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ENGLISH LANGUAGE ARTS

Grade 12 Unit Planning Guide

myPerspectives™
BRITISH AND WORLD LITERATURE
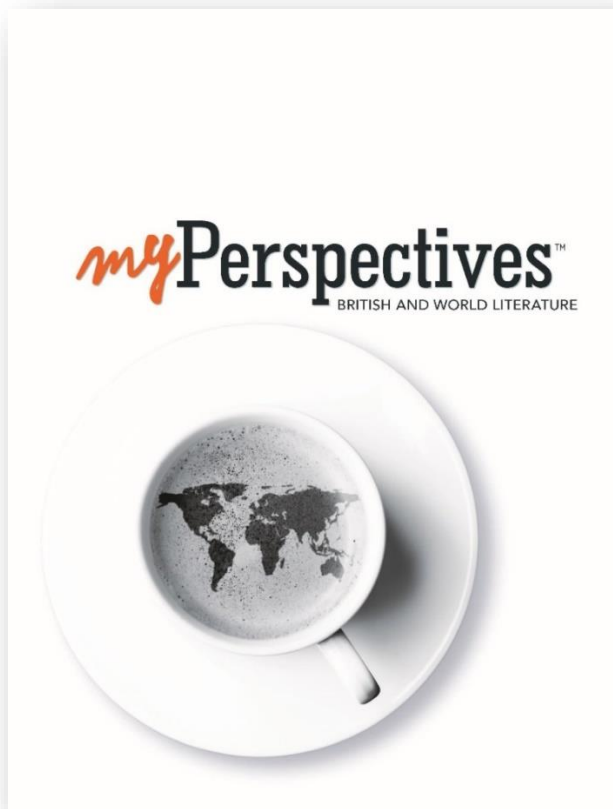
myPerspectives Unit Planning Guide

GRADE 12 | UNIT 1: **Forging a Hero**
ESSENTIAL QUESTION: *What makes a hero?*
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives*+ and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 1 Overview

In this unit, students will read about and discover how people are made into heroes.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about heroism.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use syntactical devices to elaborate text and add interest to writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- A World of Heroes (1050L)

Whole-Class Learning
- Historical Perspectives: Focus Period 750-1066: *Ancient Warriors*
- Anchor Text, Epic Poetry: *from Beowulf,* translated by Burton Raffel (NP)
- Media, Graphic Novel: *from Beowulf:* Gareth Hinds

Small-Group Learning
- Poetry: *To Lucasta, on Going to the Wars,* Richard Lovelace (NP)
- Poetry: *The Charge of the Light Brigade,* Alfred, Lord Tennyson (NP)
- Poetry: *The Song of the Mud,* Mary Borden (NP)
- Poetry: *Dulce et Decorum Est,* Wilfred Owen (NP)
- Media: Interactive Website: *How Did Harry Patch Become an Unlikely WWI Hero,* BBC/Wonder

Independent Learning
- Essay: *Accidental Hero,* Zadie Smith (830L)
- Science Article: *The New Psychology of Leadership*, Stephen D Reicher, Michael J. Platow, S. Alexander Haslam (1360L)
- Speech: *Speech Before Her Troops,* Queen Elizabeth I (1150L)
- Poetry: *The Battle of Maldon,* Translated by Burton Raffel (NP)
- Speech: *Defending Nonviolent Resistance,* Mohandas K. Gandhi (1390)
- Speech: *Pericles' Funeral Oration,* Thucydides, translated by Rex Warner (1240L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following topic:

Which contributes more to heroism – sacrifice or success?

Part 2 – Speaking & Listening: Speech

Students use their argument to deliver a speech.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and the events that help forge a hero.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspectives Focus Period: 750-1066	**SELECTION** Anchor Text From Beowulf Burton Raffel	**SELECTION** Anchor Text From Beowulf Burton Raffel
SE pp 2-9	SE pp 10-11	SE pp 12-15	SE pp 16-30	SE pp 31-43
Unit Goals Students will deepen their perspective on the nature of heroism by reading, writing, speaking, listening, and presenting. ▶ Unit Goals Video **Academic Vocabulary** purport, credible, assertion, presume, contradictory 🔵 Home Connection Letter 🔵 Spanish Home Connection Letter 🔵 Unit 1 Answer Key **Launch Text** Students will read "*A World of Heroes.*" They will then be able to participate in discussions about heroes. **Word Network** Students add new words to their Word Network as they read texts in the unit. 🔵 Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *What makes a hero?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas ▶ Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**ANCIENT WARRIORS** **Voices of the Period** Students read quotations and state main ideas and details about the voices of the time. **History of the Period** Students read about invasion and conquest and how the language, social norms, religions, and government changed and revolved after each wave. **Literature Selections** Students preview the selections titles and note how they reflect the hopes and fears of the people of the time.	**MAKING MEANING** **Concept Vocabulary** lair; stalked; gorge; gruesome; writhing; loathsome **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔵 First-Read Guide: Poetry **Read the Selection** 🔊 Selection Audio 🔵 from Beowulf: Accessible Text **STANDARDS** RL.11-12.10	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. 🔵 from Beowulf: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something that interests them from the text and formulate a research question. **STANDARDS** RL.11-12.1.10

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🅖 Evidence Log ▶ Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.11-12.6				

myPerspectives **ELL Support**				
🔊 Audio Summary Personalize for Learning English Language Support: Figurative Language (TE p 6) Personalize for Learning English Language Support: Expanding Vocabulary (TE p 9)		Personalize for Learning English Language Support: Figurative Language (TE p 12) Personalize for Learning English Language Support: Vocabulary (TE p 14)	🔊 Audio Summary 🅖 from Beowulf: Accessible Text Personalize for Learning English Language Support: Sentences vs. Lines in Poetry (TE p 23) Personalize for Learning English Language Support: Context Clues (TE p 28)	Personalize for Learning English Language Support: Analyze Meaning (TE p 33) Personalize for Learning English Language Support: Vowel Sounds (TE p 36) Personalize for Learning English Language Support: Making Connections to the Text (TE p 38)

iLit ELL Level G				
Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary	**iLit Library** Beowulf The Story Beowulf **Context Clues** Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary	**iLit Library** Beowulf The Story Beowulf **Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text From Beowulf Burton Raffel SE pp 44-45	**SELECTION** Anchor Text From Beowulf Burton Raffel SE p 46	**SELECTION** Anchor Text From Beowulf Burton Raffel SE p 47	**SELECTION** Anchor Text From Beowulf Burton Raffel SE p 48	**SELECTION** Anchor Text From Beowulf Burton Raffel SE p 49
MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft & Structure Author's Choices: Structure** Students will analyze features of the epic poem. Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP) **STANDARDS** RL.11-12.1; RL.11-12.3; RL.11-12.5	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: lair; stalked; gorge; gruesome; writhing; loathsome **Word Study:** **Anglo-Saxon Suffix: -*some*** Word Study: Anglo-Saxon Suffix: -*some* Word Study: Anglo-Saxon Suffix: -*some* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.4.b; L.11-12.4.c	**LANGUAGE DEVELOPMENT** **Conventions and Style: Using Syntax for Elaboration** Students find examples for apposition or diazeugma in the sentences. Conventions and Style: Using Syntax for Elaboration Conventions and Style: Using Syntax for Elaboration (RP) **STANDARDS** L.11-12.3.a	**EFFECTIVE EXPRESSION** **Writing to Sources: Comparison-and Contrast Essay** Students write an essay comparing Beowulf with a modern day hero. Writing to Sources: Comparison-and Contrast Essay Writing to Sources: Comparison-and Contrast Essay (RP) **STANDARDS** W.11-12.2; W.11-12.2.c; W.11-12.6; PI.6A; PII.B	**EFFECTIVE EXPRESSION** **Speaking and Listening: Speech** Students prepare a presentation focusing on one aspect of the culture of the Anglo-Saxons of the eighth to eleventh centuries. Speaking and Listening: Speech Speaking and Listening: Speech (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: from Beowulf **STANDARDS** SL.11-12.2; SL.11-12.5
***myPerspectives* ELL Support**				

