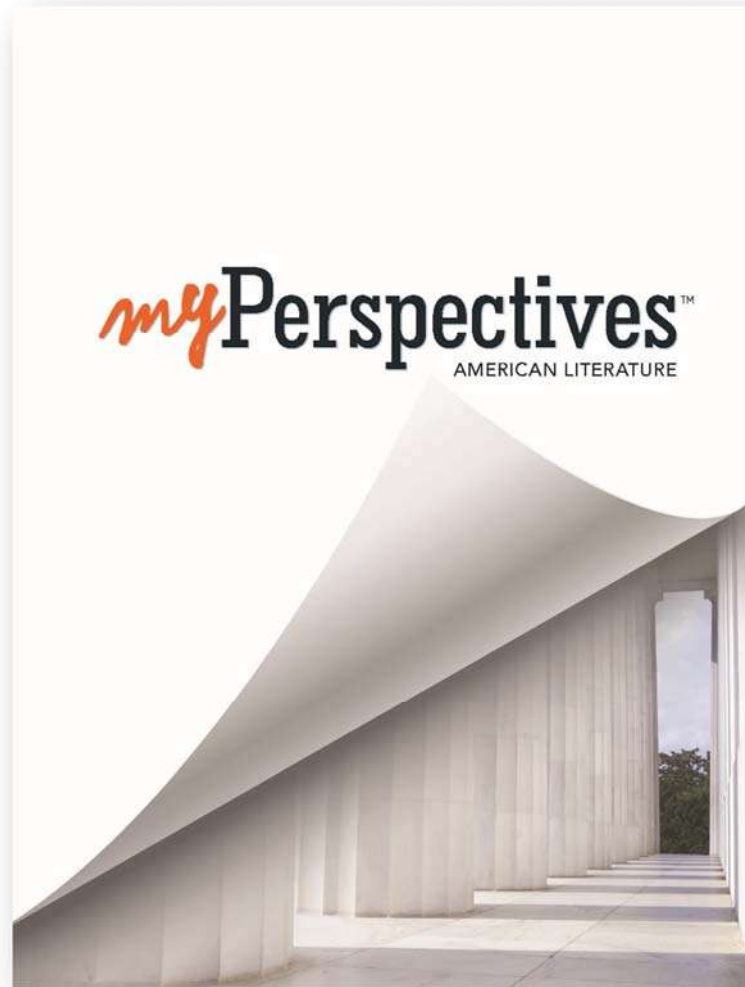




Grade 11 Curriculum Map



GRADE 11, UNIT 1 : Writing Freedom

INTRODUCTION	Day 1	Unit Video: Boston Tea Party Discuss It: In what ways is the concept of “no taxation without representation” central to America’s identity as a nation?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Totally Free? (Lexile 1140L)
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2			
HISTORICAL PERSPECTIVES Focus Period: 1750–1800 A New Nation Anchor Text (Foundational Document): <i>Declaration of Independence</i> by Thomas Jefferson Anchor Text (Foundational Documents): <i>Preamble to the Constitution</i> by Gouverneur Morris <i>Bill of Rights</i> by James Madison Anchor Text (Speech): <i>Speech in the Convention</i> by Benjamin Franklin MEDIA (IMAGE GALLERY): <i>The American Revolution: Visual Propaganda</i>	Performance-Based Assessment Task Mode: Argumentative Essay Prompt: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence? Language Development: Conventions Standards: W.2.a-f, W.4, W.5, W.10, L.1, L.1.c	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What is the meaning of Freedom? Unit Goals: TG p. 4 <ul style="list-style-type: none"> Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. RI.10 Expand Knowledge and use of academic and concept vocabulary. RI.4 Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.1 Conduct research projects of various lengths to explore a topic and clarify meaning W.7 Note differences in language style over time and in various contexts. L.1.a Establish a writing “voice.” L.1 Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. L.2 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5
Standards Covered			
Reading Literary RL.1	Reading Informational Text RI.1, RI.5, RI.5.a, RL.6, RI.7, RI.8, RI.9, RI.10	Speaking & Listening SL.1.1.c, SL.3, SL.4, SL.5	Language L.1.a, L.1.b, L.2, L.3.a, L.4, L.4.b, L.4.c Writing W.1, W.1.f, W.2.b NOTES:

UNIT 1 Whole-Class Learning
GRADE 11
Writing Freedoms

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

Days 6-8

Making Meaning				Language Development		Effective Expression	
Days 9-11							
Speech in the Convention: TG p. 40-51	Close Read TG p. 43: Annotate the words in italics TG p. 44: Analyzing author’s viewpoint	Analyze the Text TG p. 46 <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Allusion <input type="checkbox"/> Historical perspective <input type="checkbox"/> Extend <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 47 Author’s Purpose: Rhetoric Rhetorical devices Paradox Concession Rhetorical questions Tone	Concept Vocabulary and Word Study TG p. 48 Words that are used to describe human vices and virtues infallibility, corrupted, salutary, despotism, prejudices, integrity Latin suffix: -ity	Conventions and Style TG p. 49 Syntax and Rhetoric	Writing to Sources TG p. 50 Evaluation	Speaking and Listening TG p. 51 Video recording Discuss the Speech Practice and Present Evaluate the Video
	RI.6	RI.1, RI.9	RI.5, RI.6, RI.9	L.4.c	L.2, L.3.a,	W.1, W.1.f	SL.3, SL.5

