  Word Study TG p. 182  Words are used to discuss the power of nations  emperor, imperial, treason, sovereign, captivity  Word Derivations	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  Interpret Contrast Answer the Essential Question  TG p. 181 Poetic Structure and Style  Word Study TG p. 182  Words are used to discuss the power of nations  Exact rhyme Slant rhyme Paradox  Word Study TG p. 182  Words are used to discuss the power of nations  Abstract noun Concrete noun  Word Derivations	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  Interpret Contrast Answer the Essential Question  TG p. 181 Poetic Structure and Style Essential Question  TG p. 182  Word Study TG p. 182  Words are used to discuss the power of nations  Words are used to discuss the power of nations  emperor, imperial, treason, sovereign, captivity  Word Derivations  TG p. 183 Parts of Speech  Blog Post  Word Study TG p. 182  Words are used to discuss the power of nations  Word Derivations			





From Emily	Making Meaning	Day 1		Development	Effective Expression
-	Class Barriann	Day 13			
-		-			
	Close Review	Analyze the Media	Media Vocabulary		Writing to
Dickenson:	TG p. 187: Analyze evidence	TG p. 189	TG p. 189		Compare
TG p. 186-191		□ Connect			TG p. 190
First Review		□ Analyze	Host		Compare-and-Contrast Essay
LISTEN: note who		☐ Synthesize	Interview		
is speaking, what		☐ Historical perspective	Commentary		Interpretation
they're saying,		<ul> <li>Answer the Essential</li> </ul>			
and how they're		Question			
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	RL.5	RL.7			RL.7, W.5, W.9, W.9.a, SL.3
check					
Performance Task: W	driting Focus				
renormance rask. W	riting rocus	Days 14	<b>4-15</b>		
TG p. 192-199		•		Standards: W.3.a-e, W	.5, W.6, W.10, L.1
Write Personal Narrat	tive			,	•
		view of individualism? Do I see it a	as a guiding principle,		
	ded, or a combination of both?		5 5. 1 ,		
_	ent: Create Cohesion: Style				
5 5 -1	, -				





UNIT 2 Small-Gr	oup Learning	GI	RADE 11	The Indiv	idual and Society
		Introduction	n Day 16		
Philosophical Writing: from Nature from Self-Reliance by Ralph Waldo Emerson Philosophical Writing: from Walden from Civil Disobedience by Henry David Thoreau Media (Public Documents): Innovators and Their Inventions Poetry: The Love Song of J. Alfred Prufrock by T. S. Eliot Short Story: A Wagner Matinée By Willa Cather	Performance-Based Assessment Task 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	Small-Group Learning Strategies:	Essential Question What role does individualism play in American society?	and insight needed individualism. RL.8, Expand Knowledge concept vocabulary Write a personal nat clear point of view narrative technique experience. W.3 Conduct research put to explore a topic a Make effective styll and sentence varies Correctly use concrut.1.a Collaborate with you	and use of academic and A. RI.4  arrative that establishes a and uses a variety of esto develop a personal projects of various lengths and clarify meaning. W.7 e choices regarding diction ty. L.1  ete, compound nouns.  bur team to build on the velop consensus, and
		Standards (	Covered		
Reading Literary Text RL.3, RL.4, RL.5, RL.6, RL.10	Reading Informational Text RI.1, RI.2, RI.5, RI.7, RI.6, RI.10	Speaking & Listening SL.1.b, SL.1.c, SL.1.d, SL.4.b, SL.5	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	Writing W.2, W.3, W.5, W.7	NOTES:





		Making Meaning			Language Development	Effective Expression			
Days 17-18									
from Nature	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to Sources			
from Self-Reliance TG p. 204-213 First Read	TG p. 206: Analyze Descriptions TG p. 208: Determine	TG p. 210  Review and Clarify	Structure TG p. 211 Development of	Vocabulary and Word Study TG p. 210	Style TG p. 212 Sentence Variety	TG p. 213 Story Element			
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	main ideas	Present and Discuss Answer the Essential Question	Essay Philosophical vision Setting the Scene Re-envisioning the Ordinary Re-defining Words Finding Limits	Words relate to the concept of faith sanctity, transcendent, redeemers  Latin Root: -sanct-	Independent clauses Subordinate (or dependent) clauses	Story element Setting Character Dialogue			
the selection	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	Development	
from Walden	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Speaking and Listening
from Civil	TG p. 217:Infer key	TG p. 226	Structure	Vocabulary and	Style	TG p. 229
Disobedience:	ideas	☐ Review and	TG p. 227	Word Study	TG p. 228	Discussion
TG p. 214-229	TG p. 219: Analyze	clarify	Author's Point of	TG p. 226	Author's Style:	List
First Read	figurative language	☐ Present and	View:	Words enhance	Conversational Style:	Response
Notice: the general	TG p. 218: Identify	discuss	Philosophical	Thoreau's		Prosecution
ideas of the text.	figurative language	☐ Answer the	assumptions	messages about	Style	Defense
What is it about?	TG p. 223: Examine	Essential	Explicit	simplicity	Conversational style	
Who is involved?	an argument	Question	Implicit	vs. complexity and	Diction	
Annotate: Mark	TG p. 224: Connect to	,		nonconformity vs.	Word choice	
vocabulary and key	essential question			conformity	Figures of speech	
passages to revisit					Analogy	
Connect: Ideas				superfluous	Direct address of the	
within selection to				vital	reader	
what you already				sufficed	Brief anecdotes	
know and have					Pithy statements	
read				Latin prefix: super-		
Respond:						
Complete						
Comprehension						
check by writing a						
brief summary of						
the selection						
	RI.2, RI.4, RI.8	SL.1,SL.4	RL.1	L.4.b	RL.6	SL.1.b-d





	— ENGLISH CANGONGE ANTS										
		Making Meaning		Effective Expression	NOTES:						
	Day 21										
Innovators and	Close Review	Analyze the Media	Media Vocabulary	Speaking and Listening:							
Their Inventions:	TG p. 231:	TG p. 234	TG p. 234	TG p. 235							
TG p. 230-235	Analyze public	☐ Present and discuss	specifications	Speech							
First Review	documents	☐ Review and synthesize	cross-section figure								
LOOK: at each	TG p. 232: Analyzing	☐ Answer the Essential Question									
image and	public documents										
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		SL.1, SL.4	L.6	SL.4.b							
check											