Analyze Craft and Structure: Structure (RP) (TE p 45) Personalize for Learning English Language Support: Using Archetypal Plots (TE p 45) English Language Support Lesson: Archetypal Plots (On Realize)	Word Study: Anglo-Saxon Suffix: -*some* (RP) (TE p 46)	Conventions and Style: Using Syntax for Elaboration (RP) (TE p 47)	Writing to Sources: Comparison-and Contrast Essay (RP) (TE p 48) Personalize for Learning English Language Support: Signaling Comparison or Contrast (TE p 48)	Speaking and Listening: Research Presentation (RP) (TE p 49)
iLit ELL Level G				
iLit Library Beowulf The Story Beowulf **Compound and Complex Sentences** Unit 4 Lesson 24: Work Time	**iLit Library** Beowulf The Story Beowulf **Suffixes (Examples)** Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time **Assignments: Vocabulary Study Plan (examples)** Unit 6 Lessons 11–15 Part 2: Skill 22: Prefixes, Suffixes, and Word Roots	**iLit Library** Beowulf The Story Beowulf **Compound and Complex Sentences** Unit 4 Lesson 24: Work Time	**iLit Library** Beowulf The Story Beowulf **Compare and Contrast Characters** Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time	**iLit Library** Beowulf The Story Beowulf **Multimedia Project** Unit 5 Lessons 1–10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media from Beowulf Gareth Hinds	**SELECTION** Media from Beowulf Gareth Hinds	**SELECTION** Media from Beowulf Gareth Hinds	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument
SE pp 50-58	SE p 59	SE pp 60-61	SE pp 62-64	SE pp 65-69
MAKING MEANING **Media Vocabulary** palette; perspective; angle; composition; panel; lighting/color **First Read** Students Look, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media: Art/Photography **Read the Selection** Selection Audio from Beowulf: Accessible Text **Comprehension Check** Students complete comprehension questions. **Research to Explore** Students choose something that interests them from the graphic novel and formulate a research question. **STANDARDS** RL.11-12.10	**MAKING MEANING** **Close Review** Students will review the graphic novel and first-review notes and record any new observations. Analyze the Media **Analyze the Media** Students will respond to questions about the text, citing textual evidence. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Vocabulary words: palette; perspective; angle; composition; panel; lighting/color Media Vocabulary **STANDARDS** L.11-12.6	**EFFECTIVE EXPRESSION** **Writing to Compare: Formulating a Claim** Students write a claim about the graphic novel as a storytelling medium. Writing to Sources: Formulating a Claim **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.7; W.11-12.1; W.11-12.1.a; W.11-12.1.b; W.11-12.1.f; W.11-12.9.a	**PERFORMANCE TASK** **Write an Argumentative Essay** Students write an argument answering the following question: Which counts more – taking a stand or winning? **PreWriting/Planning** Students write a claim, consider possible counterclaims, gather evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.1.a-f; W.11-12.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Create Cohesion and Clarity: Transitions** Students mark transitional words or phrases and correct punctuation. **PERFORMANCE TASK** **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their argument and share in small groups. **Reflecting** Students reflect on their essays. **STANDARDS** W.11-12.1.c; W.11-12.1.f; W.11-12.5

myPerspectives ELL Support				
🔊 Audio Summary 🔴 from Beowulf Personalize for Learning English Language Support: Pronunciation (TE p 51) Personalize for Learning English Language Support: Translation (TE p 53) Personalize for Learning English Language Support: Imagery (TE p 56)	Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 52) Personalize for Learning English Language Support: Background (TE p 55)	Personalize for Learning English Language Support: Supporting a Claim (TE p 60)		Personalize for Learning English Language Support: Rhetorical Questions (TE p 66) Personalize for Learning English Language Support: Complex Syntax (TE p 67)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

🔊 Audio | ▶️ Video | 🔴 Downloadable / Printable Document | ☑️ Online Assessment | 🔴 EL Highlights   Page **10** of **126**

iLit ELL Level G				
iLit Library Beowulf The Story Beowulf **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary	**iLit Library** Beowulf The Story Beowulf **Multiple Meaning Words (examples)** Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time Unit 6 Lesson 2, 4, 7, 12: Vocabulary	**iLit Library** Beowulf The Story Beowulf **Identify Arguments and Claims** Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time **Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group **Identify and Evaluate Arguments and Claims** Unit 6 Lesson 30: Whole Group **Assignments** Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time **Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group **Identify and Evaluate Arguments and Claims** Unit 6 Lesson 30: Whole Group **Assignments** Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** To Lucasta, on Going to the Wars Richard Lovelace The Charge of the Light Brigade Alfred, Lord Tennyson	**SELECTION** To Lucista, on Going to the Wars Richard Lovelace The Charge of the Light Brigade Alfred, Lord Tennyson	**SELECTION** To Lucista, on Going to the Wars Richard Lovelace The Charge of the Light Brigade Alfred, Lord Tennyson	**SELECTION** To Lucista, on Going to the Wars Richard Lovelace The Charge of the Light Brigade Alfred, Lord Tennyson
SE pp 70-73	SE pp 74-80	SE p 81	SE p 82	SE p 83
Essential Question *What makes a hero?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks.	**MAKING MEANING** **Concept Vocabulary** embrace; adore; honor **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio To Lucasta/The Charge of the Light Brigade: Accessible Text **Comprehension Check** Students complete comprehension questions. To Lucasta/The Charge of the Light Brigade: Accessible Text: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail from the poems and research.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: embrace; adore; honor **Word Study: Latin Prefix:** *ad-* Concept Vocabulary and Word Study Word Study: Latin prefix: *-ad* (RP)	**MAKING MEANING** **Analyze Craft & Structure Word Choice and Theme** Students will point out strong examples of diction. Analyze Craft and Structure: Word Choice and Theme Analyze Craft and Structure: Word Choice and Theme (RP) **STANDARDS** RL.11-12.2; RL.11-12.4	**LANGUAGE DEVELOPMENT** **Conventions and Style: Coordinating Conjunctions** Conventions and Style: Coordinating Conjunctions Conventions and Style: Coordinating Conjunctions (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection 1 **STANDARDS** L.11-12.1; L.11-12.2; L.11-12.3

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

Working on Group Projects Students choose specific roles for each member.	Research to Explore Students research the English Civil War of 1642-1651. **STANDARDS** RL.11-12.10; L.11-12.4; L.11-12.4.a	Word Network Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.4.b; L.11-12.4.c		
myPerspectives **ELL Support**				
	Audio Summary To Lucasta/The Charge of the Light Brigade: Accessible Text Personalize for Learning English Language Support: Archaic English (TE p 77)	Word Study: Latin prefix: *-ad* (RP) (TE p 81)	Analyze Craft and Structure: Word Choice and Theme (RP) (TE p 82) English Language Support Lesson: Word Choice (On Realize)	Conventions and Style: Coordinating Conjunctions (RP) (TE p 83) Personalize for Learning English Language Support: Using Coordinating Conjunctions (TE p 83) English Language Support Lesson: Coordinating Conjunctions (On Realize)
iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**iLit Library (selections by Tennyson & Lovelace)** The Charge of the Light Brigade The Queen The Mermaid The Lady of Shalot To Lucasta On Going Beyond the Seas To Althea from Prison **Gather Information & Cite Sources** Unit 5 Lesson 3: Whole Group **Research a Topic** Unit 5 Lesson 3: Work Time	**iLit Library (selections by Tennyson & Lovelace)** The Charge of the Light Brigade The Queen The Mermaid The Lady of Shalot To Lucasta On Going Beyond the Seas To Althea from Prison **Prefixes (Examples)** Unit 4 Lesson 36, 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 27: Work Time	**iLit Library (selections by Tennyson & Lovelace)** The Charge of the Light Brigade The Queen The Mermaid The Lady of Shalot To Lucasta On Going Beyond the Seas To Althea from Prison **Characteristics of Poetry** Unit 7 Lesson 3: Work Time	**iLit Library (selections by Tennyson & Lovelace)** The Charge of the Light Brigade The Queen The Mermaid The Lady of Shalot To Lucasta On Going Beyond the Seas To Althea from Prison **Conjunctions** Unit 4 Lesson 24: Work Time

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Song of the Mud Mary Borden Dulce et Decorum Est Wilfred Owen SE pp 84-90	**SELECTION** The Song of the Mud Mary Borden Dulce et Decorum Est Wilfred Owen SE p 91	**SELECTION** The Song of the Mud Mary Borden Dulce et Decorum Est Wilfred Owen SE pp 92-93	**SELECTION** The Song of the Mud Mary Borden Dulce et Decorum Est Wilfred Owen SE pp 94-95	**SELECTION** How Did Harry Patch Become an Unlikely WWI Hero BBC iWonder SE pp 96-99
MAKING MEANING **Concept Vocabulary** impertinent; putrid; vile **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Song of the Mud/Dulce et Decorum Est: Accessible Text **Comprehension Check** Students complete comprehension questions. Song of the Mud/Dulce et Decorum Est: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail from the poems and research. **Research to Explore** Students research the conditions of trench warfare in World War I.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: impertinent; putrid; vile **Word Study:** Denotation and Connotation Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.	**MAKING MEANING** **Analyze Craft & Structure Word Choice and Theme** Students will point out strong examples of powerful language. Analyze Craft and Structure: Word Choice and Theme Analyze Craft and Structure: Word Choice and Theme (RP) **LANGUAGE DEVELOPMENT** **Conventions and Style: Types of Phrases** Conventions and Style: Types of Phrases Conventions and Style: Types of Phrases (RP) **STANDARDS** RL.11-12.2; WL.11-12.4; RL.11-12.6; L.11-12.1; L.11-12.3	**Writing to Compare: Compare-and Contrast Essay** Students write an essay comparing the poems in the selection. Writing to Sources: Compare-and Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** W.11-12.2; W.11-12.2.a; W.11-12.9.a; SL.11-12.1; SL.11-12.1.a; PI.4; PII.2B; PII.6	**MAKING MEANING** **Media Vocabulary** navigation; embedded video; slide show **First Review** Students Explore, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Interactive Media **Read the Selection** Selection Audio How Did Harry Patch Become an Unlikely WWI Hero **Comprehension Check** Students complete comprehension questions. **Close Review** Students will review the interactive website and record any new observations. **Analyze the Media** Students will respond to questions about the website, citing textual evidence. Analyze the Media

STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a	STANDARDS L.11-12.4.c; L.11-12.5; L.11-12.5.b			**EFFECTIVE EXPRESSION** **Writing to Sources: Critical Analysis** Students write a brief critical analysis of the website. Writing to Sources: Critical Analysis **Research: Research Overview** Students research World War I and how it differed from previous wars. Research: Research Overview **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.11-12.10; W.11-12.2; W.11-12.7; W.11-12.8; L.11-12.6

myPerspectives ELL Support				
🔊 Audio Summary 🌐 Song of the Mud/Dulce et Decorum Est: Accessible Text Personalize for Learning English Language Support: Figurative Language (TE p 88)	🌐 Word Study: Denotation and Connotation (RP) (TE p 91)	🌐 Analyze Craft and Structure: Word Choice and Theme (RP) (TE p 92) 🌐 Conventions and Style: Types of Phrases (RP) (TE p 93) Personalize for Learning English Language Support: Using Prepositions (TE p 93) 🌐 English Language Support Lesson: Prepositions (On Realize)	Personalize for Learning English Language Support: Transitional Words and Phrases (TE p 94)	🔊 Audio Summary 🌐 How Did Harry Patch Become an Unlikely WWI Hero Personalize for Learning English Language Support: Describing Location (TE p 97)
iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Understand Connotation and Denotation** Unit 4 Lesson 27: Read Aloud, Think Aloud **Connotations (examples)** Unit 2 Lesson 13: Vocabulary Unit 6 Lesson 11, 15: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Analyze/Identify Theme** Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time Unit 4 Lesson 38: Whole Group Unit 4 Lesson 39: Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Write an Explanatory Paragraph/Essay (examples)** Unit 2 Lesson 15, 35, 36, 37: Work Time	**iLit Library (WWII selections)** Resistance Fighter Holocaust World War II & the Cold War **Prepositions with Location** Unit 1 Lesson 24: Whole Group; Work Time Unit 7 Lesson 3: Work Time

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 100-101	SE pp 102-103	SE pp 104-106	SE pp 107-109	SE pp 110-111
PERFORMANCE TASK **Present an Argument** As a group, students develop a scripted slide show that addresses this question: What heroic traits does the traditional war hero exhibit **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize the presentation. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve timing, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** W.11-12.6; SL.11-12.1; SL.11-12.1.d; SL.11-12.5	**Essential Question** *What makes a hero?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument answering the question: Which contributes more to heroism – sacrifice or success? **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.1.a-f; W.11-12.9; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Speech** Students will use their argument to prepare a speech. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** Sl.11-12.1; SL.11-12.1.a

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives **ELL Support**				
Personalize for Learning English Language Support: Using Appropriate Language (TE p 101)		Personalize for Learning English Language Support: Skim, Predict, and Use a KWL Chart (TE p 104) Accessible Leveled Texts for Independent Learning Selections (On Realize)		

iLit ELL Level G				
Multimedia Project Unit 5 Lessons 1–10 **Assignments** Unit 6 Lessons 36–40: Present an Argumentative Essay	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time **Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group **Identify and Evaluate Arguments and Claims** Unit 6 Lesson 30: Whole Group **Assignments** Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence	**Assignments** Unit 6 Lessons 36–40: Present an Argumentative Essay

GRADE 12 | UNIT 2: **Reflecting on Society**
ESSENTIAL QUESTION: *How do people come to have different views of society?*
PERFORMANCE BASED ASSESSMENT: **Explanatory Text**
NOTES:

INSTRUCTIONAL MODEL
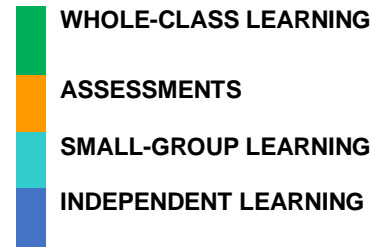
WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 2 Overview

In this unit, students will read and discuss how people have differing points of view regarding society.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about social reform.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Maintain a formal style, including following the conventions of hyphenation in formal writing.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- *Standing Up to Absolute Power* (1030L)

Whole-Class Learning
- Historical Perspectives: Focus Period 1066-1485: *England: The Beginnings*
- Anchor Text, Poetry: *The Prologue from the Canterbury Tales,* Geoffrey Chaucer, translated by Nevill Coghill (NP)
- Media, Video: *The Prologue From the Canterbury Tales: The Remix,* Patience Agbabi

Small-Group Learning
- Historical Account: *from The Worms of the Earth Against the Lions,* from A Distant Mirror, Barbara W. Tuchman (1380L)
- Essay: *Shakespeare's Sister,* Virginia Woolf (1120L)
- Essay/Poetry: *On Seeing England for the First Time,* Jamaica Kincaid (1190L)

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Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

- Essay/Poetry: *XXIII from Midsummer,* Derek Walcott (NP)
- Public Document: *Passenger Manifest for the MV Empire Windrush*

Independent Learning
- Newspaper Articles/Editorial: *Occupy LSX May Be Gone, but the Movement Won't Be Forgotten,* Giles Fraser (950L)
- Newspaper Articles/Editorial: *Today's Pygmy Protesters Are No Heirs to Martin Luther King,* Nick Herbert (1100L)
- Newspaper Articles/Editorial: *Inequality and the Crisis: Still Pre-Occupied,* The Guardian (1230L)
- Argument: *What We Mean When We Say the People,* Edmund Burke (1240L)
- Mock Epic: *from The Rape of the Lock,* Alexander Pope
- Novel Excerpt: *from Candide,* Voltaire (990L)
- Interview/Poetry Collection: *An Interview With Benjamin Zephaniah,* Eric Doumerc
- Interview/Poetry Collection: *Poetry of Benjamin Zephaniah,* Benjamin Zephaniah

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay answering the following question:

What factors lead people to criticize their society rather than simply accept it?

Part 2 – Speaking & Listening: Video Explanation

Students will use their explanatory essay as the basis for a video explanation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and societal reforms.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspectives Focus Period: 1066-1485	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer
SE pp 112-119	SE pp 120-121	SE pp 122-125	SE pp 126-140	SE pp 141-153
Unit Goals Students will deepen their perspective of differing points of view in society by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** annotation; theoretical; prescribe; conviction; tenacious Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key **Launch Text** Students will read "*Standing Up to Absolute Power*". They will then be able to participate in discussions about challenging accepted social practices. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *How do people come to have different views of society?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**ENGLAND: THE BEGINNINGS** **Voices of the Period** Students analyze what the listed quotations reveal about society's values during this important time in British history. **History of the Period** Students discuss which groups were battling for power and representation and how this might have affected the founding father of the U.S. **Literature Selections** Students compare and contrast the genres of fiction and nonfiction.	**MAKING MEANING** **Concept Vocabulary** valiantly; personable; sincerity; eminent; discreet; diligent **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio The Prologue from The Canterbury Tale: Accessible Text **STANDARDS** RL.11-12.10	**MAKING MEANING** **Read the Selection** Selection Audio The Prologue from The Canterbury Tale: Accessible Text **Comprehension Check** Students complete comprehension questions. The Prologue from The Canterbury Tale: Accessible Text **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find out more about the role of the church in English society of Chaucer's day. **STANDARDS** RL.11-12.10

Launch Activity
Students participate in an activity related to the unit theme.