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

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

Making Meaning				Language Development	NOTES:
Day 17					
America's Constitution? TG p. 72-81	Close Read TG p. 76: Analyze analogies TG p. 77: Compare attitudes	Analyze the Text TG p. 79 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 80 Author's Choices: Rhetoric Analogy	Concept Vocabulary and Word Study TG p. 79 Words relate to groups and individuals Conclave Eminent Populist Latin suffix: -ist	Author's Style TG p. 81 Historical Narrative as Argument Historical Details Numerical Data Quotations
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	L.5.a	SL.1, SL.4	RI.6	L.4.c	RI.3, RI.5

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

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

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 you already know and what you have already read Respond: Complete Comprehension check	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 RI.1, RI.9	Analyze the Text TG p. 114 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Analyze Craft and Structure TG p. 115 Primary and Secondary Sources RI.9	Concept Vocabulary and Word Study TG p. 114 Words are about oppression and rebellion vassals, foment, dissented Word families L.4.b	Author's Style TG p. 116 Voice Diction Syntax Tone Audience Purpose RI.6	Speaking and Listening TG p. 117 Oral presentation Dialogue Dramatic reading Public announcement SL.4

Making Meaning				Language Development	Effective Expression
Day 25					
Gettysburg Address: TG p. 118-125	Analyze the Text TG p. 122 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question RI.9, SL.1, SL.4	Analyze Craft and Structure TG p. 123 Author's Choices: Diction RI.6	Concept Vocabulary and Word Study TG p. 122 Words reflect the idea of showing honor Dedicate consecrate hallow Denotation and Connotation L.5.b, L.6	Author's Style TG p. 124 Antithesis RI.6, SL.3	Research TG p. 125 Research report Comparison-and-contrast presentation Review Analysis of the historical context W.2, W.7
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what you already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection					
Small-Group Learning Performance Task: Speaking and Listening Focus					
Day 26					
TG p. 126-127 Present an Argument Prompt: Do narratives provide strong evidence to support arguments about American freedoms?				Standards: SL.1.a-d, SL.4, SL.6	

Overview: Independent Learning

Day 28

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

Select and read a story from selections available online

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

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 134-136

Mode: Review Evidence for an Argument

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

Speaking and Listening Outcome: Video commentary

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

GRADE 11, UNIT 2 : The Individual and Society

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

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

Making Meaning				Language Development		Effective Expression	
Days 8-12							
The Poetry of Emily Dickinson: TG p. 170-185	Close Read TG p. 172: Interpret personification TG p. 173: Understand theme TG p. 175: Interpret Metaphors TG p. 176: highlight the details that describe different types of solitude in lines 1–3. TG p. 177: Analyze sensory details	Analyze the Text TG p. 180 <input type="checkbox"/> Interpret <input type="checkbox"/> Contrast <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 181 Poetic Structure and Style Exact rhyme Slant rhyme Paradox	Concept Vocabulary and Word Study TG p. 182 Words are used to discuss the power of nations emperor, imperial, treason, sovereign, captivity Word Derivations	Conventions and Style TG p. 183 Parts of Speech Abstract noun Concrete noun	Writing to Sources: TG p. 184 Blog Post	Speaking and Listening: TG p. 185 Discussion
First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	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

ENGLISH LANGUAGE ARTS

UNIT 2 Small-Group Learning		GRADE 11		The Individual and Society	
Introduction Day 16					
Philosophical Writing: <i>from Nature</i> <i>from Self-Reliance</i> by Ralph Waldo Emerson Philosophical Writing: <i>from Walden</i> <i>from Civil Disobedience</i> by Henry David Thoreau Media (Public Documents): <i>Innovators and Their Inventions</i> Poetry: <i>The Love Song of J. Alfred Prufrock</i> by T. S. Eliot Short Story: <i>A Wagner Matinée</i> 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: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What role does individualism play in American society?	Unit Goals: TG p. 128 <ul style="list-style-type: none">Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8, RL.8Expand Knowledge and use of academic and concept vocabulary. RI.4Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience. W.3Conduct research projects of various lengths to explore a topic and clarify meaning. W.7Make effective style choices regarding diction and sentence variety. L.1Correctly use concrete, compound nouns. L.1.aCollaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5	
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 from Self-Reliance TG p. 204-213 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 206: Analyze Descriptions TG p. 208: Determine main ideas	Analyze the Text TG p. 210 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 211 Development of Ideas Essay Philosophical vision Setting the Scene Re-envisioning the Ordinary Re-defining Words Finding Limits	Concept Vocabulary and Word Study TG p. 210 Words relate to the concept of faith sanctity, transcendent, redeemers Latin Root: -sanct-	Conventions and Style TG p. 212 Sentence Variety Independent clauses Subordinate (or dependent) clauses	Writing to Sources TG p. 213 Story Element Story element Setting Character Dialogue
	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						
from Walden from Civil Disobedience: TG p. 214-229	Close Read TG p. 217:Infer key ideas TG p. 219: Analyze figurative language TG p. 218: Identify figurative language TG p. 223: Examine an argument TG p. 224: Connect to essential question	Analyze the Text TG p. 226 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 227 Author's Point of View: Philosophical assumptions Explicit Implicit	Concept Vocabulary and Word Study TG p. 226 Words enhance Thoreau’s messages about simplicity vs. complexity and nonconformity vs. conformity superfluous vital sufficed Latin prefix: super-	Conventions and Style TG p. 228 Author’s Style: Conversational Style: Style Conversational style Diction Word choice Figures of speech Analogy Direct address of the reader Brief anecdotes Pithy statements	Speaking and Listening TG p. 229 Discussion List Response Prosecution Defense
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RI.2, RI.4, RI.8	SL.1,SL.4	RL.1	L.4.b	RL.6	SL.1.b-d

