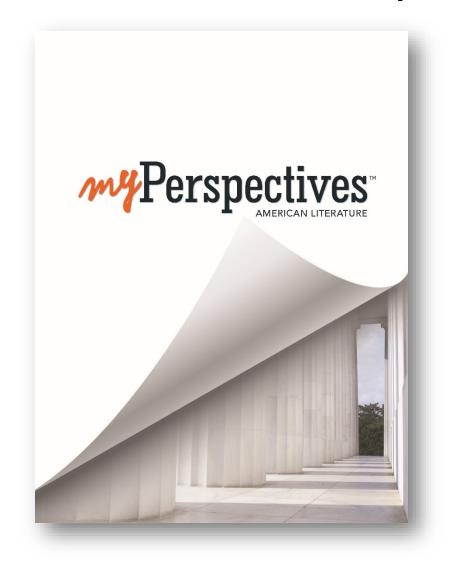


Grade 11 Curriculum Map







GRADE 11, U	NIT 1:	Writing Freedor	m				
INTRODUCTION HISTORICAL PERSPEC		WHOL	Unit Video: Boston Tea Discuss It: In what ways "no taxation without rep central to America's idea E-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 t: Totally Free? (Lexile 1140L)	Language, Speaking &
Focus Period: 1750–1 A New Nation Anchor Text (Foundation of Independence by Those Jefferson Anchor Text (Foundation of Independence by Those Jefferson Anchor Text (Foundation Documents): Preamble to the Constitution by Gouve Morris Bill of Rights by Jame Madison Anchor Text (Speech Speech in the Convention by Benjamin Franklin MEDIA (IMAGE GALL The American Revolution Visual Propagandation)	As Montional Es Productional the fire paragraph of the pa	ssessment Task lode: Argumentative ssay rompt: Which statement o you find most compelling for Americans oday: the Preamble to ne Constitution or the rest sentence of aragraph three of the eclaration of idependence? anguage Development: conventions tandards: W.2.a-f, W.4, //.5, W.10, L.1, L.1.c	Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Question What is the meaning of Freedom?	TG p. 4 Rea nee Exp voo Wr dra a c Cor top No cor Est Cor Col dev	ad a variety of texts to gain the eded 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 value 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 communegrate audio, visuals, and tex	refreedoms. RI.10 cademic and concept ear structure and that original research to support rious lengths to explore a rile over time and in various rb tenses to convey g and presentations. L.2 uild on the ideas of others, nicate SL.1
			Standa	rds Covered			
Reading Literary RL.1	_	formational Text RI.5.a, RL.6, RI.7, RI.8.	Speaking & Listening SL.1.1.c, SL.3, SL.4, SL.5	Langua L.1.a, L.1.b, L.2, L L.4.b, L.4.c	_	Writing W.1, W.1.f, W.2.b	NOTES:
	UNIT 1	Whole-Class Learning	GRA	DE 11		Writing Freed	loms





	Making M	eaning		Language	Development	Effective Ex	pression
			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		guestion	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 (5-8			
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	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	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
passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete				petition redress infringed prescribed Multiple-meaning words			
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 N	leaning		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. 43: Annotate	TG p. 46	Structure	Vocabulary and	Style	Sources	Listening
TG p. 40-51	the words in italics	□ Draw	TG p. 47	Word Study	TG p. 49	TG p. 50	TG p. 51
First Read	TG p. 44: Analyzing	Conclusions	Author's Purpose:	TG p. 48	Syntax and Rhetoric	Evaluation	Video recording
Notice: the general	author's viewpoint	☐ Allusion	Rhetoric				
ideas of the text.		☐ Historical		Words that are			Discuss the
What is it about?		perspective	Rhetorical devices	used to describe			Speech
Who is involved?		□ Extend	Paradox	human vices and			Practice and
Annotate: Mark		☐ Answer the	Concession	virtues			Present Evaluate
vocabulary and key		Essential	Rhetorical				the Video
passages to revisit		Question	questions	infallibility,			
Connect: Ideas		4	Tone	corrupted,			
within selection to				salutary,			
what you already				despotism,			
know and have				prejudices,			
read				integrity			
Respond:							
Complete				Latin suffix: -ity			
Comprehension							
check and write a							
brief summary of							
the selection							
	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			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 Cho 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	1-15		
•	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 ever original research to explore a topic. Note differences in and in various con Establisha writing. Correctly use para convey meaning a presentations. L.2.	t that has a clear structure idence from texts and o support a claim. W.1 projects of various lengths and clarify meaning W.7 In language style over time texts. L.1.a "voice." L.1 Illelism and verb tenses to not enrich your writing and cour team to build on the evelop consensus, and isuals, 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	Lanş L.1, L.1.a, L.4, L.4.a, L.4.l	guage b, L.4.c, L.4.d, L.5.b, L.6	Writing W.1.f, W.2, W.7, W.9.b	NOTES:





		Making Meaning			Language Development	NOTES:
			Day 1	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	Present and	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	





		Making Meaning		Effective Expression NOTES:
		5 5	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 Meani	ng		Language Development	Effective Expression
				s 20-21	- Gaage - carapament	
The Interesting Narrative of the Life of	Close Read TG p. 95: Finding the	Analyze the Text TG p. 98 ☐ Review and	Analyze Craft and Structure TG p. 99	Concept Vocabulary and Word Study TG p. 98	Conventions and Style TG p. 100 Eighteenth Century	Writing to Sources TG p. 101 Argument
Olaudah Equiano: TG p. 92-101 First Read Notice: the	main idea	Clarify Present and discuss Answer the Essential	Persuasive Purpose slave narrative emotional appeals	Words reflect the horrific situation in which the captives found themselves	Narrative Style	Literary review Letter Advertisement
general ideas of the text. What is it about? Who is involved?		Question		loathsome, wretched, dejected		
Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what your already know and what				Latin root: -ject-		
you have already read Respond: Complete Comprehension check and write a brief summary of the selection		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 2	2-24		
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 Comprehension	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
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		
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what your already know and what you have already read Respond: Complete Comprehension check	Analyze the Text TG p. 122 Review and Clarify Present and discuss Answer the Essential Question	Analyze Craft and Structure TG p. 123 Author's Choices: Diction	Concept Vocabulary and Word Study TG p. 122 Words reflect the idea of showing honor Dedicate consecrate hallow Denotation and Connotation	Author's Style TG p. 124 Antithesis	Research TG p. 125 Research report Comparison-and-contrast presentation Review Analysis of the historical context
and write a brief summary of the selection	RI.9, SL.1, SL.4	RI.6	L.5.b, L.6	RI.6, SL.3	W.2, W.7
Small-Group Learning Performance Task: S	peaking and Listening I				
		Day	26		
TG p. 126-127 Present an Argument Prompt: Do narratives provide strong evide	nce to support argumer	nts 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	Standards: RL.10, RI.10			
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				

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 Individ	ual 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 & Researd Listening Academic Vocabulary: Personal Narrat Launch Text: from Up From Slavery (Le	ive
	1	WHOLE-CLASS LEARNING	G: Introduce Whole	e-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: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What role does individualism play in American society?	Unit Goals: TG p. 128 Read a variety of texts to gain needed to write about individe Expand Knowledge and use of vocabulary. RI.4 Write a personal narrative that view and uses a variety of name personal experience. W.3 Conduct research projects of variety and clarify meaning. W. Make effective style choices revariety. L.1 Correctly use concrete, compositely. Collaborate with your team to develop consensus, and community. Integrate audio, visuals, and te	t establishes a clear point of rative techniques to develop a various lengths to explore a regarding diction and sentence ound nouns. L.1.a build on the ideas of others, nunicate SL.1
			ndards 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:





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





IVIANITIE IV	eaning		Language	Development	Effective Ex	epression	
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	Word Study	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			Word Derivations				
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	
	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	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 Interpret Answer the Essential Question	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 Structure TG p. 181 Poetic Structure and Style Essential Question Exact rhyme Slant rhyme Paradox	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 Structure TG p. 181 Word Study TG p. 182 Words are used to discuss the power of nations Vocabulary and Word Study TG p. 182 Words are used to discuss the power of nations emperor, imperial, treason, sovereign, captivity Word Derivations	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 Structure TG p. 181 Poetic Structure and Style Poetic Structure and Style FG p. 182 TG p. 183 TG p. 185 TG p. 186 Words are used to discuss the power of nations Words are used to discuss the power of nations Exact rhyme Paradox Exact rhyme Paradox Words are used to discuss the power of nations Words are used to discuss the power of nations Words are used to discuss the power of nations Words are used to discuss the power of nations Words are used to discuss the power of nations Word Derivations	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 TG p. 177: Analyze the Text TG p. 180 Analyze the Text TG p. 180 Analyze the Text TG p. 180 Analyze treat To p. 180 Structure Vocabulary and Word Study TG p. 183 TG p. 181 TG p. 182 Words are used to discuss the power of nations Writing to Sources: TG p. 183 TG p. 184 Parts of Speech Blog Post Abstract noun Concrete noun Concrete noun Word Study Treat To p. 184 Parts of Speech Abstract noun Concrete noun Concrete noun Word Derivations Word Derivations	





	Making Meaning		Language I	Development	Effective Expression
		Day:	13	·	-
From Emily Dickenson: TG p. 186-191 First Review LISTEN: note who is speaking, what they're saying, and how they're saying it. NOTE: elements that you find interesting and want to revisit. Connect: details in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete	Close Review TG p. 187: Analyze evidence	Analyze the Media TG p. 189 Connect Analyze Synthesize Historical perspective Answer the Essential Question	Media Vocabulary TG p. 189 Host Interview Commentary		Writing to Compare TG p. 190 Compare-and-Contrast Essay Interpretation
Comprehension check	RL.5	RL.7			RL.7, W.5, W.9, W.9.a, SL.3
Performance Task: \	Writing Focus				
		Days 1	4-15		
something to be avo		view of individualism? Do I see it a	as a guiding principle,	Standards: W.3.a-e, W	.5, W.6, W.10, L.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 at Make effective styll and sentence varieto Correctly use concrustia.	and use of academic and v. RI.4 arrative that establishes a and uses a variety of es to develop a personal projects of various lengths and clarify meaning. W.7 e choices regarding diction ty. L.1 ete, compound nouns.
		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	7-18	·	
from Nature	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to Sources
from Self-Reliance	TG p. 206: Analyze	TG p. 210	Structure	Vocabulary and	Style	TG p. 213
TG p. 204-213	Descriptions	☐ Review and	TG p. 211	Word Study	TG p. 212	Story Element
First Read	TG p. 208: Determine	Clarify	Development of	TG p. 210	Sentence Variety	
Notice: the general	main ideas	Present and	Ideas	Words relate to		Story element
ideas of the text.		Discuss		the concept of	Independent clauses	Setting
What is it about?		☐ Answer the	Essay	faith	Subordinate (or	Character
Who is involved?		Essential	Philosophical	sanctity,	dependent) clauses	Dialogue
Annotate: Mark		Question	vision	transcendent,		
vocabulary and key			Setting the Scene	redeemers		
passages to revisit			Re-envisioning the			
Connect: Ideas			Ordinary	Latin Root: -sanct-		
within selection to			Re-defining Words			
what you already			Finding Limits			
know and have						
read						
Respond:						
Complete						
Comprehension						
check by writing a						
brief summary of						
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	<u> </u>	
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