QuickWrite
Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Evidence Log

Performance-Based Assessment: Refining Your Thinking

STANDARDS
L.11-12.6

myPerspectives ELL Support				
🔊 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 115) Personalize for Learning English Language Support: QuickWrite Vocabulary (TE p 119)		Personalize for Learning English Language Support: Words in Context (TE p 122) Personalize for Learning English Language Support: Persuasive Writing (TE p 124)	🔊 Audio Summary 🌐 The Prologue from The Canterbury Tale: Accessible Text Personalize for Learning English Language Support: Antiquated Language (TE p 133) Personalize for Learning English Language Support: Choral Reading (TE p 136)	🔊 Audio Summary 🌐 The Prologue from The Canterbury Tale: Accessible Text Personalize for Learning English Language Support: Unfamiliar Words (TE p 143) Personalize for Learning English Language Support: Unfamiliar Syntax (TE p 147) Personalize for Learning English Language Support: Unfamiliar Words (TE p 151)

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iLit ELL Level G				
Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary **Context Clues** Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Word Meaning** All Lessons: Vocabulary

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE pp 154-155	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE p 156	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE p 157	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE p 158	**SELECTION** Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE p 159
MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Character Development** Students will examine examples of characterization and social commentary. Analyze Craft and Structure: Character Development Analyze Craft and Structure: Character Development (RP) **STANDARDS** RL.11-12.3	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: valiantly; personable; sincerity; eminent; discreet; diligent **Word Study: Latin Suffix: *-able-*** Students complete activities related to the Latin suffix *-able-*. Concept Vocabulary and Word Study Word Study: Latin Suffix: *-able-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.4.b; L.11-12.4.c; L.11-12.4.d	**LANGUAGE DEVELOPMENT** **Conventions and Style: Author's Choices: Structure** Students complete activities identifying word choice. Conventions and Style: Author's Choices: Structure Conventions and Style: Author's Choices: Structure (RP) **STANDARDS** RL.11-12.5	**EFFECTIVE EXPRESSION** **Writing to Sources: Response to Criticism** Students write a response in which they agree or disagree with Condren's take on Chaucer. Writing to Sources: Response to Criticism Writing to Sources: Response to Criticism (RP) **STANDARDS** W.11-12.1	**EFFECTIVE EXPRESSION** **Speaking and Listening: Narrative Presentation** Students prepare and deliver a presentation choosing an occupation from daily life. Speaking and Listening: Narrative Presentation Speaking and Listening: Narrative Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Prologue from The Canterbury Tales **STANDARDS** SL.11-12.4

myPerspectives ELL Support				
🔴 Analyze Craft and Structure: Character Development (RP) (TE p 155) Personalize for Learning English Language Support: Antiquated Language (TE p 154) Personalize for Learning English Language Support: Using Indirect Characterization (TE p 155) 🔴 English Language Support Lesson: Indirect Characterization (On Realize)	🔴 Word Study: Latin Suffix: *-able-* (RP) (TE p 156)	🔴 Conventions and Style: Author's Choices: Structure (RP) (TE p 157)	🔴 Writing to Sources: Response to Criticism (RP) (TE p 158)	🔴 Speaking and Listening: Narrative Presentation (RP) (TE p 159) Personalize for Learning English Language Support: Choral Reading (TE p 159)
iLit ELL Level G				
iLit Library The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Suffixes (Examples)** Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Analyze Text Structure and Organization** Unit 6 Lesson 38: Read Aloud, Think Aloud	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Plan, Write and Present an Original Scene** Unit 3 Lessons 1–10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media The Prologue From The Canterbury Tales: The Remix Patience Agbabi SE pp 160-162	**SELECTION** Media The Prologue From The Canterbury Tales: The Remix Patience Agbabi SE p 163	**SELECTION** Media The Prologue From The Canterbury Tales: The Remix Patience Agbabi SE pp 164-165	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 166-170	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 171-173
MAKING MEANING **Media Vocabulary** Students complete activities related to the media Vocabulary words: delivery; gesture; audience reaction Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they listen to the broadcast. First Review Guide: Media: Video **Listen to the Selection** Selection Audio The Prologue From The Canterbury Tales: The Remix **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Review** Students will watch the video again and write down new observations. Close-Review Guide: Media: Video **Analyze the Media** Students will respond to questions about the broadcast. **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: delivery; gesture; audience reaction Media Vocabulary **STANDARDS** L.11-12.6	**EFFECTIVE EXPRESSION** **Writing to Compare: Argumentative Essay** Students will write an argument using Chaucer's Prologue and Agbabi's "remix" as the basis for a conclusion. Writing to Sources: Argumentative Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Prologue From The Canterbury Tales: The Remix **STANDARDS** RL11-12.7; W.11-12.1; W.11-12.1.a; W.11-12.9.a	**PERFORMANCE TASK** **Write an Explanatory Essay** Students write an explanatory essay discussing how Chaucer finds humor in the difference between the ideas and the real in characters from the story. **PreWriting/Planning** Students brainstorm, write a thesis statement, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.2.a-f; W.11-12.10	**PERFORMANCE TASK** **LANGUAGE DEVELOPMENT: CONVENTIONS** **Use a Formal Style** Students practice using hyphenation in sentences. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essays and share in small groups. **Reflecting** Students reflect on their essay. **STANDARDS** W.11-12.2.b; W.11-12.2.e; W.11-12.2.f; W.11-12.5; L.11-12.2; L.11-12.2.a; L.11-12.2.b

Students choose something interesting from the video and formulate a research question. **STANDARDS** RL.11-12.10				
myPerspectives **ELL Support**				
🔊 Audio Summary 📄 The Prologue From The Canterbury Tales: The Remix Personalize for Learning English Language Support: Taking Notes (TE p 160)		Personalize for Learning English Language Support: Unfamiliar Language (TE p 164)	Personalize for Learning English Language Support: Difficult Concepts (TE p 167) Personalize for Learning English Language Support: Cliches (TE p 170)	
iLit ELL Level G				
iLit Library The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Gather Information & Cite Sources; Take Notes** Unit 5 Lesson 3: Whole Group	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "How Do I Love Thee?" and "Oh Love"** **(poems)** Unit 6 Lesson 2	**iLit Library** The Canterbury Tales **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Word Meaning** All Lessons: Vocabulary	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph

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🔊 Audio | ▶️ Video | 📄 Downloadable / Printable Document | ☑️ Online Assessment | ☑️ EL Highlights   Page **29** of **126**

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** from The Worms of the Earth Against the Lions Barbara W. Tuchman	**SELECTION** from The Worms of the Earth Against the Lions Barbara W. Tuchman	**SELECTION** from The Worms of the Earth Against the Lions Barbara W. Tuchman	**SELECTION** from The Worms of the Earth Against the Lions Barbara W. Tuchman
SE pp 174-177	SE pp 178-185	SE pp 186-187	SE p 188	SE p 189
Essential Question *How do people come to have different views of society?* **Small-Group Learning Strategies** - Prepare - Participate Fully - Support Others - Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** - Take a position - List your rules - Apply the rules - Name your group - Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** demagogue; animosity; provoke **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio from The Worms of the Earth Against the Lions: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from The Worms of the Earth Against the Lions: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: demagogue; animosity; provoke **Word Study: Greek Root Word:** *agogos* Concept Vocabulary and Word Study Word Study: Greek Root Word: *agogos* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Historical Writing** Students will analyze Tuchman's Historical Account. Analyze Craft and Structure: Historical Writing Analyze Craft and Structure: Historical Writing (RP)	**LANGUAGE DEVELOPMENT** **Conventions and Style: Author's Choices: Text Structure** Students complete activities identifying causes and effects. Conventions and Style: Author's Choices: Text Structure Conventions and Style: Author's Choices: Text Structure (RP) **STANDARDS** RI.11-12.3	**EFFECTIVE EXPRESSION** **Speaking and Listening: Discussion** Students participate in a class discussion about issues of social justice and social order raised by the selection. Speaking and Listening: Discussion Speaking and Listening: Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Worms of the Earth Against the Lions **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.1.b

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	STANDARDS RI.11-12.10; L.11-12.4; L.11-12.4.d	STANDARDS RI.11-12.1; RI.11-12.3; L.11-12.4.c		
myPerspectives ELL Support				
	🔊 Audio Summary 🔴 from The Worms of the Earth Against the Lions: First Read Extension Questions Personalize for Learning English Language Support: Unfamiliar Sentence Structure (TE p 181)	🔴 Word Study: Greek Root Word: *agogos* (RP) (TE p 186) 🔴 Analyze Craft and Structure: Historical Writing (RP) (TE p 187) Personalize for Learning English Language Support: Writing Objectively and With Bias (TE p 187) 🔴 English Language Support Lesson: Bias and Objectivity (On Realize)	🔴 Conventions and Style: Author's Choices: Text Structure (RP) (TE p 188)	🔴 Speaking and Listening: Discussion (RP) (TE p 189)
iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**iLit Library** King Richard II **Use Sentence Variety** Unit 6 Lesson 33: Whole Group **Compound and Complex Sentences** Unit 4 Lesson 24: Work Time **Writing Effective Sentences** Unit 6 Lesson 16: Work Time	**iLit Library** King Richard II **Assignments: Vocabulary Study Plan (examples)** Unit 6 Lessons 11–15 Part 2: Skill 22: Prefixes, Suffixes, and Word Roots **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group	**iLit Library** King Richard II **Analyze Text Structure and Organization** Unit 6 Lesson 38: Read Aloud, Think Aloud **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group	**iLit Library** King Richard II **Rules for Conversation Routine** Unit 1 Lesson 2: Classroom Conversation **Whole Class/Small Group Discussion (examples)** Unit 4 Lesson 24: Classroom Conversation