Making Meaning				Effective Expression	NOTES:
Day 21					
Innovators and Their Inventions: TG p. 230-235 First Review LOOK: at each image and determine whom or what it portrays. NOTE: elements in each image that you find interesting and want to revisit. Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 231: Analyze public documents TG p. 232: Analyzing public documents	Analyze the Media TG p. 234 <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 234 specifications cross-section figure	Speaking and Listening: TG p. 235 Speech	
		SL.1, SL.4	L.6	SL.4.b	

Making Meaning				Language Development		Effective Expression	
Days 22-23							
The Love Song of J. Alfred Prufrock: TG p. 236-247	Close Read TG p. 239 Analyze an internal dialogue TG p. 241: Analyze literary allusion TG p. 242: Interpret tone	Analyze the Text TG p. 244 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 245 Poetic Structure dramatic monologue Speaker Point of view	Concept Vocabulary and Word Study TG p. 244 Words relate to negative traits tedious indecisions digress Latin prefix: di- / dis-	Conventions and Styles TG p. 246 Compound Nouns: Closed compound Hyphenated compound	Writing to Sources TG p. 247 Writing to Sources: Digital presentation Slide show Oral recitation and discussion Filmed oral response	
First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check							
	RL.4	SL.1, SL.4	RL.5, RL.6	L.4.b	L.1., L.2	SL.4, SL.5, SL.6	

Making Meaning					Language Development	Effective Expression
Days 24-25						
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 know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	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 RL.4, RL.5	Analyze the Text TG p. 258 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Analyze Craft and Structure TG p. 259 Author's Choices: Character Development Characterization Direct characterization Indirect characterization First-person point of view RL.3	Concept Vocabulary and Word Study TG p. 258 Words are all related to music overture, motifs, prelude Word derivations L.4.c	Conventions and Style TG p. 260 Figurative Language Simile Metaphor Hyperbole RL.4, L.5.a	Writing to Sources TG p. 261 Research Report Comparison and contrast How-to essay Problem-solution letter W.2 W.7
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
TG p. 262-263 Present a Personal Narrative Prompt: When is it difficult to march to the beat of a "different drummer" and stand on your own as an individual? What are the risks and rewards of nonconformity?					Standards: SL.1.b, SL.3, SL.4, SL.5, SL.6	

Overview: Independent Learning

Day 27-28

<p>TG p. 264-265, 266A-266d, 266-269</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • Sweet Land of . . . Conformity? by Claude Fischer • Reckless Genius by Galway Kinnell • Hamadi by Naomi Shihab Nye • Young Goodman Brown by Nathaniel Hawthorne 	<p>Standards: RL.10, RI.10</p>
---	--------------------------------

End-of-Unit Performance-Based Assessment

Days 29-30

<p>TG p. 269-271</p> <p>Review Evidence for a Personal Narrative</p> <p>Writing Prompt: What significant incident helped me realize that I am a unique individual?</p> <p>Speaking and Listening: Storytelling</p>	<p>Standards: W.3.a-e, W.4, W.10, SL.4, SL.6</p>
--	--

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

INTRODUCTION	Day 1	Unit Video: Civil Rights Marches Discuss It: Perhaps more than any other country, the United States was founded on dreams people had of shaping the society in which they lived. What were some of those dreams?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative essay Launch Text: The Zigzag Road to Rights (Lexile 1160L)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question In what ways does the struggle for freedom change with history?	Unit Goals: TG p. 276 <ul style="list-style-type: none">Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8Expand Knowledge and use of academic and concept vocabulary. RI.4Write informative essay that has a clear structure and that draws evidence from texts and original research. W.2Conduct research projects of various lengths to explore a topic and clarify meaning. W.7Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5	
Standards Covered					
Reading Literary Text RL.1	Reading Informational RI.1, RI.2, RI.5, RI.5, RI.5.a, RI.6, RI.7, RI.8, RI.9, RI.10	Speaking & Listening SL.2, SL.3, SL.5	Language L.1, L.3, L.4.c, L.5.b, L.6	Writing W.2, W.2.e, W.3	NOTES:

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

Making Meaning				Language Development		Effective Expression	
Days 9-12							
Second Inaugural Address: TG p. 300-309	Close Read TG p. 301: look for and mark the sentence that states the government’s policy regarding the expansion of slavery.	Analyze the Text TG p. 304 <input type="checkbox"/> Paraphrase <input type="checkbox"/> Connect <input type="checkbox"/> Infer <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 305 Structure: Chronological structure	Concept Vocabulary and Word Study TG p. 306 Words remind the audience of the terrible nature of the conflict that the nation was enduring insurgent perish rend scourge unrequited malice Synonyms and Nuances	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
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							