	— Endelsh Dindonde Arts									
		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							
Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and Styles	Writing to Sources		
TG p. 239 Analyze an	TG p. 244	Structure	Vocabulary and	TG p. 246	TG p. 247		
internal dialogue	Review and	TG p. 245	Word Study	Compound Nouns:	Writing to Sources: Digital		
TG p. 241: Analyze	clarify	Poetic Structure	TG p. 244	Closed compound	presentation		
literary allusion	□ Present and		Words relate to	Hyphenated compound			
TG p. 242: Interpret	discuss	dramatic	negative traits		Slide show		
tone	☐ Answer the	monologue			Oral recitation and		
	Essential	Speaker	tedious		discussion		
	Question	Point of view	indecisions		Filmed oral response		
			digress				
			Latin prefix: di-/				
			dis-				
RL.4	SL.1, SL.4	RL.5, RL.6	L.4.b	L.1., L.2	SL.4, SL.5, SL.6		
	TG p. 239 Analyze an internal dialogue TG p. 241: Analyze literary allusion TG p. 242: Interpret tone	TG p. 239 Analyze an internal dialogue TG p. 241: Analyze literary allusion TG p. 242: Interpret tone TG p. 244 Review and clarify Present and discuss Answer the Essential Question	TG p. 239 Analyze an internal dialogue TG p. 241: Analyze literary allusion TG p. 242: Interpret tone Analyze the Text TG p. 244 □ Review and clarify □ Present and discuss □ Answer the Essential Question Analyze Craft and Structure TG p. 245 Poetic Structure dramatic monologue Speaker Point of view	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 □ Review and clarify □ Present and discuss □ Answer the Essential Question Analyze Craft and Structure □ Review and clarify □ Present and discuss □ Answer the Essential Question Analyze Craft and Structure □ TG p. 245 □ Word Study □ TG p. 244 □ Words relate to negative traits □ negative traits □ Answer the tedious indecisions digress □ Latin prefix: di-/dis- □ Review and Clarify □ Present and discuss □ Answer the Essential □ Question □ Present and discuss □ Answer the Essential □ Question □ Review and Clarify □ Present and discuss □ Drotting TG p. 244 □ Words relate to negative traits □ Present and discuss □ Drotting TG p. 244 □ Vocabulary and Vocabulary	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 Review and clarify Present and discuss Answer the Essential Question Analyze Craft and Structure TG p. 245 Poetic Structure TG p. 244 Word Study TG p. 244 Words relate to negative traits TG p. 246 Compound Nouns: Closed compound Hyphenated compound Hyphenated compound Concept Vocabulary and Word Study TG p. 244 Words relate to negative traits Concept Vocabulary and Word Study TG p. 246 Compound Nouns: Closed compound Hyphenated compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Hyphenated compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Hyphenated compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Hyphenated compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Hyphenated compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Analyze the Text TG p. 246 Compound Nouns: Closed compound Analyze the Text TG p. 246 Compound Nouns: Analyze the Text TG p. 246 Compound Nouns: Closed compound Analyze the Text TG p. 246 Compound Nouns: Analyze the Text TG p. 246 Compound Nouns: Analyze the Text TG p. 246 Compound Nouns: Analyze the Text TG p. 244 Words relate to negative traits Analyze the Text TG p. 244 Words relate to negative traits Analyze the Text TG p. 246 Compound Nouns: Analyze the Text TG p. 244 Words relate to negative traits Analyze the Text TG p. 244 Words relate to negative traits		





		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	Days 24 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 base the risks and rewards of	peat of a "different dr	Day 2		Standards: SL.1.b, SL.3, SL	4, SL.5, SL.6





Overview: Independent Learning						
Day	<i>y</i> 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





GRADE 11, UNIT	3 : Power, Protes	t, 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? OLE-CLASS LEARNING: Introduce Whole-Class L		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative essay Launch Text: The Zigzag Road to Rights (Lexile 1160L) 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: 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?	knowledge and insight struggle for freedom. F Expand Knowledge and vocabulary. RI.4 Write informative essa that draws evidence from the wide and clause at the conduct research project explore a topic and clause appropriate and vocabulary. Collaborate with your tothers, develop conservation.	y that has a clear structure and om texts and original research. ects of various lengths to rify meaning. W.7 aried sentence structures to	
		Standa	irds 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	Γ3 Whole-Class Le	arning	GRADE 11		Power, P	rotest, and Change	е
Making Meaning				Language	Development	Effective Ex	pression
			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							





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





	Making M	eaning	Language Development	Effective Expression
	<u>_</u>	Day		
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:	Close Review TG p. 311: Analyze Composition TG p. 312: Examine labeling and captions TG p. 313: Understand composition TG p. 314: Scrutinize Composition	Analyze the Media TG p. 316 Present and discuss Review and synthesize 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
Complete Comprehension check Performance Task: V	Vriting Focus			
Terrormanice rask. V	Tricing rocus	Days 1	4-15	
	•	: Douglass and Lincoln desired?		.a-f; W.5, W.7; W.8, W.10, L.3.a