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Shakespeare's Sister Virginia Woolf	**SELECTION** On Seeing England for the First Time Jamaica Kincaid XXIII from Midsummer Derek Walcott	**SELECTION** On Seeing England for the First Time Jamaica Kincaid XXIII from Midsummer Derek Walcott	**SELECTION** On Seeing England for the First Time Jamaica Kincaid XXIII from Midsummer Derek Walcott	**SELECTION** Passenger Manifest for the MV *Empire Windrush*
SE pp 190-197	SE pp 198-211	SE pp 212-213	SE pp 214-215	SE pp 216-223
MAKING MEANING **Concept Vocabulary** gifted; taste; fancy **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Shakespeare's Sister: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Shakespeare's Sister: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the nature of women's education in Virginia Woolf's time.	**MAKING MEANING** **Concept Vocabulary** subjugation; privileged; fellowships **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction/ Poetry **Read the Selection** Selection Audio On Seeing England/XXIII from Midsummer: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. On Seeing England/XXIII from Midsummer: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** subjugation; privileged; fellowships **Word Study: Latin Prefix:** *sub-* Concept Vocabulary and Word Study Word Study: Latin Prefix: *sub-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Perspective: Historical Context**	**LANGUAGE DEVELOPMENT** **Conventions and Style: Stylistic Devices** Students find examples of amplification, allusion, and irony in the reading. Conventions and Style: Stylistic Devices Conventions and Style: Stylistic Devices (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Digital Presentation** Students prepare and deliver a presentation on the essay and poem they have just read. Speaking and Listening: Digital Presentation Speaking and Listening: Digital Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Concept Vocabulary** rows; headings; statistics **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Passenger Manifest for the MV *Empire Windrush:* Accessible Text **Comprehension Check** Students complete comprehension questions. Passenger Manifest for the MV *Empire Windrush* : First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**

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Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** gifted; taste; fancy **Word Study: Multiple-Meaning Words** Students complete activities related to multiple-meaning words. Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Interaction and Development of Ideas** Students will identify details about how William Shakespeare's life, as described by Woolf.	Students research the history of British rule in Antigua or the Brixton riots of April 1981. **STANDARDS** RL.11-12.10; RI.11-12.10; L.11-12.4; L.11-12.4.a	Students will identify details about the historical contexts of the texts. Analyze Craft and Structure: Historical Context Analyze Craft and Structure: Historical Context (RP) **STANDARDS** L.11-12.4.b	Selection Test: On Seeing England for the First Time/ "XXIII" from *Midsummer* **STANDARDS** RL.11-12.6; RI.11-12.4; RI.11-12.6; SL.11-12.4; SL.11-12.5	Students research the *Empire Windrush* or another ship that transported immigrants to England or another country. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Text Features** rows; headings; statistics **EFFECTIVE EXPRESSION** **Research: Profile** Students create a profile of a typical passenger on the famous 1948 voyage of the *Empire Windrush* form Kingston to London. Research: Profile Research: Profile (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Analyze Craft and Structure: Interaction and Development of Ideas Analyze Craft and Structure: Interaction and Development of Ideas (RP) **Conventions and Style: Changing Usage** Students research the histories and meaning words. Conventions and Style: Changing Usage Conventions and Style: Changing Usage (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Argument** Students prepare an argument defend a claim and responding to a counterclaim. Writing to Sources: Argument Writing to Sources: Argument (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Shakespeare's Sister				Selection Test: Passenger Manifest for the MV *Empire Windrush* **STANDARDS** RI.11-12.5; RI.11-12.7; W.11-12.2; W.11-12.7; W.11-12.9.b; L.11-12.6

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STANDARDS				
RI.11-12.1; WI.11-12.3; WI.11-12.5; RI.11-12.10; W.11-12.1; W.11-12.1.a; W.11-12.1.b; L.11-12.1; L.11-12.1.a; L.11-12.1.b; L.11-12.4; L.11-12.4.a; L.11-12.4.c; L.11-12.4.d; L.11-12.5				

myPerspectives ELL Support				
Audio Summary Shakespeare's Sister: Accessible Leveled Text Word Study: Multiple-Meaning Words (RP) (TE p 194) Analyze Craft and Structure: Interaction and Development of Ideas (RP) (TE p 195) Conventions and Style: Changing Usage (RP) (TE p 196) Writing to Sources: Argument (RP) (TE p 197) Personalize for Learning English Language Support: Creating Thought Experiments (TE p 197) English Language Support Lesson: Thought Experiments (On Realize)	Audio Summary On Seeing England for the First Time/XXIII from Midsummer: Accessible Leveled Text Personalize for Learning English Language Support: Unfamiliar Words (TE p 201)	Word Study: Latin Prefix: *sub-* (RP) (TE p 212) Analyze Craft and Structure: Historical Context (RP) (TE p 212)	Conventions and Style: Stylistic Devices (RP) (TE p 214) Speaking and Listening: Digital Presentation (RP) (TE p 215) Personalize for Learning English Language Support: Making Allusions (TE p 214) English Language Support Lesson: Allusions (On Realize)	Research: Profile (RP) (TE p 223) Personalize for Learning English Language Support: Cause and Effect (TE p 217) Personalize for Learning English Language Support: Using Verbs and Verb Phrases (TE p 220)

iLit ELL Level G				
iLit Library King Richard II Macbeth The Tempest **Multiple Meaning Words (examples)** Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time Unit 6 Lesson 2, 4, 7, 12: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: *"Puerto Rico: Yesterday, Today, and Tomorrow*** Unit 4 Lesson 22	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: *"Puerto Rico: Yesterday, Today, and Tomorrow*** Unit 4 Lesson 22	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: *"Puerto Rico: Yesterday, Today, and Tomorrow*** Unit 4 Lesson 22	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Cause-and-Effect Relationships** Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Reader's Theater	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 224-225	SE pp 226-227	SE pp 228-230	SE pp 231-233	SE pp 234-235
PERFORMANCE TASK **Present a Reader's Theater** As a group, students present a scene addressing which aspects of English society would they change or keep. **Plan With Your Group** Students will analyze the text, choose a setting and situation, gather evidence and organize the presentation. **Rehearse With Your Group** Students practice the presentation, fine-tune the content and brush up on presentation techniques. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.b; SL.11-12.4	**Essential Question** *How do people come to have different views of society?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes ▶ Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. 🔊🔖 Contents	**MAKING MEANING** **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔖 First-Read Guide **Close-Read Guide** 🔖 Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Explanatory Essay** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Explanatory Essay** Students will write an explanatory essay describing what factors led to people criticizing their society rather than accepting it. **Explanatory Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.2.a-f; W.11-12.9; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Video Explanation** Students a movie-making program to create a video explanation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. ▶ Reflect on the Unit 🔖☑ Unit Test **STANDARDS** SL.11-12.1; SL.11-12.5

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10		
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		Personalize for Learning English Language Support: Listening Actively (TE p 235)
iLit ELL Level G				
Plan, Write and Present an Original Scene Unit 3 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph	**Plan, Write and Present an Original Scene** Unit 3 Lessons 1–10 **Multimedia Project Timeline** Unit 5 Lessons 1–9 **Assignments** Unit 5 Lessons 1–5: Rubric for a Multimedia Presentation

GRADE 12 | UNIT 3: **Facing the Future, Confronting the Past**
ESSENTIAL QUESTION: *How do our attitudes toward the past and future shape our actions?*
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 3 Overview

In this unit, students will read examples of how or past experiences have an effect on our future actions.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about attitudes toward time.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a response to literature in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Maintain a formal style and use transition words and varied syntax to connect parts of a text**.**
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- Better Never to Have Met at All (950L)

Whole-Class Learning
- Historical Perspectives: Focus Period 1485-1625: *Renaissance and Reformation: A Changing England*
- Literature and Culture: *Literary History, The Tragedy of Macbeth*
- Anchor Text, Drama: *The Tragedy of Macbeth Act I,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tragedy of Macbeth Act II,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tragedy of Macbeth Act III,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tragedy of Macbeth Act IV,* William Shakespeare (NP)

- Anchor Text, Drama: *The Tragedy of Macbeth Act V,* William Shakespeare (NP)
- Media, Audio Performance: *The Tragedy of Macbeth, Act V, Scene I,* L.A. Works
- Media, Audio Performance: *The Tragedy of Macbeth, Act V, Scene I,* LibriVox