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

UNIT 3 Small-Group Learning		GRADE 11		Power, Protest, and Change	
Introduction Day 16					
<p>Speech: <i>Ain't I a Woman?</i> by Sojourner Truth</p> <p>Public Document: <i>Declaration of Sentiments</i> by Elizabeth Cady Stanton</p> <p>Media (Podcast): <i>Giving Women the Vote</i> by Sandra Sleight-Brennan</p> <p>Short Story: <i>The Story of an Hour</i> by Kate Chopin</p> <p>Legal Opinion: <i>Brown v. Board of Education: Opinion of the Court</i> by Earl Warren</p> <p>Magazine Article: <i>Was Brown v. Board a Failure?</i> By Sarah Garland</p>	<p>Performance-Based Assessment Task</p> <p>Panel Discussion</p> <p>Prompt: What were the goals of these reformers? Why did they want to achieve those goals?</p> <p>SL.1a-d</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare<input type="checkbox"/> Participate Fully<input type="checkbox"/> Support Others<input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none">1) Take a Position2) List Your Rules3) Apply the Rules4) Name your Group5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>In what ways does the struggle for freedom change with history?</p>	<p>Unit Goals:</p> <p>TG p. 276</p> <ul style="list-style-type: none">• Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8• Expand Knowledge and use of academic and concept vocabulary. RI.4• Write informative essay that has a clear structure and that draws evidence from texts and original research. W.2• Conduct research projects of various lengths to explore a topic and clarify meaning. W.7• Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1• Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1• Integrate audio, visuals, and text in presentations SL.5	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.2, RL.3, RL.4, RL.5, RL.6, RL.10</p>	<p>Reading Informational</p> <p>RI.2, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10</p>	<p>Speaking & Listening</p> <p>SL.1.c, SL.2.d, SL.3</p>	<p>Language</p> <p>L.1, L.1.a, L.3, L.4.a, L.4.b, L.4.c, L.4.d, L.5.b, L.6</p>	<p>Writing</p> <p>W.2, W.9.b</p>	<p>NOTES:</p>

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

Making Meaning					Language Development	NOTES:
Days 18-19						
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 brief summary of the selection	Close Read TG p. 339: Analyze Author's tone TG p.341: Make an inference	Analyze the Text TG p. 343 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 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	
	RI.1	SL.1, SL.4	RI.9	L.4.c	RI.9, L.1	

Day 20

[illegible]

Making Meaning				Language Development	NOTES:
Day 23					
Brown v Board of Education: TG p. 360-369 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. 361: Making inferences TG p. 363: Infer cultural context TG p. 364: Comparing Text With Contemporary Experience	Analyze the Text TG p. 367 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 368 Author’s Choice: Structure Opinion Analytical argument Claim Counterclaim	Concept Vocabulary and Word Study TG p. 367 Words that refer to the activity of a court of law Plaintiffs jurisdiction disposition Technical words	Conventions and Style TG p. 369 Coordinating conjunctions
	RI.1	SL.1, SL.4	RI.5	L.6	RI.4, L.1, L.3

[illegible]

Overview: Independent Learning

Days 27-28

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

Select and read a story from selections available online

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

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 388-391

Writing to Sources: Informative Essay

Writing Prompt: What motivates people to struggle for change?

Speaking and Listening : Podcast

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

GRADE 11, UNIT 4 : Grit and Grandeur

INTRODUCTION	Day 1	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): <i>from Life on the Mississippi</i> by Mark Twain Anchor Text (Short Story): <i>The Notorious Jumping Frog of Calaveras</i> by Mark Twain Anchor Text (Short Story): <i>A White Heron</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What is the relationship between literature and place?	Unit Goals: TG p. 394 <ul style="list-style-type: none">Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10Expand Knowledge and use of academic and concept vocabulary RI.4Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8Conduct research projects of various lengths to explore a topic and clarify meaning. W.7Make effective style choices, including those regarding sentence variety, figurative language, and diction. L.3, L.5Correctly use dashes and hyphens. L.2.aCollaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5	
Standards 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	Language L.1.c, L.3, L.4.b, L.4.c, L.4.d, L.5, L.5.a, L.5.b	Writing W.2, W.2.a, W.2.b, W.5	NOTES:

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

Making Meaning			Language Development		Effective Expression	
Days 7-9						
Notorious Jumping Frog: TG p. 418-431	Close Read TG p. 419: Analyze direct characterization TG p. 420: Understand regional dialect TG p. 421: Mark details in paragraph 5 that describe the mare and the way that she acts TG p. 422: mark the two skills that Smiley teaches Dan'l Webster TG p. 423: Using Italics for Emphasis TG p. 424: Mark the places in paragraph 20 where a dash (—) appears	Analyze the Text TG p. 426 <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Analyze <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 427 Point of View Frame Story Incongruity Hyperbole	Concept Vocabulary and Word Study TG p. 428 Words used to describe an experience with a boring, clueless person garrulous, exasperating, tedious, monotonous, interminable, buttonholed Connotation and Denotation	Author's Style TG p. 429 Impact of Word Choice Dialect Standard English Idiomatic expressions Actual Meaning	Writing to Compare TG p. 430-431 Explanatory Text
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	RL.3, RL.4, L.1.a, L.2	RL.1	RL.6, L.5.a	L.5, L.5.b	RL.4	W.2, W.2.a, W.2.b, W.5