		Making Meaning			Language Development	Effective Expression		
Days 22-23								
The Love Song of J.	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and Styles	Writing to Sources		
Alfred Prufrock:	TG p. 239 Analyze an	TG p. 244	Structure	Vocabulary and	TG p. 246	TG p. 247		
TG p. 236-247	internal dialogue	☐ Review and	TG p. 245	Word Study	Compound Nouns:	Writing to Sources: Digital		
First Read	TG p. 241: Analyze	clarify	Poetic Structure	TG p. 244	Closed compound	presentation		
Notice: who or	literary allusion	☐ Present and		Words relate to	Hyphenated compound			
what is "speaking"	TG p. 242: Interpret	discuss	dramatic	negative traits		Slide show		
the poem and	tone	☐ Answer the	monologue			Oral recitation and		
whether the poem		Essential	Speaker	tedious		discussion		
tells a story or		Question	Point of view	indecisions		Filmed oral response		
describes a single				digress				
moment.								
Annotate: Mark				Latin prefix: di-/				
vocabulary and key				dis-				
passages to revisit								
Connect: Ideas								
within selection to								
what you already								
know and have								
read								
Respond:								
Complete								
Comprehension								
check	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	1-25		
A Wagner Matinee: TG p. 248-261 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	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	Analyze the Text TG p. 258  Review and clarify Present and discuss Answer the Essential Question	Analyze Craft and Structure TG p. 259 Author's Choices: Character Development  Characterization Direct characterization Indirect characterization First-person point of view	Concept Vocabulary and Word Study TG p. 258 Words are all related to music overture, motifs, prelude Word derivations	Conventions and Style TG p. 260 Figurative Language  Simile Metaphor Hyperbole	Writing to Sources TG p. 261 Research Report  Comparison and contrast How-to essay Problem-solution letter
know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RL.4, RL.5	SL.1, SL.4	RL.3	L.4.c	RL.4, L.5.a	W.2 W.7
TG p. 262-263 Present a Personal N Prompt: When is it d	arrative ifficult to march to the key	peat of a "different dr	Day 2		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	Standards: RL.10, RI.10							
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								
,								

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





<b>GRADE 11, UNIT</b>	3 : Power, Protest	t, and Change				
INTRODUCTION	Day 1	Unit Video: Civil Rights Ma Discuss It: Perhaps more t country, the United States dreams people had of sha society in which they lived those dreams?	han any other was founded on ping the . What were some of	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative essay Launch Text: The Zigzag Road to Rights (Lexile 1160L)		
HISTORICAL PERSPECTIVES Focus Period: 1850–1890 Civil War and Social Change Anchor Text (Speech): from What to the Slave Is the Fourth of July? By Frederick Douglass Anchor Text (Speech): Second Inaugural Address by Abraham Lincoln Media (Image Gallery): Perspectives on Lincoln	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:  Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question In what ways does the struggle for freedom change with history?	struggle for freedom. R Expand Knowledge and vocabulary. RI.4  Write informative essathat draws evidence from W.2  Conduct research project explore a topic and claim Use appropriate and vacreate cohesion and claim Collaborate with your tothers, develop conservations.	needed to write about the aL.8, RI.8 I use of academic and concept by that has a clear structure and point texts and original research.  Texts of various lengths to be rify meaning. W.7  Terried sentence structures to	
Reading Literary Text RL.1	Reading Informational RI.1, RI.2, RI.5, RI.5, RI.5.a, RI.6, RI.7, RI.8,	Standa Speaking & Listening SL.2, SL.3, SL.5	rds Covered  Language L.1, L.3, L.4.c, L.5.b, L.6	Writing W.2, W.2.e, W.3	NOTES:	





UNI	Γ3 Whole-Class Le	arning	GRADE 11		Power, P	rotest, and Chang	е
	Making N	<b>Meaning</b>		Language	Development	Effective Ex	
			Days 3	3-8			
from What to the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to Sources	Speaking and
Slave Is the Fourth	TG p. 289: Analyze	TG p. 294:	Structure	Vocabulary and	Style	TG p. 298	Listening
of July?:	rhetorical devices	□ Analyze	TG p. 295	Word Study	TG p. 297	Informative	TG p. 299
TG p. 288-299	TG p. 290: notice	☐ Interpret	Argumentative	TG p. 296	Types of Phrases:	Paragraph	Dramatic
First Read	and	☐ Historical	Structure	Words help reveal			reading
Notice: The	mark two examples	perspective		the nature of the	Noun phrase		Tone
general idea of the	of parallelism.	☐ Answer the	Argument	debate over	Verb phrase		
text. What is it	TG p. 291: Analyze	Essential	Claim	slavery			
about? Who is	arguments	Question	Counterclaims				
involved?	TG p. 292: note and			obdurate, stolid,			
Annotate: Mark	mark words that			disparity,			
vocabulary and key	suggest how			denounce,			
passages to revisit	strongly Douglass			equivocate,			
Connect: Ideas	feels.			conceded			
within selection to							
what you already				Latin Root –pac-			
know and have							
read							
Respond:							
Complete							
Comprehension							
check and writing a	RI.8, L.1.a, L.5.a	RL.1	RI.1, RI.5, RI.8	L.3, L.4.c	L.1	W.2, W.2.e	SL.3, SL.4
brief summary of							
the selection							
I							





	Making M	eaning		Language	Development	Effective Ex	oression			
	Days 9-12									
Second Inaugural	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to Sources	Speaking and			
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	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  Paraphrase Connect Infer Historical perspective Answer the Essential Question	Analyze Craft and Structure TG p. 305 Structure: Chronological structure	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	Conventions and Style TG p. 307 Types of phrases: Prepositional phrase	Writing to Sources TG p. 308 Informative Eyewitness Account	Speaking and Listening TG p. 309 Reading and discussion			
within selection to what you already know and have read Respond: Complete Comprehension check		RI.2, RI.9	RI.2, RI.5, RI.6, RI.9	rend scourge unrequited malice Synonyms and Nuances L.5.b, L.6	L.1, L.3	W.2, W.3	SL.3, SL.4			





	Making M	eaning	Language Development	Effective Expression
		Day	13	
Perspectives on	Close Review	Analyze the Media	Media Vocabulary	Speaking and Listening
Lincoln	TG p. 311: Analyze	TG p. 316	TG p. 316	TG p. 317
TG p. 310-317	Composition	□ Present and discuss		Image Gallery
First Review	TG p. 312: Examine	☐ Review and synthesize	Composition	
Look: at each	labeling and captions	☐ Answer the Essential Question	Caricature	
image and	TG p. 313:		Labeling and captions	
determine whom	Understand			
or what it portrays.	composition			
Note: elements in	TG p. 314: Scrutinize			
each image you	Composition			
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. <b>Respond:</b>	RI.5	SL.1, SL.4	RI.5.a, RI.7	RI.7, SL.2, SL.5
Complete				
Comprehension				
check				
Performance Task: V	Vriting Focus			
		Days	14-15	
TG p. 318-321			Standards: W.2.a	-f; W.5, W.7; W.8, W.10, L.3.a
Write an Informative	e Essay			
Prompt: Did the nation	on achieve the goals that	Douglass and Lincoln desired?		
Language Developme	ent: Conventions: Syntax	: Sentence Patterns		