Small-Group Learning
- Poetry Collection 1: *Sonnet 12,* William Shakespeare (NP)
- Poetry Collection 1: *Sonnet 60,* William Shakespeare (NP)
- Poetry Collection 1: *Sonnet 73,* William Shakespeare (NP)
- Poetry Collection 1: *Sonnet 32, from Pamphilia to Amphilanthus*, Mary Wroth (NP)
- Poetry Collection 1: *Sonnet 75,* Edmund Spenser (NP)
- Literary Criticism: *from The Naked Babe and the Cloak of Manliness, from the Well Wrought Urn,* Cleanth Brooks (1130L)
- Literary Criticism: *from Macbeth, from Shakespeare's Language,* Frank Kermode (1090L)

Independent Learning
- Drama: *from Oedipus Rex:* Sophocles, translated by David Greene (NP)
- Poetry Collection 2: *Ozymandias:* Percy Bysshe Shelley (NP)
- Poetry Collection 2: *Why Brownlee Left:* Paul Muldoon (NP)
- Poetry Collection 2: *Man's Short Life and Foolish Ambition:* Margaret Cavendish, Duchess of Newcastle (NP)
- Media, Graphic Novel: *from Macbeth: The Graphic Novel,* William Shakespeare, illustrated by John Haward; script adapted by John McDonald
- Short Story: *The Lagoon,* Joseph Conrad (1000L)
- Science Articles: *What's Your Time Perspective?,* Jane Collingwood (1100L)
- Science Articles: *Does Time Pass,* Does Time Pass? (1150L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write a response to literature on the following topic:

What is the relationship of human beings to time?

Part 2 – Speaking & Listening: TV Commentary

After writing their response to literature, students present their ideas
as a TV commentary.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how our
attitudes about the past and future shape our actions.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspective Focus Period 1485-1625	**SELECTION** Anchor Text The Tragedy of Macbeth, Act I William Shakespeare	**SELECTION** Anchor Text The Tragedy of Macbeth, Act I William Shakespeare
SE pp 236-243	SE pp 244-245	SE pp 246-257	SE pp 258-277	SE pp 277-279
Unit Goals Students will deepen their perspective on the topic of the passage of time by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** proficient; justify; diverse; catalyst; assertion Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key **Launch Text** Students will read "Better Never to Have Met at All" and participate in discussions about facing the future and confronting the past. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *How do our attitudes toward the past and future shape our actions?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**RENAISSANCE AND REFORMATION: A CHANGING ENGLAND** **Voices of the Period** Students analyze the words of key people during the Renaissance and Reformation, including Martin Luther, Elizabeth I, and Sir Walter Raleigh. **History of the Period** Students discuss what motivations might have caused radical decisions and what lessons the founders of the U.S. may have learned from England's past. **Literature Selections** Students explore how the literature of the time pertains to how our attitudes toward time shape our actions. **LITERATURE AND CULTURE: THE TRAGEDY OF MACBETH** **Literary History** Students read about and discuss Elizabethan Theater and Shakespeare in performance.	**MAKING MEANING** **Concept Vocabulary** revolt; captivity; assault; flout; rebellious; treasons **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Macbeth, Act I: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Macbeth, Act I: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find representations of Macbeth or Lady Macbeth in a work of visual art.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: revolt; captivity; assault; flout; rebellious; treasons **Word Study: Latin Root: *-bell-*** Students complete activities related to the Latin Root *–bell-*. Concept Vocabulary and Word Study Word Study: Latin Root: *-bell-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **MAKING MEANING** **Analyze Craft and Structure: Author's Choices: Structures** Students will explore why Shakespeare uses a soliloquy. Analyze Craft and Structure: Author's Choices: Structures

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.11-12.6		**William Shakespeare, Poet and Playwright** Students learn about the life of Shakespeare and how to read his plays.	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.11-12.10	Analyze Craft and Structure: Author's Choices: Structures (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Soliloquy** Students prepare and deliver a soliloquy either supporting or discouraging the murder of King Duncan. Speaking and Listening: Soliloquy Speaking and Listening: Soliloquy (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Tragedy of Macbeth, Act I **STANDARDS** SL.11-12.1.a; SL.11-12.6; L.11-12.4.c

myPerspectives ELL Support				
Personalize for Learning English Language Support: Cognates (TE p 239) Personalize for Learning English Language Support: Supporting Opinions (TE p 243)		Personalize for Learning English Language Support: Vocabulary in Context (TE p 247) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 253) Personalize for Learning English Language Support: Idioms (TE p 255)	🔊 Audio Summary 🌀 The Tragedy of Macbeth, Act I: Accessible Text Personalize for Learning English Language Support: Figurative Language (TE p 271) Personalize for Learning English Language Support: Making Inferences (TE p 273) Personalize for Learning English Language Support: Analyze Language (TE p 271)	🌀 Word Study: Latin Root: *-bell-* (RP) (TE p 277) 🌀 Analyze Craft and Structure: Author's Choices: Structures (RP) 🌀 Analyze Craft and Structure: Author's Choices: Structures (RP) (TE p 278) 🌀 Speaking and Listening: Soliloquy (RP) (TE p 279) Personalize for Learning English Language Support: Using Cause and Effect in Tragedies (TE p 278) 🌀 English Language Support Lesson: Cause and Effect (On Realize)

iLit ELL Level G				
Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Idioms** Unit 2 Lesson 7: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 9: Vocabulary Unit 6 Lesson 8: Read Aloud, Think Aloud	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9 **iLit Library** The Tempest King Lear Romeo and Juliet **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9 **iLit Library** The Tempest King Lear Romeo and Juliet **Cause-and-Effect Relationships** Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time **Latin Origins/Roots** Unit 4 Lesson, 7: Vocabulary Unit 4 Lesson 23: Vocabulary

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Tragedy of Macbeth, Act II William Shakespeare SE pp 280-293	**SELECTION** Anchor Text The Tragedy of Macbeth, Act II William Shakespeare SE pp 293-295	**SELECTION** Anchor Text The Tragedy of Macbeth, Act III William Shakespeare SE pp 296-313	**SELECTION** Anchor Text The Tragedy of Macbeth, Act IV William Shakespeare SE pp 314-331	**SELECTION** An Anchor Text The Tragedy of Macbeth, Act IV William Shakespeare SE pp 331-333
MAKING MEANING **Concept Vocabulary** allegiance; stealthy; equivocate; sacrilegious; counterfeit; breach **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Macbeth, Act II: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Macbeth, Act II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: allegiance; stealthy; equivocate; sacrilegious; counterfeit; breach **Word Study: Patterns of Word Changes** Students complete activities related to patterns of word changes. Concept Vocabulary and Word Study Word Study: Suffixes –*ous* and -*ance* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **MAKING MEANING** **Analyze Craft and Structure: Author's Choices: Structure** Students will analyze the structure of lines from the play.	**MAKING MEANING** **Concept Vocabulary** foully; rancors; incensed; malice; enrages; malevolence **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Macbeth, Act III: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Macbeth, Act III: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the	**MAKING MEANING** **Concept Vocabulary** pernicious; laudable; treacherous; avaricious; integrity; sanctity **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Macbeth, Act IV: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Macbeth, Act IV: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: pernicious; laudable; treacherous; avaricious; integrity; sanctity **Word Study: Antonyms** Students complete activities related to antonyms. Concept Vocabulary and Word Study Word Study: Antonyms (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **MAKING MEANING** **Analyze Craft and Structure: Imagery and Archetypes** Students will locate examples of imagery in the play.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Students research something from the text that interests them. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.11-12.10	Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Psychological Report** Students write a psychological report on either Macbeth or Lady Macbeth. Writing to Sources: Psychological Report Writing to Sources: Psychological Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Tragedy of Macbeth, Act II **STANDARDS** W.11-12.1; L.11-12.2.b; L.11-12.4.b	close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: foully; rancors; incensed; malice; enrages; malevolence **Word Study: Latin Prefix:** *mal-* Students complete activities related to the Latin Prefix *mal*. Concept Vocabulary and Word Study Word Study: Latin Prefix: *mal-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **MAKING MEANING** **Analyze Craft and Structure: Structure** Students will identify events that are part of the play's rising action.	Students research the weapons and armaments used in Scotland and Europe during the eleventh century. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.11-12.10	Analyze Craft and Structure: Imagery and Archetypes Analyze Craft and Structure: Imagery and Archetypes (RP) **LANGUAGE DEVELOPMENT** **Conventions and Style: Exclamatory Phrases** Students look for examples of exclamatory phrases in Act IV. Conventions and Style: Exclamatory Phrases Conventions and Style: Exclamatory Phrases (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Tragedy of Macbeth, Act IV **STANDARDS** RL.11-12.1; RL.11-12.3; L.11-12.3; L.11-12.4.c; L.11-12.5

Analyze Craft and Structure: Structure

Analyze Craft and Structure: Structure (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: Oral Recitation
Students choose a speech from this act and present it to the class.