Making Meaning			Language Development		Effective Expression		
Days 10-13							
White Heron: TG p. 432-449	Close Read TG p. 433: In paragraph 1, mark four adjectives that describe the cow TG p. 434: In paragraph 4, mark two references to shade or shadows TG p. 436: mark four examples of colloquial language in Mrs. Tilley’s words TG p. 437: Investigate conflict TG p. 439: mark two adjectives that describe Sylvia and two adjectives that describe the pine tree TG p. 440: Explore figurative Language TG p. 442: Mark the exclamation and the questions in paragraph 40 RL.4, L.5.a	Analyze the Text TG p. 444 <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Synthesize <input type="checkbox"/> Historical perspective <input type="checkbox"/> Answer essential question RL.1	Analyze Craft and Structure TG p. 445 Thematic Development Theme Imagery Symbol RL.2	Concept Vocabulary and Word Study TG p. 446 Words help describe the pace and character of rural life dilatory loitered hospitality squalor hermitage quaint Etymology L.4.c, L.4.d	Author’s Style TG p. 447 Sentence Variety: Interrogative sentences Exclamations L.3	Writing to Sources TG p. 448 Critical Analysis RL.5, W.1	Speaking and Listening TG p. 449 Whole-Class Debate SL.c SL.3, SL.4, SL.5
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection							
Performance Task: Writing Focus							
Days 14-15							
TG p. 450-457 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.2.a-f, W.5, W.10, L.3.a			

UNIT 4 Small-Group Learning			GRADE 11		Grit and Grandeur						
Introduction Day 16											
Literary Criticism: <i>A Literature of Place</i> by Barry Lopez Media (Fine Art Gallery): <i>American Regional Art</i> Autobiography: <i>from Dust Tracks on a Road</i> by Neale Hurston Poetry Collection 1: <i>Chicago • Wilderness</i> by Carl Sandburg Media (Photo Gallery): Sandburg’s <i>Chicago</i> Poetry Collection 2: <i>In the Longhouse, Oneida Museum</i> by Roberta Hill <i>Cloudy Day</i> by Jimmy Santiago Baca Memoir: <i>Introduction from The Way to Rainy Mountain</i> 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: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects		Essential Question What is the relationship between literature and place? Unit Goals: TG p. 394 <ul style="list-style-type: none">Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10Expand Knowledge and use of academic and concept vocabulary RI.4Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8Conduct research projects of various lengths to explore a topic and clarify meaning. W.7Make effective style choices, including those regarding sentence variety, figurative language, and diction. L.3, L.5Correctly use dashes and hyphens. L.2.aCollaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5					
Standards 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	Close Read TG p. 463: Determine key ideas TG p. 464: Analyze imagery TG p. 467: Analyze argument	Analyze the Text TG p. 469 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 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	
First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RI.2	SL.1, SL.4	RI.1, RI.3	L.4, L.4.b	L.2, L.2.a	

Making Meaning			Language Development	NOTES:
Day 18				
American Regional Art: TG p. 472-479	Close Review TG p. 473: Analyze perspective and palette TG p. 475: Analyze artistic style	Analyze the Media TG p. 477 <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question 	Media Vocabulary TG p. 477 realism impressionism perspective romanticism palette	Writing to Compare TG p. 478-479 Interpretive essay
First Review Look: at each image and determine whom or what it portrays Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check		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 Road: TG p. 480-491 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 483: Analyze autobiography TG p. 484: Analyze Word Choice TG p. 485: Analyze anecdotes RI.4	Analyze the Text TG p. 488 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Analyze Craft and Structure TG p. 489 Literary Nonfiction Autobiography Social context Dialogue Dialect RI.6	Concept Vocabulary and Word Study TG p. 488 Words relate to someone who is an extrovert self-assurance forward brazenness Multiple-Meaning Words L.4., L.5	Author's Style TG p. 490 Figurative Meanings Overstatement Idioms RI.4, L.5.a	Speaking and Listening TG p. 491 Oral Presentation Compare-and-Contrast Discussion Informative Talk Interview SL.1, SL.6

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

Making Meaning			Effective Expression	NOTES:
Day 22				
Sandburg's Chicago: TG p. 502-509	Close Review TG p. 503: Analyze Motifs in Photography Subject TG p. 504: Analyze depth of field TG p. 505: Analyze focal points	Analyze the Media TG p. 507 <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 507 Focal point Depth of field Foreground and background	Writing to Compare TG. p. 508-509 Multimedia Account Multimedia presentation Slide show Museum exhibit guide
First Review Look: at each image and determine whom or what it portrays Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check		SL.1, SL.4	L.6	RI.7, SL.1, SL.4, SL.5, SL.6

Making Meaning					NOTES:	
Days 23-24						
In the Longhouse Cloudy Day TG p. 510-519	Close Read TG p. 513: Analyze symbol TG p. 514: Analyze similes TG p. 515: Analyze repetition	Analyze the Text TG p. 517 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 518 Poetic Devices figurative language figures of speech Personification Simile Metaphor	Concept Vocabulary and Word Study TG p. 517 Words all describe conflict Strife Sinister vigilant Etymology	Author's Style: TG p. 519 Poetic Conventions Repetition End-stopped lines Enjambment Stanza breaks	
First Read Notice: who or what is “speaking” each poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	RL.4, L.5.a	SL.1, SL.4	RL.4, L.5	L.4, L.4.c	RL.5	