UNIT 3 Small-Group	Learning	GRADI	E 11	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:	Essential Question 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 resear Conduct research to explore a topic a 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 re cohesion and clarify our team to build on the evelop consensus, and suals, and text in	
		Standards C	overed			
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			
Day 17									
Ain't I a Woman? TG p. 330-337	Close Read TG p. 332: Analyze Delivery	Analyze the Text TG p. 334	Analyze Craft and Structure	Concept Vocabulary and Word Study	Author's Style TG p. 336 Use of Words and	Writing to Sources Informative Text			
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	Delivery	□ Review and Clarify □ Present and Discuss □ Answer the Essential Question	TG p. 335 Effective Rhetoric Refrain	Word Study TG p. 334 Words used in colloquial or conversational— even slangy— context racket fix obliged Latin root: -lig-	Diction Audience	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	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				
check and write a 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	□ Review and	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		□ Present and	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	Effective Expression
Was Brown v.	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	Writing to Compare
Board a Failure?:	TG p. 371: Interpret	TG p. 375	Structure	Vocabulary and	Style	TG p. 378-379
TG p. 370-379	historic photographs	□ Review and	TG p. 376	Word Study	TG p. 377	Informative Essay
First Read	TG p. 373: Analyzing	Clarify	Author's Choice:	TG p. 375	Subordinating	
Notice: the general	sequence	Present and	Structure	Words that	Conjunctions	Comparison-and-contrast essay
ideas of the text.		Discuss		suggest goals, past		
What is it about?		☐ Answer the	Analytical	and present	Simple sentences	
Who is involved?		Essential	argument		Combined sentences	
Annotate: Mark		Question	Claim	legacy		
vocabulary and key				mission		
passages to revisit				policy		
Connect: Ideas						
within selection to				Cognates		
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check and write a						
brief summary of						
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	ng Performance Task: Sp	eaking and Listening				
			Day :	26		
TG p. 380-381					Standards: SL.a, SL.4,	SL.6
Panel Discussion						
Prompt: What were	the goals of these reforn	ners? Why did they w	rant to achieve those g	goals?		





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	
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	

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, UNI	T 4: 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.		Listening Academic Vocab	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Explanatory Text Launch Text: Planning Your Trip to Gold Country (Lexile 1220)	
	WH	OLE-CLASS LEARNING	G: Introduce Whol	e-Class Learning D	ay 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 inclusion conduct topic an Make ef sentence Correctly Collabor develop	variety of texts to gain the kr to write about the importan Knowledge and use of acade ary RI.4 In explanatory text that devel udes evidence from research tresearch projects of various d clarify meaning. W.7 ifective style choices, includi e variety, figurative language y use dashes and hyphens. Late with your team to build consensus, and communica e audio, visuals, and text in p	ce of place. RL.10, RI.10 emic and concept lops a topic thoroughly n. W.2, W.7, W.8 s lengths to explore a long those regarding e, and diction. L.3, L.5 long the ideas of others, te SL.1
	<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	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-Clas	ss Learning	GRADE	11	Grit and	d Grandeur	
	Making N	/leaning		Language	Language Development Effective Expre		
			Days 3	3-6			
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		
Notorious Jumping	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 Meanir	ng		Language D)evelopment	Effectiv	ve Expression
			Days 10-13				
White Heron: TG p. 432-449 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	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 Analyze Interpret Synthesize Historical perspective Answer essential question	Analyze Craft and Structure TG p. 445 Thematic Development Theme Imagery Symbol	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	Writing to Sources TG p. 448 Critical Analysis	Speaking and Listening TG p. 449 Whole-Class Debate SL.c SL.3, SL.4, SL.5
Performance Task: V	Vriting Focus						
			Days 14-15				
to life for readers?			and themes of a na		.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 clar Make effective style ch sentence variety, figura L.5 Correctly use dashes ar Collaborate with your to others, develop consen	oices, including those regarding ative language, and diction. L.3 ,
		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	NOTES:
			Day 1	17	Development	
A Literature of	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions and	
Place	TG p. 463: Determine	TG p. 469	Structure	Vocabulary and	Style	
TG p. 462-471	key ideas	□ Review and	TG p. 470	Word Study	TG p. 471	
First Read	TG p. 464: Analyze	Clarify	Central Ideas and	TG p. 469	Punctuation	
Notice: The	imagery	□ Present and	Voice	Words that		
general ideas of	TG p. 467: Analyze	Discuss		describe	Dashes	
the text. What is it	argument	☐ Answer the		perceptions of the	Hyphens	
about? Who is		Essential		world around us		
involved?		Question		and relate to the		
Annotate: Mark				senses		
vocabulary and key						
passages to revisit				discern		
Connect: Ideas				temporal		
within selection to				spatial		
what you already						
know and have						
read				Latin suffix: -al		
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	