UNIT 3 Small-Group	Learning				Power, Protest, and Change		
		Introduction	Day 16				
Speech: Ain't I a Woman? by Sojourner Truth Public Document: Declaration of Sentiments by Elizabeth Cady Stanton Media (Podcast): Giving Women the Vote by Sandra Sleight-Brennan Short Story: The Story of an Hour by Kate Chopin Legal Opinion: Brown v. Board of Education: Opinion of the Court by Earl Warren Magazine Article: Was Brown v. Board a Failure? By Sarah Garland	Performance-Based Assessment Task Panel Discussion Prompt: What were the goals of these reformers? Why did they want to achieve those goals? SL.1a-d	Small-Group Learning Strategies:	In what ways does the struggle for freedom change with history?	the knowledge and about the struggle  Expand Knowledge concept vocabular  Write informative structure and that and original research to explore a topic to explore a topic structures to creat relationships. L.1  Collaborate with y	essay that has a clear draws evidence from texts rch. W.2 projects of various lengths and clarify meaning. W.7 and varied sentence te cohesion and clarify our team to build on the evelop consensus, and suals, and text in		
		Standards C	Covered				
Reading Literary Text RL.2, RL.3, RL.4, RL.5, RL.6, RL.10	Reading Informational RI.2, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10	Speaking & Listening SL.1.c, SL.2.d, SL.3	Language L.1, L.1.a, L.3, L.4.a, L.4.b, L.4.c, L.4.d, L.5.b, L.6	Writing W.2, W.9.b	NOTES:		





		Making Meaning			Language Development	Effective Expression
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	Close Read TG p. 332: Analyze Delivery	Analyze the Text TG p. 334  Review and Clarify Present and Discuss 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	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
within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection				obliged  Latin root: -lig-		
		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								
Declarations of Sentiments: TG p. 338-345 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	Close Read TG p. 339: Analyze Author's tone TG p.341: Make an inference	Analyze the Text TG p. 343  Review and Clarify Present and discuss Answer the Essential Question	Analyze Craft and Structure TG p. 344 Author's Choices: Allusions	Concept Vocabulary and Word Study TG p. 343 Words suggest a lowly position  degraded, oppressed, subordinate  Latin prefix: sub-	Conventions and Style TG p. 345 Types of Clauses			
brief summary of the selection	RI.1	SL.1, SL.4	RI.9	L.4.c	RI.9, L.1			





		Making Meaning		Language Development	NOTES:
		Day	, 20		
Giving Women the	Close Review	Analyze the Media	Media Vocabulary	Writing to Compare	
Vote:	TG p. 347: Supporting	TG p. 349	TG p. 349	TG p. 350-351	
TG p. 346-351	Claims	□ Present and Discuss	Frame	Compare-and-	
First Review		□ Synthesize	Special elements	Contrast Essay	
Listen: note who is		☐ Answer the Essential Question	Tone		
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	RI.8	SL.1, SL.4	SL.3	RI.5, RI.6, RI.7, W.2,	
Comprehension				W.5	
check					





		Making Meaning			Language Development	Effective Expression				
Days 21-22										
The Story of an	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Speaking and				
Hour:	TG p. 353: Analyze	TG p. 356	Structure	Vocabulary and	Style	Listening:				
TG p. 352-359	figurative language	<ul><li>Review and</li></ul>	TG p. 357	Word Study	TG p. 358	TG p. 359				
First Read		Clarify	Development of	TG p. 356	Author's Choices:	Group Discussion				
Notice: whom the		<ul><li>Present and</li></ul>	Theme	Words that	Irony					
story is about,		Discuss		describe being						
what happens,		☐ Answer the	Internal	pushy	Situational Irony					
where and when it		Essential	monologue		Dramatic Irony					
happens, and why		Question		Persistence	Verbal Irony					
those involved				imploring						
react as they do.				importunities						
Annotate: Mark										
vocabulary and key				Denotation/conno						
passages to revisit				tation						
Connect: Ideas										
within selection to										
what you already										
know and have										
read										
Respond:										
Complete										
Comprehension										
check and write a										
brief summary of										
the selection										
	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 2	23		
Brown v Board of	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	
Education: TG p. 360-369	TG p. 361: Making inferences	TG p. 367  Review and	Structure TG p. 368	Vocabulary and Word Study	Style TG p. 369	
First Read	TG p. 363: Infer	Clarify	Author's Choice:	TG p. 367	Coordinating	
Notice: the general	cultural context	☐ Present and	Structure	Words that refer	conjunctions	
ideas of the text.	TG p. 364: Comparing	Discuss		to the activity of a		
What is it about?	Text With	☐ Answer the	Opinion	court of law		
Who is involved?	Contemporary	Essential	Analytical	Plaintiffs		
Annotate: Mark vocabulary and key	Experience	Question	argument Claim	jurisdiction		
passages to revisit			Counterclaim	disposition		
Connect: Ideas						
within selection to						
what you already				Technical words		
know and have						
read Respond:						
Complete						
Comprehension						
check and write a						
brief summary of						
the selection						
	RI.1	SL.1, SL.4	RI.5	L.6	RI.4, L.1, L.3	





		Making Meaning			Language Development	Effective Expression
Was Brown v. Board a Failure?: TG p. 370-379 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	Close Read TG p. 371: Interpret historic photographs TG p. 373: Analyzing sequence	Analyze the Text TG p. 375  Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 376 Author's Choice: Structure Analytical argument Claim	Concept Vocabulary and Word Study TG p. 375 Words that suggest goals, past and present legacy mission policy Cognates	Conventions and Style TG p. 377 Subordinating Conjunctions Simple sentences Combined sentences	Writing to Compare TG p. 378-379 Informative Essay Comparison-and-contrast essay
the selection	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 Learnin	g Performance Task: Sp	eaking and Listening		26		
TG p. 380-381 Panel Discussion Prompt: What were t	the goals of these reforn	ners? Why did they w	Day 2 rant to achieve those ε		Standards: SL.a, SL.4,	SL.6





Overview: Independent Learning		
Days 27-28		
TG p. 382-383, 384A-384F, 385-387	Standards: RL.10, RI.10	
Select and read a story from selections available online		
<ul> <li>The Poetry of Langston Hughes by Langston Hughes</li> </ul>		
Douglass by Paul Laurence Dunbar		
The Fifth Fact by Sarah Browning		
<ul> <li>Who Burns for the Perfection of Paper by Martín Espada</li> </ul>		
<ul> <li>from The Warmth of Other Suns by Isabel Wilkerson</li> </ul>		
What a Factory Can Teach a Housewife by Ida Tarbell		
<ul> <li>from Books as Bombs by Louis Menand</li> </ul>		
A Balance Between Nature and Nurture by Gloria Steinem		