Making Meaning					Effective Expression	
Day 25						
The Way to Rainy Mountain: TG p. 520-531	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 529 Literary Nonfiction Historical writing Reflective writing	Concept Vocabulary and Word Study TG p. 527 Words related to religion reverence rites decide Latin Roots -dei- and -cid-	Author’s Style: TG p. 529 Poetic Prose Figurative language Imagery	Writing to Compare TG p. 530-531 Informative Essay
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	RL.4	SL.1, SL.4	RI.4, RI.6	L.4, L.4.b	RL.4, L.5	W.2, W.5, W.9, W.10
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
TG p. 532-533 Give and explanatory talk Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age.					Standards: SL.1.b, SL.4, L.6	

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

GRADE 11, UNIT 5 : Facing our Fears

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

UNIT 5 Whole-Class Learning		GRADE 11		Facing our Fears	
Making Meaning					Language Development
Days 3-5					
Historical Perspectives TG p. 554-557 The Crucible Act I: TG p. 560-599	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	Analyze the Text TG p. 597: <input type="checkbox"/> Inferences <input type="checkbox"/> Predict <input type="checkbox"/> Connect RL.1	Analyze Craft and Structure TG p. 598 Structural Elements of Drama Dialogue Stage directions Dramatic exposition RL.3, RL.5	Concept Vocabulary and Word Study TG p. 597 vindictive calumny defamation Latin Root: -fama- L.5	Conventions and Styles TG p. 599 Personal Pronouns Nominative Case Objective Case Possessive Case First-person pronouns Second-person pronouns Third-person pronouns L.1, L.1.a, L.3
First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 568: Analyze character TG: p. 570: find evidence that Abigail’s reputation in Salem is questionable 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 sentences TG p. 575: Interpret stage directions TG p. 578: mark the repeated word that appears in both Proctor’s and Abigail’s lines TG p. 581: Analyze conflict TG p. 582: mark details related to property, salaries, and other business matters TG p. 585: Analyze background TG p. 586: Analyze claims TG p. 587: notice and highlight the details that reveal Hale’s character TG p. 588: highlight the punctuation that reveals how characters respond to Hale 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 directions and Abigail’s speech that suggest the escalating emotional frenzy. RL.2, RL.3, RL.4, RL.5				

Making Meaning			Language Development		Effective Expression
Days 6-7					
The Crucible Act II: TG p. 600-627	Close Read TG p. 602: Interpreting conflict TG p. 604: I notice details that relate to thoughts and beliefs about what has happened and what should be done about it TG p. 607: mark details that relate to new knowledge or awareness TG p. 609: mark details in both dialogue and stage directions that relate to childish behavior, and others that relate to mature behavior TG p. 611: Explore characterization TG p. 613: highlight an object that appears several times in the conversation between Hale and Proctor TG p. 615: In paragraphs 268–27b, mark questions and exclamations TG p. 616: Analyzing character TG p. 619: mark the details that add interest and drama to Cheever’s account of the dinner scene TG p. 620: Analyzing style TG p. 623: highlight words and phrases that point to causes and effects	Analyze the Text TG p. 625 <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Infer <input type="checkbox"/> Predict	Concept Vocabulary and Word Study TG p. 625 condemnation magistrates proceedings Technical Words -	Analyze Craft and Structure TG p. 626 Literary Elements in Drama Conflict Plot External conflict Internal conflict	Speaking and Listening TG p. 627 Whole-Class discussion
First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	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 III: TG p. 628-659	Close Read	Analyze the Text	Concept Vocabulary and Word Study	Analyze Craft and Structure	Author's Style
<p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>TG p. 629: Interpret symbols</p> <p>TG p. 631: In paragraphs 42–46, mark examples of nonstandard English. TG p. 632: Analyze character</p> <p>TG p. 635: notice and highlight the words imperceptible and almost</p> <p>TG p. 637: Analyze metaphors</p> <p>TG p. 639: In paragraphs 218–222, mark references to fear</p> <p>TG p. 641: Analyze technique</p> <p>TG p. 643: Mark the pronoun Proctor uses to refer to Abigail</p> <p>TG p. 644: mark the punctuation that indicates characters are not fully stating their thoughts</p> <p>TG p. 646: Explore dialogue</p> <p>TG p. 650: Recognize a euphemism</p> <p>TG p. 653: mark details in both stage directions and dialogue that relate to power and powerlessness</p> <p>TG p. 655: Mark the repeated sentence in paragraphs 504 and 515</p> <p>RL.5, L.4</p>	<p>TG p. 657</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <p>RL.1</p>	<p>TG p. 657</p> <p>remorseless effrontery callously</p> <p>Connotation</p> <p>L.5, L.5.b,</p>	<p>TG p. 658</p> <p>Character Development</p> <p>Characterization Direct characterization Indirect characterization</p> <p>RL.3, RL.6</p>	<p>TG p. 659</p> <p>Author's Choices: Literary Devices</p> <p>Dramatic irony Verbal irony</p>

[illegible]