Speaking and Listening Oral Recitation and Discussion

Speaking and Listening Oral Recitation and Discussion (RP)

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

SELECTION TEST

Selection Test: The Tragedy of Macbeth, Act III

STANDARDS
RL.11-12.3; RL.11-12.10; SL.11-12.1; SL.11-12.3; SL.11-12.6; L.11-12.4.b; L.11-12.4.d

myPerspectives **ELL Support**				
Audio Summary The Tragedy of Macbeth, Act II: Accessible Text Personalize for Learning English Language Support: Punctuation (TE p 281) Personalize for Learning English Language Support: Make Inferences (TE p 285)	Word Study: Suffixes –*ous* and *-ance* (RP) (TE p 293) Analyze Craft and Structure: Structure (RP) (TE p 294) Personalize for Learning English Language Support: Writing an Argument Based on Behavior (TE p 295) English Language Support Lesson: Argument Based on Behavior (On Realize)	Audio Summary The Tragedy of Macbeth, Act III: Accessible Text Word Study: Latin Prefix: *mal-* (RP) (TE p 311) Analyze Craft and Structure: Structure (RP) (TE p 312) Speaking and Listening Oral Recitation and Discussion (RP) (TE p 313) Personalize for Learning English Language Support: Scaffolding the Text (TE p 297) Personalize for Learning English Language Support: Clarify Vocabulary (TE p 298) Personalize for Learning English Language Support: Using Cause and Effect (TE p 312) English Language Support Lesson: Cause and Effect (On Realize)	Audio Summary The Tragedy of Macbeth, Act IV: Accessible Text Personalize for Learning English Language Support: Figurative Language (TE p 319)	Word Study: Antonyms (RP) (TE p 331) Analyze Craft and Structure: Imagery and Archetypes (RP) (TE p 332) Conventions and Style: Exclamatory Phrases (RP) (TE p 333) Personalize for Learning English Language Support: Using Imagery (TE p 332) English Language Support Lesson: Imagery (On Realize)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

iLit ELL Level G				
Text: *"Macbeth"* (drama) Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9
iLit Library The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet
Make Inferences Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud	**Write an Argument** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time **Suffixes (Examples)** Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time	**Prefixes (Examples)** Unit 4 Lesson 36, 39, 40: Vocabulary Unit 4 Lesson 37: Work Time Unit 6 Lessons 26, 30: Vocabulary **Cause-and-Effect Relationships** Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time	**Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary	**Understand Poetry** Unit 7 Lesson 1: Whole Group

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Tragedy of Macbeth, Act V William Shakespeare SE pp 334-349	**SELECTION** Anchor Text The Tragedy of Macbeth, Act V William Shakespeare SE pp 350-353	**SELECTION** Media: The Tragedy of Macbeth, Act V, Scene i L.A. Theatre Works/LibriVox SE pp 354-359	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 360-362	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 363-367
MAKING MEANING **Concept Vocabulary** perturbation; agitation; purge; antidote; pristine; usurper **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Macbeth, Act V: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Macbeth, Act V: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: perturbation; agitation; purge; antidote; pristine; usurper **Word Study: Latin Root: *-turb-*** Students complete activities related to the Latin Root: *-turb-*. Concept Vocabulary and Word Study Word Study: Latin Root: *-turb-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **LANGUAGE DEVELOPMENT** **Conventions and Style: Hyphenation of Compound Adjectives** Students mark compound adjectives in Act V.	**MAKING MEANING** **Media Vocabulary** sound effects; editing; pacing Media Vocabulary **First Review** Students Listen, Note, Connect, Respond as they study the images. First Review Guide: Media-Audio **View the Selection** Selection Audio The Tragedy of Macbeth, Act V, Scene i **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the two versions of Act V, Scene i. **Research to Explore**	**PERFORMANCE TASK** **Write an Argument** Students write an argument answering the question: In what ways does Macbeth attempt to control the future and to bury the past? **PreWriting/Planning** Students write a claim, consider possible counterclaims, gather evidence and consider audience and purpose. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.1.a-f; W.11-12.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Establish Voice: Formal Style** Students use rhetorical devices, appeals, analogies, and case studies to improve their writing. **PERFORMANCE TASK** **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their arguments and share in small groups. **Reflecting** Students reflect on their arguments. **STANDARDS**

Students research something from the text that interests them.	Conventions and Style: Hyphenation of Compound Adjectives	Students research something from the audio presentations that interests them and formulate a research question.		W.11-12.1.c; W.11-12.1.d; W.11-12.1.f; W.11-12.4; W.11-12.5; L.11-12.3; L.11-12.6

Close Read the Text
Students will review the Close Read Model and complete the close read sections in the selection.

Close Read the Text

Analyze the Text
Students will respond to questions about the text, citing textual evidence.

Analyze Craft and Structure: Shakespearean Tragedy
Students will identify Macbeth's tragic flaws.

Analyze Craft and Structure: Shakespearean Tragedy

Analyze Craft and Structure: Shakespearean Tragedy (RP)

STANDARDS
RL.11-12.1; RL.11-12.3; RL.11-12.5; RL.11-12.10

Conventions and Style: Hyphenation of Compound Adjectives (RP)

EFFECTIVE EXPRESSION

Writing to Sources: Character Profile
Students write a character profile examining Macbeth's character and decision making.

Writing to Sources: Character Profile

Writing to Sources: Character Profile (RP)

Speaking and Listening: News Report
Students write a news report about the battle in Macbeth.

Speaking and Listening: News Report

Speaking and Listening: News Report (RP)

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

SELECTION TEST
Selection Test: The Tragedy of Macbeth, Act V

Close Review
Students will listen to the audio performance again and write down new observations.

Close-Review Guide: Media-Audio

Analyze the Media
Students will respond to questions about the interview.

LANGUAGE DEVELOPMENT

Media Vocabulary
Students complete activities related to the media Vocabulary words:
sound effects; editing; pacing

Media Vocabulary

EFFECTIVE EXPRESSION

Writing to Compare: Comparison-and-Contrast Essay
Students will write a compare-and-contrast essay analyzing the interpretations of Act V, Scene I, of Macbeth.

Writing to Sources: Compare-and-Contrast Essay

	STANDARDS W.11-12.1; W.11-12.6; SL.11-12.1.a; SL.11-12.6; L.11-12.2; L.11-12.2.a; L.11-12.4.c; L.11-12.4.d	**Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.7; W.11-12.2; W.11-12.2.a; W.11-12.2.c; W.11-12.9.a; L.11-12.6		
myPerspectives ELL Support				
Audio Summary The Tragedy of Macbeth, Act V: Accessible Text Analyze Craft and Structure: Shakespearean Tragedy (RP) (TE p 349) Personalize for Learning English Language Support: Antiquated Language (TE p 335) Personalize for Learning English Language Support: Antiquated Language (TE p 340) Personalize for Learning English Language Support: Difficult Syntax (TE p 341) Personalize for Learning English Language Support: Drama Reading (TE p 344)	Word Study: Latin Root: *-turb-* (RP) (TE p 350) Conventions and Style: Hyphenation of Compound Adjectives (RP) (TE p 351) Writing to Sources: Character Profile (RP) (TE p 352) Speaking and Listening: News Report (RP) (TE p 353) Personalize for Learning English Language Support: Evaluating a Profile (TE p 352) English Language Support Lesson: Profile (On Realize)	Audio Summary The Tragedy of Macbeth, Act V, Scene i	Personalize for Learning English Language Support: Idioms (TE p 361) Personalize for Learning English Language Support: Using Transitions (TE p 362)	Personalize for Learning English Language Support: Peer Review (TE p 367)

iLit ELL Level G				
Text: *"Macbeth"* (drama) Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9	**Text: *"Macbeth"* (drama)** Unit 3 Lesson 1-4, 6-9	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time
iLit Library The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet	**iLit Library** The Tempest King Lear Romeo and Juliet		
Write, Revise, and Rehearse an Original Scene Unit 3 Lesson 8: Work Time	**Compare and Contrast Characters** Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time	**Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group	**Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group
			Identify and Evaluate Arguments and Claims Unit 6 Lesson 30: Whole Group	**Identify and Evaluate Arguments and Claims** Unit 6 Lesson 30: Whole Group
			Assignments Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence	**Assignments** Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 368-371	**SELECTION** Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE pp 372-377	**SELECTION** Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE pp 378-380	**SELECTION** Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE p 381	**SELECTION** Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE p 382
Essential Question *How do our attitudes toward the past and future shape our actions?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify 🔊 Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** toil; assay; devise **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 📄 First-Read Guide: Poetry **Read the Selection** 🔊 Selection Audio 📄 Poetry Collection 1: Accessible Text **STANDARDS** RL.11-12.10; L.11-12.4; L.11-12.4.a	**MAKING MEANING** **Comprehension Check** Students complete comprehension questions. 📄 Poetry Collection 1: First Read Extension Questions **Research to Clarify** Students choose something interesting from the poems and research. **Research to Explore** Students research to locate media interpretations of the poems. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. ✏️ Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. 📄 Analyze the Text **LANGUAGE DEVELOPMENT**	**LANGUAGE DEVELOPMENT** **Analyze Craft & Structure: Development of Theme** Students will analyze a sonnet's structure helps to develop them. 📄 Analyze Craft and Structure: Development of Theme 📄 Analyze Craft and Structure: Development of Theme (RP) **STANDARDS** RL.11-12.2; RL.11-12.5	**LANGUAGE DEVELOPMENT** **Conventions and Style: Word Choice** Students find examples of figurative language. 📄 Conventions and Style: Word Choice 📄 Conventions and Style: Word Choice (RP) **STANDARDS** RL.11-12.4; L.11-12.5; L.11-12.5.a