Days 29-30		
TG p. 388-391	Standards: W.2a-f, W.9, W.10, SL.4, SL.6	
Writing to Sources: Informative Essay		
Writing Prompt: What motivates people to struggle for change?		
Speaking and Listening: Podcast		





GRADE 11, UNI	Γ4: Grit and Gran	ndeur						
INTRODUCTION	Day 1	Unit Video: Ken Burns: Secrets of Yellowstone National Park Discuss It: Discuss It Have you ever experienced a feeling of being changed by a place you visited? Describe what triggered the feeling.		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Explanatory Text Launch Text: Planning Your Trip to Gold Country (Lexile 1220)				
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2								
HISTORICAL PERSPECTIVES Focus Period: 1880– 1920 Bright Horizons, Challenging Realities Anchor Text (Memoir): from Life on the Mississippi by Mark Twain Anchor Text (Short Story): The Notorious Jumping Frog of Calaveras by Mark Twain Anchor Text (Short Story): A White Heron by Sarah Orne Jewett	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 W.9.2.a-f, W.9.5, W.9.10, L.3.a	Whole-Class Learning Strategies:  Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What is the relationship between literature and place?	needed  Expand vocabula  Write ar and inclused topic an Make ef sentence  Correctle  Collabor develop	variety of texts to gain the knowledge and use of acade ary RI.4 In explanatory text that develoudes evidence from research projects of various diclarify meaning. W.7 If ective style choices, including variety, figurative language y use dashes and hyphens. Let at evith your team to build consensus, and communicate audio, visuals, and text in programme to the consensus, and communicate audio, visuals, and text in programme to the consensus of the consensus of the consensus of the consensus of the consensus, and text in programme to the consensus of the consensus	ce of place. RL.10, RI.10 mic and concept  ops a topic thoroughly a. W.2, W.7, W.8 lengths to explore a lengths to explore a lengthose regarding a, and diction. L.3, L.5 lengths to explore a length se		
	<u> </u>	Sta	ndards Covered					
Reading Literary Text RL.2, RL.2, RL.5, RL.10	Reading Informational RI.2, RI.4, RI.6, RI.10	Speaking & Listening SL.1.a-d, SL.3, SL.4, SL.5	Lang L.1.c, L.3, L.4.b, L L.5.a, L.5.b	guage .4.c, L.4.d, L.5,	<b>Writing</b> W.2, W.2.a, W.2.b, W.5	NOTES:		





	UNIT 4 Whole-Clas	ss Learning	GRADE 1	11	Grit and	Grandeur
	Making N	/leaning			Development	Effective Expression
			Days 3			
Historical	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	
Perspective	TG p. 408: Analyze	TG p. 414	Structure	Vocabulary and	TG p. 417	
Life on the	connotations	□ Analyze	TG p. 415	Word Study	Words and phrases	
Mississippi:	TG p. 409: mark	□ Evaluate	Author's Purpose	TG p. 416		
TG p. 406-417	descriptive details	☐ Historical		Words used to	Diction	
First Read	that suggest	perspective	Anecdotes	describe splendid	Tone	
Notice: the general	sleepiness or	☐ Answer	Humorous	objects or		
ideas of the text.	languor. Mark other	essential	descriptions	impressive people		
What is it about?	descriptive details	question	Social commentary			
Who is involved?.	that refer to noise			gilded		
Annotate: Mark	and activity			grandeur		
vocabulary and key	TG p. 410: Identify			exalted		
passages to revisit	technical terms			ornamented		
Connect: Ideas	TG p. 411: mark the			picturesquely		
within selection to	jobs that young			eminence		
what you already	Twain wanted to					
know and have	have someday.			Anglo-Saxon suffix:		
read	TG p. 412: mark the			-esque		
Respond:	adjectives that					
Complete	describe the					
Comprehension	position					
check and writing a	and salary of a					
brief summary of	steamboat pilot.					
the selection						
	RI.4	RI.1	RI.6	L.4.b, L.4.d	RI.4	





	Making N	/leaning		Language	Development	Effective Expression
			Days	7-9		
<b>Notorious Jumping</b>	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Writing to Compare
Frog:	TG p. 419: Analyze	TG p. 426	Structure	Vocabulary and	TG p. 429	TG p. 430-431
TG p. 418-431	direct	□ Draw	TG p. 427	Word Study	Impact of Word	Explanatory Text
First Read	characterization	conclusions	Point of View	TG p. 428	Choice	
Notice: whom the	TG p. 420:	□ Analyze		Words used to		
story is about, what	Understand regional	☐ Historical	Frame Story	describe an	Dialect	
happens, where	dialect	perspective	Incongruity	experience with a	Standard English	
and when it	TG p. 421: Mark	□ Answer	Hyperbole	boring, clueless	Idiomatic	
happens, and	details in paragraph	essential		person	expressions Actual	
why those involved	5 that describe the	question			Meaning	
react as they do.	mare and the way			garrulous,		
Annotate: Mark	that she acts			exasperating,		
vocabulary and key	TG p. 422: mark the			tedious,		
passages to revisit	two skills that			monotonous,		
Connect: Ideas	Smiley teaches Dan'l			interminable,		
within selection to	Webster			buttonholed		
what you already	TG p. 423: Using					
know and have	Italics for Emphasis			Connotation and		
read	TG p. 424: Mark the			Denotation		
Respond:	places in paragraph					
Complete	20 where a dash (—)					
Comprehension	appears					
check and writing a						
brief summary of						
the selection						
	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 Meanii	ng		Language D	Development	Effectiv	e Expression
			Days 10-13	,	,		
White Heron: TG p. 432-449	Close Read TG p. 433: In paragraph 1,	Analyze the Text TG p. 444	Analyze Craft and Structure	Concept Vocabulary and	Author's Style TG p. 447	Writing to Sources	Speaking and Listening
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:	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	□ Analyze □ Interpret □ Synthesize □ Historical perspective □ Answer essential question	TG p. 445 Thematic Development Theme Imagery Symbol	Word Study TG p. 446 Words help describe the pace and character of rural life  dilatory loitered hospitality squalor hermitage quaint  Etymology	Sentence Variety: Interrogative sentences Exclamations	TG p. 448 Critical Analysis	TG p. 449 Whole-Class Debate
Complete Comprehension check and writing a brief summary of the selection	TG p. 442: Mark the exclamation and the questions in paragraph 40	RL.1	RL.2	L.4.c, L.4.d	L.3	RL.5, W.1	SL.c SL.3, SL.4, SL.5
Performance Task: V		IVE. I					
· C. Stillance Task. V			Days 14-15				
to life for readers?			·		2.a-f, W.5, W.10, L.3.a		