		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 media you've experienced, texts you've read, or	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					
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	☐ Present and			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: TG p. 492-501	Close Read TG p. 496: Analyzing	Analyze the Text TG p. 499	Analyze Craft and Structure	Concept Vocabulary and	Author's Style: 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 know and have read Respond: Complete Comprehension check	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 Present participles	Poetic Structures Line lengths Ellipsis				
	RL.5	SL.1, SL.4	RL.4, PI.7	L.4, L.4.b, L.5.a	RL.5				





		Making Meaning		Effective Expression	NOTES:					
	Day 22									
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										
		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	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			





			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	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	Writing to Compare TG p. 530-531 Informative Essay W.2, W.5, W.9, W.10
TG p. 532-533 Give and explanato	ng Performance Task: Sport talk ief that a human imagina		Day 2		Standards: SL.1.b, SL.4	J., L.6





Overview: Independent Learning						
⁷ -28						
Standards: RI.10, RL.10						
7.						

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					





GRADE 11, UNIT	5: Facing our	Fears			
INTRODUCTION Historical Perspectives	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? WHOLE-CLASS LEARNING: Introduce Whole-Class Performance-Based Whole-Class Learning Essential Question			Unit Goals: Reading, Writing & Re Listening Academic Vocabulary: Argument Launch Text: Is It Foolish to Fear? s Learning 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 uvocabulary RL.4, RI.4 Write an argumentative estructure and that draws background knowle Conduct research project topic and clarify meaning Correctly use pronouns tresentations. L.1 Use irony to add a level of presentations. L.5.a Collaborate with your teasothers, develop consensu	se of academic and concept essay that has a clear evidence from texts and dge to support a claim. W.1 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	suage 6.b, L.6	Writing W.1, W.9.a	NOTES:





	UNIT 5 Whole-Class Learning GRAI	DE 11	Fac	ing our Fears					
	Making Meaning								
	Day	s 3-5							
Historical	Close Read	Analyze the Text	Analyze Craft	Concept	Conventions				
Perspectives	TG p. 563: Interpret stage directions	TG p. 597:	and Structure	Vocabulary and	and Styles				
TG p. 554-557	TG p. 564: notice and highlight the details that describe an	□ Inferences	TG p. 598	Word Study	TG p. 599				
The Crucible Act I:	informal twist on a familiar saying about not involving yourself	□ Predict	Structural	TG p. 597	Personal				
TG p. 560-599	in other people's lives	□ Connect	Elements of	vindictive	Pronouns				
	TG p. 565: Infer key ideas		Drama	calumny					
	TG p. 566: Analyze background	RL.1		defamation	Nominative Case				
First Read	Close Read		Dialogue		Objective Case				
Notice: Whom the	TG p. 568: Analyze character		Stage directions	Latin Root: -	Possessive Case				
story is about,	TG: p. 570: find evidence that Abigail's reputation in Salem is que	estionable	Dramatic	fama-					
what happens,	TG: p. 571: Analyze plot		exposition		First-person				
where and when it	TG: p. 572: mark the details that relate to unexplainable things				pronouns				
happens, and why	TG: p. 573: Explore diction				Second-person				
those involved	TG p. 574: Analyze character				pronouns				
react as they do	TG p. 575: In Abigail's speech in paragraph 160, mark the short s	entences			Third-person				
Annotate: Mark	TG p. 575: Interpret stage directions				pronouns				
vocabulary and	TG p. 578: mark the repeated word that appears in both Proctor	's and Abigail's lines							
key passages to	TG p. 581: Analyze conflict								
revisit	TG p. 582: mark details related to property, salaries, and other b	usiness matters							
Connect: Ideas	TG p. 585: Analyze background								
within selection to	TG p. 586: Analyze claims								
what you already	TG p. 587: notice and highlight the details that reveal Hale's char								
know and have	TG p. 588: highlight the punctuation that reveals how characters	respond to Hale							
read	TG p. 589: Analyze plot		DI 2 DI 5						
Respond:	TG p. 590: Examine character		RL.3, RL.5	L.5	L.1, L.1.a, L.3				
Complete	TG p. 591: Examine conflict								
Comprehension	TG p. 592: Understand character motivation								
check by writing a	TG p. 594: Analyze cause and effect								
brief summary of	TG p. 595: highlight the words and phrases in the stage direction	s and Abigail's speech that							
the selection	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	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	Concept Vocabulary Analyze Craft and						
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	cpression
			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 Comprehension	that is going on in the		Etymology				
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	eaning		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: \	Nriting Focus							
Days 14-15								
TG p. 692-699			•		Standards: W.1.a-e, W.	4, W.5, W.8, W.10, L.1		
Write an Argument								
_	of the characters in The Ci							
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?	 insight needed to write Expand knowledge and vocabulary RL.4, RI.4 Write an argumentativ structure and that draw background know W.1 Conduct research project explore a topic and claw Correctly use pronound and presentations. L.1 Use irony to add a lever and presentations. L.5 Collaborate with your others, develop conservations. 	ws evidence from texts and vledge to support a claim. ects of various lengths to rify meaning. W.8.7 s to add variety to your writing el of meaning to your writing			
			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	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:			