Making Meaning				Effective Expression	NOTES:
Days 12-13					
The Crucible (Audio): TG p. 686-691 First Review Listen: and note who is speaking, what they're saying, and how they're saying it. Note: elements that you find interesting and want to revisit. Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 687: Analyze expression	Analyze the Media TG p. 689 <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question RL.1	Media Vocabulary TG p. 689 Audio play Inflection Expression	Writing to compare TG p. 690-691 Compare and contrast essay RL.7, W.5, W.9.a	
Performance Task: Writing Focus					
Days 14-15					
TG p. 692-699 Write an Argument Prompt: Could any of the characters in The Crucible have done more to end the hysteria in Salem? Language Development: Conventions				Standards: W.1.a-e, W.4, W.5, W.8, W.10, L.1	

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

Making Meaning				Language Development	NOTES:
Days 17-19					
Farewell to Manzanar TG p. 704-715	Close Read TG p. 705: Explore verbs TG p. 709: Recognize topic sentences TG p. 711: Analyze mood	Analyze the Text TG p. 713 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 714 Development of Complex Ideas Characterization Direct characterization Indirect characterization	Concept Vocabulary and Word Study TG p. 713 Words that refer to working secretly with the enemy collaborator conspirators espionage Latin Suffix: -or	Author's Style TG p. 715 Author's Point of View First-person point of view
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the text	PI.6	SL.1, SL.4	RI.3	L.4, L.4.d	RI.1, RI.6

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

Making Meaning					Language Development	Effective Expression
Days 22-25						
Antojas: TG p. 722-737 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	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 RL.6	Analyze the Text TG p. 734 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question RI.1, SL.1, SL.4	Concept Vocabulary and Word Study TG p. 734 Words that come directly from the Spanish language cantina cabana machetes Loanwords L.4, L.4.c	Analyze Craft and Structure TG p. 735: Author's Choices: Narrative Structure Chronological order In medias res Flashback Foreshadowing RL.3, RL.5	Conventions and Style TG p. 736 Pronouns and Antecedents L.1	Research TG p. 737 Research Project W.2, W.7
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
TG p. 738-739 Present an Argument Prompt: Do people usually learn from their fear?					Standards: SL.1.c, SL.4	

Overview: Independent Learning

Days 27-28

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

Select and read a story from selections available online

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

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 746-749

Writing to Sources: Argument

Writing Prompt: Is fear always a harmful emotion?

Speaking and Listening Outcome: Speech

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

GRADE 11, UNIT 6 : Ordinary Lives, Extraordinary Tales

INTRODUCTION	Day 1	Unit Video: Why Do Stories Matter? That’s Like Asking Why You Should Eat Discuss It: Which of the thoughts expressed in this video are most similar to your own thoughts about stories?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Narrative Launch Text: Old Man at the Bridge (Lexile 700L)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
HISTORICAL PERSPECTIVES Focus Period: 1950–Present A Fast-Changing Society Anchor Text (Short Story): <i>Everyday Use</i> by Alice Walker Anchor Text (Short Story): <i>Everything Stuck to Him</i> by Raymond Carver Anchor Text (Short Story): <i>The Leap</i> by Louise Erdrich	Performance-Based Assessment Task Mode: Write a Narrative Prompt: How do stressful situations often reveal the best and worst in people? Language Development: Style: Add Dialogue W.3.a-e, W.5, W.10, L.1, L.4.c	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What do stories reveal about the human condition?	Unit Goals TG p. 752 <ul style="list-style-type: none">Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. RL.2, RL.3, RL.5Expand knowledge and use of academic and concept vocabulary RI.4Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. W.3Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7Make effective style choices regarding figurative language and dialect. L.3, L.5Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. L.4Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5	
Standards Covered					
Reading Literary Text RL.1, RL.3, RL.4, RL.5, RL.10	Speaking & Listening SL.1, SL.1.a, SL.4, SL.6	Language L.1, L.1.a, L.1.b, L.3, L.3.a, L.4.b		Writing W.3.a-e	NOTES:

UNIT 6 Whole-Class Learning			GRADE 11		Ordinary Lives, Extraordinary Tales		
Making Meaning				Language Development		Effective Expression	
Days 3-6							
Everyday Use TG p. 760-779	Close Read	Analyze the Text	Analyze Craft and Structure	Concept Vocabulary and Word Study	Conventions and Style	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: Complete Comprehension check by writing a brief summary of the selection	TG p. 765: notice and highlight details that describe the character Maggie TG p. 767: notice and highlight what Maggie says about her sister bringing friends to their house TG p. 768: mark the sentence fragments TG p. 771: notice and mark details about what kinds of things were used to make the quilts TG p. 772: notice and mark sentences in which Mama expresses Maggie’s feelings and thoughts	TG p. 774: <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer essential question	TG p. 775 Character Characterization Themes	TG p. 776 Words that reveal the tentative way Maggie acts in the story sidle shuffle furtive cowering awkward hangdog Exocentric Compounds	TG p. 777 Dialect Dialect Regionalism	TG p. 778 Narrative	TG p. 779 Partner discussion
	RL.3	RL.1	RL.3	L.1.a, L.1.b	L.3.a	W.3.a-e	SL.1.a-e