UNIT 4 Small-Gr	oup Learning		GRADE 11		Grit and Grandeur
		Intr	oduction Day 16		
Literary Criticism: A Literature of Place by Barry Lopez Media (Fine Art Gallery): American Regional Art Autobiography: from Dust Tracks on a Road Zora by Neale Hurston Poetry Collection 1: Chicago • Wilderness by Carl Sandburg Media (Photo Gallery): Sandburg's Chicago Poetry Collection 2: In the Longhouse, Oneida Museum by Roberta Hill Cloudy Day by Jimmy Santiago Baca Memoir: Introduction from The Way to Rainy Mountain by N. Scott Momaday	Performance-Based Assessment Task Give an Explanatory Talk Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age. SL.1.b, SL.4, L.6	Small-Group Learning Strategies:	Essential Question What is the relationship between literature and place?	insight needed to write place. RL.10, RI.10  Expand Knowledge and vocabulary RI.4  Write an explanatory to thoroughly and include W.7, W.8  Conduct research proje explore a topic and claim Make effective style chasentence variety, figura L.5  Correctly use dashes are Collaborate with your tothers, develop conservance.	oices, including those regarding ative language, and diction. <b>L.3</b> ,
		Sta	andards Covered		
Reading Literary Text RL.4, RL.5, RL.10	Reading Informational Text RI.2, RI.3, RI.4, RI.6, RI.7, RI.10	Speaking & Listening SL.5, SL.6	Language 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	Writing W.2, W.9	NOTES:





		Making Meaning			Language Development	NOTES:
			Day :	17	•	•
A Literature of Place TG p. 462-471 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	Close Read TG p. 463: Determine key ideas TG p. 464: Analyze imagery TG p. 467: Analyze argument	Analyze the Text TG p. 469  Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 470 Central Ideas and Voice	Concept Vocabulary and Word Study TG p. 469 Words that describe perceptions of the world around us and relate to the senses discern temporal spatial  Latin suffix: -al	Conventions and Style TG p. 471 Punctuation  Dashes Hyphens	
brief summary of the selection						
	RI.2	SL.1, SL.4	RI.1, RI.3	L.4, L.4.b	L.2, L.2.a	





		Language Development	NOTES:						
	Day 18								
American Regional Art: TG p. 472-479 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	Close Review TG p. 473: Analyze perspective and palette TG p. 475: Analyze artistic style	Analyze the Media TG p. 477  Present and Discuss Review and Synthesize Answer the Essential Question	Media Vocabulary TG p. 477  realism impressionism perspective romanticism palette	Writing to Compare TG p. 478-479 Interpretive essay					
media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check		SL.1, SL.4	L.6	W.2, W.5, W.9					





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





		Making	Meaning			NOTES:			
	Day 21								
Chicago/Wildernes:	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style:				
TG p. 492-501	TG p. 496: Analyzing	TG p. 499	Structure	Vocabulary and	TG p. 501				
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	imagery TG p. 497: Analyzing Repetition and Refrain	□ Review and Clarify □ Present and Discuss □ Answer the Essential Question	TG p. 500 Language and Meaning Imagery Repetition Personification	Word Study TG p. 499  Words describe features or qualities of people or animals that also describe the city  brawling wanton cunning	Poetic Structures Line lengths Ellipsis				
know and have read <b>Respond:</b> Complete Comprehension check	RL.5	SL.1, SL.4	RL.4, PI.7	Present participles  L.4, L.4.b, L.5.a	RL.5				





		Making Meaning		Effective Expression	NOTES:
		Day	22		
Sandburg's	Close Review	Analyze the Media	Media Vocabulary	Writing to Compare	
Chicago:	TG p. 503: Analyze	TG p. 507	TG p. 507	TG. p. 508-509	
TG p. 502-509	Motifs in	☐ Present and Discuss		Multimedia Account	
First Review	Photography Subject	☐ Review and Synthesize	Focal point Depth		
Look: at each	TG p. 504: Analyze	☐ Answer the Essential Question	of field Foreground	Multimedia	
image and	depth of field		and background	presentation	
determine whom	TG p. 505: Analyze			Slide show	
or what it	focal points			Museum exhibit	
portrays				guide	
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				D. 7 C. 4 C. 4 C. 7	
		SL.1, SL.4	L.6	RI.7, SL.1, SL.4, SL.5,	
				SL.6	





		Making	Meaning			NOTES:
			Days 23	3-24		
In the Longhouse	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style:	
Cloudy Day	TG p. 513: Analyze	TG p. 517	Structure	Vocabulary and	TG p. 519	
TG p. 510-519	symbol	☐ Review and	TG p. 518	Word Study	Poetic Conventions	
First Read	TG p. 514: Analyze	Clarify	Poetic Devices	TG p. 517		
Notice: who or	similes	□ Present and			Repetition	
what is "speaking"	TG p. 515: Analyze	Discuss	figurative	Words all describe	End-stopped lines	
each poem and	repetition	☐ Answer the	language	conflict	Enjambment	
whether the poem		Essential	figures of speech		Stanza breaks	
tells a story or		Question	Personification	Strife		
describes a single			Simile	Sinister		
moment.			Metaphor	vigilant		
Annotate: Mark						
vocabulary and key						
passages to revisit				Etymology		
Connect: Ideas						
within selection to						
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check						
	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 2	25		
The Way to Rainy Mountain: TG p. 520-531 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. 521: Examine adjectives TG p. 522: Consider abstract nouns TG p. 525: Interpret descriptive details	Analyze the Text TG p. 527  Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 529 Literary Nonfiction Historical writing Reflective writing	Concept Vocabulary and Word Study TG p. 527 Words related to religion reverence rites deicide Latin Roots -deiand -cid-	Author's Style: TG p. 529 Poetic Prose Figurative language Imagery  RL.4, L.5	Writing to Compare TG p. 530-531 Informative Essay  W.2, W.5, W.9, W.10
Small-Group Learni	ng Performance Task: S	peaking and Listening	Focus			
Jinaii-Group Learin	ing remormance rask. S	caking and Listering	Day 2	26		
TG p. 532-533 Give and explanator Prompt: It is my beli age.	ry talk ief that a human imagina	ation is shaped by the			Standards: SL.1.b, SL.4	l, L.6





Overview: Independent Learning								
Days	27-28							
TG p. 534-535, 536A-536f, 536-539	Standards: RI.10, RL.10							
Select and read a story from selections available online								
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								

End-of-Unit Performance-Based Assessment							
Days 29-30							
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	Standards: W.2.a-f, W.10, SL.4, SL.4						