		Language Development	NOTES:							
	Days 17-19									
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	□ Present and	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		Present and							
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					





		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 Comprehension	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			
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 usually learn from their fear?					Standards: SL.1.c, SL.4				





Overview: Independent Learning	
Days 2	7-28
TG p. 740-741, 742A-742F, 742-745	Standards: RL.10, RI.10
Select and read a story from selections available online	
What You Don't Know Can Kill You by Jason DaleyRunagate 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	

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 Liv	es, Extraoro	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 Lea Strategies: Listen Active Clarify by as questions Monitor Understand Interact and ideas	ely sking ing	Essential Question What do stories reveal about the human condition?	Unit Goals TG p. 752 Analyze narratives to use the action, introduce a introduce and develope RL.5 Expand knowledge and vocabulary RI.4 Write a narrative text techniques to develope and characters. W.3 Conduct research project explore a topic and classes with a classes and dialect. In the project of t	noices regarding figurative
			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	_	1, L.1.a, l	Language 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 L	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	RL.1	RL.3	L.1.a, L.1.b	L.3.a	W.3.a-e	SL.1.a-e
	11210	NL.1	112.0	2.1.0, 2.1.0	2.5.0		52.1.0 €





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





	Making Mea	Language De	velopment	Effective Ex	pression		
	Ť		Days 10-				
The Leap: TG p. 794-807	Close Read TG p. 795: notice	Analyze the Text TG p. 802	Analyze Craft and Structure	Concept Vocabulary and Word Study	Author's Style TG p. 805	Writing to Sources TG p. 806	Speaking and 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	4.000.00		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	Nriting 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						





UNIT 6 Small-Group	Learning	GRADI	E 11	Ordinary Live	es, Extraordinary Tales		
		Introducti	ion 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 introcharacters, and introcharacters, and introcharacters, and introcharacters, and introcharacters, and introcharacters. Expand knowledge and concept vocabulary R Write a narrative text narrative techniques experiences, events, Conduct research procexplore a topic and confuse and dialect. Make effective style of language and dialect. Demonstrate an under confused words, pass fragments. L.4 Collaborate with your	duce and develop multiple RL.5 Ind use of academic and RI.4 It that uses effective to develop fictional and characters. W.3 Djects of various lengths to larify meaning. W.8.7 Ichoices regarding figurative L.3, L.5 Ierstanding of frequently sive voice, and sentence or team to build on the ideas insensus, and communicate		
	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 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	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	Days 18- 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
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	2-25		
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	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
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
Small-Group Learning	Performance Task: Spo	eaking and Listening	Focus			
			Day 2	.6		
TG p. 858-859 Present a Narrative Prompt: The day felt as if it would never end.				Standards: SL.1.a-d, S	L.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					