Making Meaning				Language Development		Effective Expression	
Days 7-9							
Everything Stuck to Him: TG p. 780-793	Close Read TG p. 781: Identify foreshadowing TG p. 782: Analyze story structure TG p. 783: annotate phrases, such as “the boy,” “his father’s,” “the wife,” and “the girl.” TG p. 784: annotate the phrases and sentences that show that the baby cries TG p. 786: annotate nouns such as boy and boots, verbs such as took and sat, adjectives such as long and sorry, and adverbs such as out and all	Analyze the Text TG p. 788 <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Make a judgement <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 789 Narrative Structure Frame story Introductory story Internal story	Concept Vocabulary and Word Study TG p. 790 Words that are compound words waterfowl letterhead overcast shotgun Endocentric Compounds	Conventions and Style TG p. 791 Pronouns and Antecedents	Writing to Sources TG p. 792 Narrative scene	Speaking and Listening TG p. 793 Dialogue
First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and by writing a brief summary of the selection	RL.5	RL.1	RL.5	L.1, L.3	L.3	RL.3, W.3.a-e	SL.4, L.6

Making Meaning				Language Development		Effective Expression	
Days 10-13							
The Leap: TG p. 794-807	Close Read TG p. 795: notice and highlight the descriptive details in the last sentence TG p. 796: Analyze simile TG p. 797: highlight the details that indicate an interruption in the story that the narrator is telling about her mother’s past TG p. 798: notice and highlight the details that describe increasing size or clarity TG p. 799: Analyze characterization TG p. 800: notice and highlight the details that describe the mother’s manner as she rescues her daughter RL.3, RL.5	Analyze the Text TG p. 802 <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Literature and culture <input type="checkbox"/> Answer the Essential Question RL.1	Analyze Craft and Structure TG p. 803 Narrative Structure Foreshadowing Suspense Pacing RL.3	Concept Vocabulary and Word Study TG p. 804 Words that suggest distance or closeness encroaching instantaneously anticipation constricting perpetually superannuated Latin Root: -strict-	Author’s Style TG p. 805 Motif Symbol Theme RL.4, PI.10A	Writing to Sources TG p. 806 Anecdote W.3	Speaking and Listening TG p. 807 Oral response to literature SL.4, SL.6
Performance Task: Writing Focus							
Days 14-15							
TG p. 808-815 Prompt: How do stressful situations often reveal the best and worst in people? Language Development: Style: Add Dialogue					Standards: W.3.a-e, W.5, W.10, L.1, L.4.c		

UNIT 6 Small-Group Learning		GRADE 11		Ordinary Lives, Extraordinary Tales	
Introduction Day 16					
LITERARY HISTORY <i>A Brief History of the Short Story</i> by D. F. McCourt Short Story: <i>An Occurrence at Owl Creek Bridge</i> by Ambrose Bierce Short Story: <i>The Jilting of Granny Weatherall</i> by Katherine Anne Porter	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: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What do stories reveal about the human condition?	Unit Goals TG p. 752 <ul style="list-style-type: none">Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. RL.2, RL.3, RL.5Expand knowledge and use of academic and concept vocabulary RI.4Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. W.3Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7Make effective style choices regarding figurative language and dialect. L.3, L.5Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. L.4Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1Integrate audio, visuals, and text in presentations SL.5	
Standards 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	Language 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	Close Read TG p. 821: Identify extended metaphor TG p. 822: Identify causality	Analyze the Text TG p. 824 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	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
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RI.4	RI.1, SL.1, SL.4	RI.3, RI.5	L.4.b	L.1.a	W.7

**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
Comprehension
check and write a
brief summary of
the selection

Close Read
TG p. 831: Recognize suspense
TG p. 834: Determine Point of View
TG p. 837: Analyze story ending

RL.5, RL.6

Analyze the Text

TG p. 839

- ☐ Review and Clarify
- ☐ Present and Discuss
- ☐ Answer essential question

RL.1, SL.1, SL.4

<p>Concept Vocabulary and Word Study</p> <p>TG p. 839</p> <p>Words that relate to formalities</p> <p>etiquette deference dictum</p> <p>Latin suffix: -um</p>	
---	--

L.4, L.4.b

Analyze Craft and Structure
TG p. 840: Structure Omniscient third-person point of view Limited third-person point of view Stream of consciousness

RL.5

Conventions and Style
 TG p. 841
 Run-ons and
 Fragments
 Varying Syntax for
 Effect
 Syntax
 Asyndeton

L.1.a, L.3

NOTES:

Making Meaning					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 check and write a brief summary of the selection	Close Review TG p. 844: Analyze character TG p. 847: Infer key ideas TG p. 851: Interpreting a symbol RL.2, RL.3	Analyze the Text TG p. 853 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question RL.1, SL.1, SL.4	Concept Vocabulary and Word Study TG p. 853 Words that relate to someone who is in poor health Hypodermic clammy dyspepsia Greek prefix: dys- RL.4, L.4.b	Analyze Craft and Structure TG p. 854: Narrative Structure Stream of consciousness Flashback Narrative point of view RL.5	Author's Style TG p. 855 Figurative language Metaphor Simile L.5	Writing to Compare TG p. 856-857 Oral Presentation W.2, W.5, SL.1, SL.4, SL.6
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
TG p. 858-859 Present a Narrative Prompt: The day felt as if it would never end.					Standards: SL.1.a-d, SL.4, SL.5, SL.6	

Overview: Independent Learning

Days 27-28

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

Select and read a story from selections available online

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

Standards: RL.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 866-869

Writing to Sources: Review Notes for a Narrative

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

Speaking and Listening: Storytelling Session

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