<b>GRADE 11, UNIT</b>	5: Facing our	Fears				
INTRODUCTION  Historical Perspectives	Day 1  Performance-Based	Unit Video: The Hollywood Blacklist Discuss It: How should we respond to those who hold different political views or values than we do?  WHOLE-CLASS LEARNING: Introduce Whole-Class Whole-Class Learning Essential Question		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Is It Foolish to Fear? (Lexile 1000)  SELEARNING Day 2 Unit Goals		
Focus Period: 1920–1960 Times of trouble Anchor Text (Drama): The Crucible by Arthur Miller Media (Audio Performance): the Crucible L.A. Theatre Works	Assessment Task Write an Argument Prompt: Could any of the characters in The Crucible 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	Strategies:  Listen Actively  Clarify by asking questions  Monitor Understanding  Interact and Share ideas	How do we respond when challenged by fear?	needed to write about fe  Expand knowledge and u vocabulary RL.4, RI.4  Write an argumentative of structure and that draws background knowle  Conduct research project topic and clarify meaning  Correctly use pronouns to presentations. L.1  Use irony to add a level of presentations. L.5.a  Collaborate with your tea others, develop consensu	se of academic and concept essay that has a clear evidence from texts and dge to support a claim. <b>W.1</b> es of various lengths to explore a	
		9	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	Lang L.1, L.1.a, L.3, L.4.c, L.5, L.5	guage 6.b, L.6	Writing W.1, W.9.a	NOTES:	





UNIT 5 Whole-Class Learning GRADE 11 Facing our Fears											
	Making Meaning										
	Days 3-5										
Historical Perspectives TG p. 554-557 The Crucible Act I: TG p. 560-599  First Read Notice: Whom the story is about, what happens,	Close Read TG p. 563: Interpret stage directions TG p. 564: notice and highlight the details that describe an informal twist on a familiar saying about not involving yourself in other people's lives TG p. 565: Infer key ideas TG p. 566: Analyze background  Close Read TG p. 568: Analyze character TG: p. 570: find evidence that Abigail's reputation in Salem is que TG: p. 571: Analyze plot	Analyze Craft and Structure TG p. 598 Structural Elements of Drama  Dialogue Stage directions Dramatic exposition	Concept Vocabulary and Word Study TG p. 597 vindictive calumny defamation  Latin Root: - fama-	Conventions and Styles TG p. 599 Personal Pronouns  Nominative Case Objective Case Possessive Case First-person							
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	TG: p. 571: Analyze plot TG: p. 572: mark the details that relate to unexplainable things TG: p. 573: Explore diction TG p. 574: Analyze character TG p. 575: In Abigail's speech in paragraph 160, mark the short so TG p. 575: Interpret stage directions TG p. 578: mark the repeated word that appears in both Proctor TG p. 581: Analyze conflict TG p. 582: mark details related to property, salaries, and other bounds TG p. 585: Analyze background TG p. 586: Analyze claims TG p. 587: notice and highlight the details that reveal Hale's char TG p. 588: highlight the punctuation that reveals how characters	exposition		pronouns Second-person pronouns Third-person pronouns							
read Respond: Complete Comprehension check by writing a brief summary of the selection	TG p. 589: Analyze plot TG p. 590: Examine character TG p. 591: Examine conflict TG p. 592: Understand character motivation TG p. 594: Analyze cause and effect TG p. 595: highlight the words and phrases in the stage direction suggest the escalating emotional frenzy. RL.2, RL.3, RL.4, RL.5		RL.3, RL.5	L.5	L.1, L.1.a, L.3						





	Making Meaning	Language Development	Effective Expression		
		Days 6	5-7		
The Crucible Act	Close Read	Analyze the Text	Concept Vocabulary	Analyze Craft and Structure	Speaking and Listening
II:	TG p. 602: Interpreting conflict	TG p. 625	and Word Study	TG p. 626	TG p. 627
TG p. 600-627	TG p. 604: I notice details that relate to	□ Interpret	TG p. 625	Literary Elements in Drama	Whole-Class discussion
First Read	thoughts and beliefs about what has happened	□ Evaluate	condemnation		
Notice: Whom	and what should be done about it	□ Infer	magistrates	Conflict	
the story is	TG p. 607: mark details that relate to new	□ Predict	proceedings	Plot	
about, what	knowledge or awareness			External conflict	
happens, where	TG p. 609: mark details in both		Technical Words -	Internal conflict	
and when it	dialogue and stage directions that relate to				
happens, and	childish behavior, and others that relate to				
why those	mature behavior				
involved react as	TG p. 611: Explore characterization				
they do	TG p. 613: highlight an object that appears				
Annotate: Mark	several times in the conversation between Hale				
vocabulary and	and Proctor				
key passages to	TG p. 615: In paragraphs 268–27b, mark				
revisit	questions and exclamations				
Connect: Ideas	TG p. 616: Analyzing character				
within selection	TG p. 619: mark the details that add interest				
to what you	and drama to Cheever's account of the dinner				
already know and	scene				
have read	TG p. 620: Analyzing style				
Respond:	TG p. 623: highlight words and phrases that				
Complete	point to causes and effects				
Comprehension					
check by writing					
a brief summary					
of the selection	RL.1, RL.3, RL.4	RL.1	L.4.c, L.6	RL.3, RL.5	SL.1





Making Meaning									
	Days 8-	9							
The Crucible Act	Close Read	Analyze the Text	Concept Vocabulary	Analyze Craft and	Author's Style				
III:	TG p. 629: Interpret symbols	TG p. 657	and Word Study	Structure	TG p. 659				
TG p. 628-659	TG p. 631: In paragraphs 42–46, mark examples of	□ Draw	TG p. 657	TG p. 658	Author's				
First Read	nonstandard English. TG p. 632: Analyze character	conclusions		Character	Choices:				
Notice: Whom the	TG p. 635: notice	□ Make	remorseless	Development	Literary				
story is about,	and highlight the words imperceptible and almost	inferences	effrontery		Devices				
what happens,	TG p. 637: Analyze metaphors	□ Interpret	callously	Characterization					
where and when it	TG p. 639: In paragraphs 218–222, mark references to fear	☐ Analyze		Direct	Dramatic				
happens, and why	TG p. 641: Analyze technique	,		characterization	irony				
those involved	TG p. 643: Mark the		Connotation	Indirect	Verbal irony				
react as they do	pronoun Proctor uses			characterization					
Annotate: Mark	to refer to Abigail								
vocabulary and	TG p. 644: mark the								
key passages to	punctuation that indicates characters are not fully stating their								
revisit	thoughts								
Connect: Ideas	TG p. 646: Explore dialogue								
within selection to	TG p. 650: Recognize a euphemism								
what you already	TG p. 653: mark details in both stage directions and								
know and have	dialogue that relate to power and powerlessness								
read	TG p. 655: Mark the								
Respond:	repeated sentence in								
Complete	paragraphs 504 and 515								
Comprehension									
check by writing a									
brief summary of	RL.5, L.4	RL.1	L.5, L.5.b,	RL.3, RL.6					
the selection									





		Making Meanir	ng			Effective Ex	pression
			Day 10				
The Crucible Act IV: TG p. 660-685	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	Analyze the Text TG p. 680  Analyze Interpret Answer the Essential Question	Concept Vocabulary and Word Study TG p. 680 Words that relate to arguments  conciliatory adamant disputation	Analyze Craft and Structure TG p. 681-682 Biblical allusions Allegory Literal meaning Symbolic meaning Theme	Author's Style TG p. 683 Realism Setting Plot Dialogue	Writing to Sources TG p. 684 Argument	Speaking and Listening TG p. 685 Thematic analysis
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			Etymology				
Comprehension check by writing a brief summary of the selection	RL.4, RL.5		L.2, L.4.c	RL.2, RL.4	RL.5	W.1, W.9.a	SL.4, SL.6





	Making M	Effective	Expression	NOTES:		
		2-13				
The Crucible	Close Review	Analyze the	Media Vocabulary	Writing to compare	e	
(Audio):	TG p. 687: Analyze	Media	TG p. 689	TG p. 690-691		
TG p. 686-691	expression	TG p. 689		Compare and contra	ast essay	
First Review		□ Make	Audio play			
Listen: and note		inferences	Inflection			
who is speaking,		□ Draw	Expression			
what they're		conclusions				
saying, and how		□ Interpret				
they're saying it.		☐ Answer the				
Note: elements		Essential				
that you find		Question				
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		RL.1		RL.7, W.5, W.9.a		
Comprehension						
check						
Performance Task: \	Writing Focus					
- Criorinance ruski			Days 14	l-15		
TG p. 692-699			- 3,10 = 1		Standards: W.1.a-e. W.	4, W.5, W.8, W.10, L.1
Write an Argument						,,,
_	of the characters in The C	rucible have done mo	re to end the hysteria	in Salem?		
Language Developm						





UNIT 5 Small-Group	Learning		GRADE 11		Facing our Fears				
Introduction Day 16									
Autobiography: from Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston Media (Video): Interview With George Takei Archive of American Television Short Story: Antojos by Julia Alvarez	Performance-Based Assessment Task Present an Argument Prompt: Do people usually learn from their fear? SL.1.c, SL.4	Small-Group Learning Strategies:	Essential Question How do we respond when challenged by fear?  Read a variety of texts to gain the kno insight needed to write about fear. RL Expand knowledge and use of academ vocabulary RL.4, RI.4  Write an argumentative essay that ha structure and that draws evidence fro background knowledge to suppor W.1  Conduct research projects of various I explore a topic and clarify meaning. W  Correctly use pronouns to add variety and presentations. L.1  Use irony to add a level of meaning to and presentations. L.5.a  Collaborate with your team to build o others, develop consensus, and comm Integrate audio, visuals, and text in pr		Essential Question   How do we respond when challenged by tee Fully   fear?		e about fear. RL.10, RI.10 If use of academic and concept e essay that has a clear ws evidence from texts and wledge to support a claim. ects of various lengths to rify meaning.W.8.7 is to add variety to your writing a team to build on the ideas of insus, and communicate SL.1		
		St	andards Covered						
Reading Literary Text RL.3, RL.5, RL.10	Reading Informational Text RI.1, RI.3, RI.4, RI.6, RI.7, RI.10	Speaking & Listening SL.3	<b>Language</b> L.1, L.4, L.4.a, L.4.b, L.4.c, L.4.d, L.6	<b>Writing</b> W.2, W.7, W.9.b	NOTES:				





		Language Development	NOTES:			
			19	Development		
Farewell to	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	
Manzanar	TG p. 705: Explore	TG p. 713	Structure	Vocabulary and	TG p. 715	
TG p. 704-715	verbs	☐ Review and	TG p. 714	Word Study	Author's Point of	
First Read	TG p. 709: Recognize	Clarify	Development of	TG p. 713	View	
Notice: the general	topic sentences	<ul><li>Present and</li></ul>	Complex Ideas	Words that refer		
ideas of the text.	TG p. 711: Analyze	Discuss		to working	First-person point of	
What is it about?	mood	☐ Answer the	Characterization	secretly with the	view	
Who is involved?		Essential	Direct	enemy		
Annotate: Mark		Question	characterization			
vocabulary and key			Indirect	collaborator		
passages to revisit			characterization	conspirators		
Connect: Ideas				espionage		
within selection to						
what you already						
know and have						
read				Latin Suffix: -or		
Respond:						
Complete						
Comprehension						
check and write a						
brief summary of						
the text						
	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	Close Review	Analyze the	Media Vocabulary	Writing to Compare						
George Takei:	TG p. 717: Analyze	Media	TG p. 719	TG p. 720-721						
TG p. 716-721	the setting	TG p. 719	documentary eyewitness account	Compare-and-						
First Review		□ Review and	framing	contrast essay						
Watch: who		Clarify								
speaks, what they		<ul><li>Present and</li></ul>								
say, and how they		Discuss								
say it		□ Answer								
Note: elements		essential								
that you find		question								
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									
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	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	Analyze the Text TG p. 734  Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 734 Words that come directly from the Spanish language cantina cabana machetes Loanwords	Analyze Craft and Structure TG p. 735: Author's Choices: Narrative Structure  Chronological order In medias res Flashback Foreshadowing	Conventions and Style TG p. 736 Pronouns and Antecedents	Research TG p. 737 Research Project			
Comprehension check	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: Spe	aking and Listening							
			Day 2	26					
TG p. 738-739  Present an Argument  Prompt: Do people usi	ually learn from their fe	ar?			Standards: SL.1.c, SL.4	1			





Overview: Independent Learning	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	Standards: RL.10, RI.10						
<ul> <li>1-800-FEAR by Jody Gladding</li> <li>Bears at Raspberry Time by Hayden Carruth</li> <li>For Black Women Who Are Afraid by Toi Derricotte</li> <li>What Are You So Afraid Of? By Akiko Busch</li> </ul>							

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					





<b>GRADE 11, UNIT</b>	6: Ordinary Live	es, Extraoi	dinary	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?  /HOLE-CLASS LEARNING: Introduce Whole-Class		Listening Academic Vocabulary: Narrativ Launch Text: Old Man at the Br		
HISTORICAL PERSPECTIVES Focus Period: 1950— Present A Fast-Changing Society Anchor Text (Short Story): Everyday Use by Alice Walker Anchor Text (Short Story): Everything Stuck to Him by Raymond Carver Anchor Text (Short Story): The Leap 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 Less Strategies:  Listen Acti Clarify by a questions Monitor Understan Interact ar ideas	vely asking ding	Essential Question What do stories reveal about the human condition?	the action, introduce a introduce and develop RL.5  Expand knowledge and vocabulary RI.4  Write a narrative text techniques to develop and characters. W.3  Conduct research projexplore a topic and classification of the conduct of t	noices regarding figurative
		<del>!</del>	Stan	dards Covered		
Reading Literary Text RL.1, RL.3, RL.4, RL.5, RL.10	Speaking & List SL.1, SL.1.a, SL.4, SL.6	ening	L.1, L.1.a, l	<b>Language</b> 1.b, L.3, L.3.a, L.4.b	Writing W.3.a-e	NOTES:





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





Making Meaning			Language D	evelopment	Effective Expr	ession	
	Days 7-9						
Everything Stuck to Him: TG p. 780-793  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	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	Analyze the Text TG p. 788  Make inferences Interpret Make a judgement Historical perspectives Answer the Essential Question	Analyze Craft and Structure TG p. 789 Narrative Structure Frame story Introductory story Internal story		Conventions and Style TG p. 791 Pronouns and Antecedents	Writing to Sources TG p. 792 Narrative scene	Speaking and Listening TG p. 793 Dialogue
writing a brief summary of the selection	RL.5	RL.1	RL.5	L.1, L.3	L.3	RL.3, W.3.a-e	SL.4, L.6





	Making Mea	ning	Language De	velopment	Effective Ex	pression	
	Ţ.	13	·		•		
The Leap:	Close Read	Analyze the Text	Analyze Craft	Concept Vocabulary	Author's Style	Writing to Sources	Speaking and
TG p. 794-807	TG p. 795: notice	TG p. 802	and Structure	and Word Study	TG p. 805	TG p. 806	Listening
First Read	and highlight the	☐ Interpret	TG p. 803	TG p. 804	Motif	Anecdote	TG p. 807
Notice: Whom the	descriptive details in the	□ Analyze	Narrative	Words that suggest			Oral response
story is about,	last sentence	☐ Literature and	Structure	distance or	Symbol		to literature
what happens,	TG p. 796: Analyze simile	culture		closeness	Theme		
where and when it	TG p. 797: highlight the	☐ Answer the	Foreshadowing				
happens, and why	details that indicate an	Essential	Suspense	encroaching			
those involved	interruption	Question	Pacing	instantaneously			
react as they do	in the story that the			anticipation			
Annotate: Mark	narrator is telling about			constricting			
vocabulary and key	her mother's past			perpetually			
passages to revisit	TG p. 798: notice and			superannuated			
Connect: Ideas	highlight the details that						
within selection to	describe increasing size			Latin Root: -strict-			
what you already	or clarity						
know and have	TG p. 799: Analyze						
read	characterization						
Respond:	TG p. 800: notice and						
Complete	highlight the details that						
Comprehension	describe the mother's						
check and by	manner as she rescues						
writing a brief	her daughter						
summary of the		RL.1	RL.3	RL.4, L.4.b	RL.4, PI.10A	W.3	SL.4, SL.6
selection	RL.3, RL.5						
Performance Task: V	 Writing Focus						
			Days 14-	15			
TG p. 808-815					Standards: W.3.a-e	, W.5, W.10, L.1, L.4.c	
Prompt: How do stre	essful situations often reveal	the best and worst in	people?				
Language Developm	ent: Style: Add Dialogue						
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UNIT 6 Small-Group	Learning	GRADI	E 11	Ordinary Live	es, Extraordinary Tales			
Introduction Day 16								
LITERARY HISTORY A Brief History of the Short Story by D. F. McCourt Short Story: An Occurrence at Owl Creek Bridge by Ambrose Bierce Short Story: The Jilting of Granny Weatherall by Katherine Anne Porter	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	Small-Group Learning Strategies:	Essential Question What do stories reveal about the human condition?	order the action, introcharacters, and introcharact	duce and develop multiple RL.5 and use of academic and RI.4 at that uses effective to develop fictional and characters. W.3 bjects of various lengths to larify meaning. W.8.7 choices regarding figurative L.3, L.5 erstanding of frequently sive voice, and sentence ar team to build on the ideas insensus, and communicate			
		Standard	ls Covered					
Reading Literary Text RL.4, RL.5, RL.10	Reading Informational Text RI.3, RI.5, RI.10	Speaking & Listening SL.1, SL.4, SL.6	<b>Language</b> L.1.a, L.3.a, L.4, L.4.a, L.4.b, L.5	Writing W.2, W.7	NOTES:			





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	Close Read TG p. 821: Identify extended metaphor TG p. 822: Identify causality	Analyze the Text TG p. 824  Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 825 Sequence of Events Chronological order	Concept Vocabulary and Word Study TG p. 824 Words relate to change and status supplanted ascendant renaissance Latin Root:-scend-	Conventions and Style TG p. 826 Active and Passive Voice	Research Project TG p. 827 Research Report Extended definition Graph Analytical paper
Respond: Complete Comprehension check by writing a brief summary of the selection	RI.4	RI.1, SL.1, SL.4	RI.3, RI.5	L.4.b	L.1.a	W.7





		Language Development	NOTES:			
			Days 1	8-21		
An Occurrence at Owl Creek: TG p. 828-841 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	Close Read TG p. 831: Recognize suspense TG p. 834: Determine Point of View TG p. 837: Analyze story ending	Analyze the Text TG p. 839  Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 839 Words that relate to formalities etiquette deference dictum Latin suffix: -um	Analyze Craft and Structure TG p. 840: Structure  Omniscient third- person point of view Limited third- person point of view Stream of consciousness	Conventions and Style TG p. 841 Run-ons and Fragments  Varying Syntax for Effect Syntax Asyndeton	
Comprehension check and write a brief summary of the selection	RL.5, RL.6	RL.1, SL.1, SL.4	L.4, L.4.b	RL.5	L.1.a, L.3	





		Language Development	Effective Expression					
Days 22-25								
The Jilting of Granny Weatherall TG p. 842-857 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	Close Review TG p. 844: Analyze character TG p. 847: Infer key ideas TG p. 851: Interpreting a symbol	Analyze the Text TG p. 853  Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 853 Words that relate to someone who is in poor health Hypodermic clammy dyspepsia Greek prefix: dys-	Analyze Craft and Structure TG p. 854: Narrative Structure Stream of consciousness Flashback Narrative point of view	Author's Style TG p. 855 Figurative language Metaphor Simile	Writing to Compare TG p. 856-857 Oral Presentation		
check and write a brief summary of the selection	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		
<b>Small-Group Learning</b>	Performance Task: Spe	eaking and Listening	Focus					
			Day 2	26				
TG p. 858-859 Present a Narrative Prompt: The day felt as if it would never end.				Standards: SL.1.a-d, SI	4 , SL.5, SL.6			





Overview: Independent Learning					
Days 2	7-28				
TG p. 860-861, 862A-862F, 862-865	Standards: RL.10				
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					

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					