		Concept Vocabulary Students complete activities related to the Concept Vocabulary words: toil; assay; devise **Word Study: Multiple-Meaning Words** Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.4		
myPerspectives **ELL Support**				
	Audio Summary Poetry Collection 1: Accessible Text Personalize for Learning English Language Support: Image and Meaning (TE p 376)	Word Study: Multiple-Meaning Words (RP) (TE p 380) Personalize for Learning English Language Support: Main Ideas (TE p 378)	Analyze Craft and Structure: Development of Theme (RP)	Conventions and Style: Word Choice (RP) (TE p 382) Personalize for Learning English Language Support: Practicing Correct Word Choice (TE p 382)

iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** To Thine Own Self Be True A Sea Diego Prothalmion **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** To Thine Own Self Be True A Sea Diego Prothalmion **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Multiple Meaning Words (examples)** Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time Unit 6 Lesson 2, 4, 7, 12: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** To Thine Own Self Be True A Sea Diego Prothalmion **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Analyze Theme** Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time **Review the Theme** Unit 2 Lesson 23: Read Aloud, Think Aloud	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** To Thine Own Self Be True A Sea Diego Prothalmion **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE p 383	**SELECTION** from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode SE pp 384-396	**SELECTION** from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode SE pp 396-397	**SELECTION** from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode SE p 398	**SELECTION** from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode SE p 399
EFFECTIVE EXPRESSION **Writing to Sources: Response to Literature** Students write a response that compares and contrasts ideas from these sonnets. Writing to Sources: Response to Literature Writing to Sources: Response to Literature (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Poetry Collection 1 **STANDARDS** W.11-12.2.a; W.11-12.2.b	**MAKING MEANING** **Concept Vocabulary** perception; unambiguous; idiosyncratic **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio from The Naked Babe and from Macbeth: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from The Naked Babe and from Macbeth: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: perception; unambiguous; idiosyncratic **Word Study: Patterns of Word Changes** Concept Vocabulary and Word Study Word Study: Patterns of Word Changes (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Analyze Arguments** Students will analyze the arguments that Brooks and Kermode Made. Analyze Craft and Structure: Analyze Arguments Analyze Craft and Structure: Analyze Arguments (RP)	**LANGUAGE DEVELOPMENT** **Conventions and Style: Quotations** Students find examples of quotations in the reading. Conventions and Style: Quotations Conventions and Style: Quotations (RP) **STANDARDS** L.11-12.2; L.11-12.3	**EFFECTIVE EXPRESSION** **Speaking and Listening: Panel Discussion** Students hold a discussion about The Tragedy of Macbeth. Speaking and Listening: Panel Discussion Speaking and Listening: Panel Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: from The Naked Babe and from Macbeth **STANDARDS** SL.11-12.1.c; SL.11-12.1.d

	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.d	**STANDARDS** RI.11-12.2; L.11-12.4.b		
myPerspectives ELL Support				
Writing to Sources: Response to Literature (RP) (TE p 383)	Audio Summary from The Naked Babe and from Macbeth: Accessible Leveled Text Personalize for Learning English Language Support: Sexist Language (TE p 386) Personalize for Learning English Language Support: Word Study: Oracular (TE p 391) Personalize for Learning English Language Support: Be-All and End-All (TE p 394)	Word Study: Patterns of Word Changes (RP) (TE p 396) Analyze Craft and Structure: Analyze Arguments (RP) (TE p 397) Personalize for Learning English Language Support: Titles (TE p 397)	Conventions and Style: Quotations (RP) (TE p 398)	Speaking and Listening: Panel Discussion (RP) (TE p 399) Personalize for Learning English Language Support: Having a Panel Discussion (TE p 399) English Language Support Lesson: Panel Discussion (On Realize)
iLit ELL Level G				

Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** To Thine Own Self Be True A Sea Diego Prothalmion **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time	**iLit Library** Macbeth **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time **Text: *Code Talker (*novel)** Unit 2 Lesson 4, 7-10, 12-15, 17-18, 22-29, 32-34, 37, 40	**iLit Library** Macbeth **Analyze Arguments and Make Connections** Unit 6 Lesson 33: Read Aloud, Think Aloud **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time **Text: *Code Talker (*novel)** Unit 2 Lesson 4, 7-10, 12-15, 17-18, 22-29, 32-34, 37, 40	**iLit Library** Macbeth **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time **Small Group Reteach: Quotation Marks** Unit 6 Lesson 16: Work Time	**iLit Library** Macbeth **Understand Historical Fiction** Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 400-401	SE pp 402-403	SE pp 404-406	SE pp 407-409	SE pp 410-411
PERFORMANCE TASK **Present an Argument** As a group, students deliver a presentation stating and supporting a position on this question: Should literature of the past be rewritten in present-day language for today's readers? **Plan with Your Group** Students analyze the text, gather evidence, and organize ideas for the presentation. **Rehearse with Your Group** Students practice the discussion, fine-tune the content, improve referrals to text, and brush-up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.3; SL.11-12.4; SL.11-12.4.b; SL.11-12.6	**Essential Question** *How do our attitudes toward the past and future shape our actions?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes ▶ Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. 🔊📄 Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 📄 First-Read Guide **Close-Read Guide** 📄 Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument in the form of a response to answer: What is the relationship of human beings to time? **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.1.a-f; W.11-12.9; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: TV Commentary** Students will present their ideas as a TV commentary that might appear on a talk show. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. ▶ Reflect on the Unit 📄✅ Unit Test **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.4.b

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives **ELL Support**				
Personalize for Learning English Language Support: Connecting Ideas (TE p 401)		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Clarifying the Assignment (TE p 408)	Personalize for Learning English Language Support: Reflections (TE p 411)

iLit ELL Level G				
Assignments Unit 6 Lessons 36–40: Present an Argumentative Essay	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write an Argumentative Paragraph/Essay** Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time **Write Arguments to Support Claims** Unit 4 Lesson 26: Whole Group **Identify and Evaluate Arguments and Claims** Unit 6 Lesson 30: Whole Group **Assignments** Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence	**Assignments** Unit 6 Lessons 36–40: Present an Argumentative Essay **Multimedia Project Timeline** Unit 5 Lessons 1–9 **Assignments** Unit 5 Lessons 1–5: Rubric for a Multimedia Presentation

GRADE 12 | UNIT 4: **Seeing Things New**
ESSENTIAL QUESTION: *Why are both vision and disillusion necessary?*
PERFORMANCE BASED ASSESSMENT: **Narrative Reflection**
NOTES:

INSTRUCTIONAL MODEL
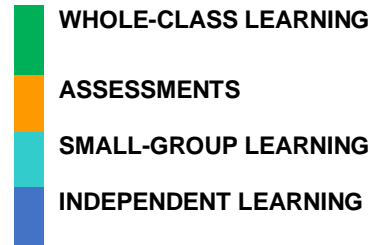
■ **WHOLE-CLASS LEARNING**

■ **ASSESSMENTS**

■ **SMALL-GROUP LEARNING**

■ **INDEPENDENT LEARNING**

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 4 Overview

In this unit, students will read many examples of people seeing things in a new light.

Unit Goals

Students will be able to:
- Read a variety of texts to gain the knowledge and insight about changing perspective.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a reflective narrative in which you effectively incorporate the key elements of a narrative.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Vary sentence types and structures to add interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- The Assignment of My Life, *Ruth Gruber* (1070L)

Whole-Class Learning
- Historical Perspectives: Focus Period 1625-1798: *A Turbulent Time*
- Anchor Text, Poetry Collection 1: *A Valediction: Forbidding Mourning/ Holy Sonnet 10,* John Donne (NP)
- Anchor Text, Novel Excerpt: *from Gulliver's Travels,* Jonathan Swift (1200L)
- Media, Film: *from Gulliver's Travels among the Lilliputians and the Giants,* Georges Melies
- Media, Cover Art: *Gulliver's Travels,* Cover Art

Small-Group Learning
- Poetry: *To His Coy Mistress,* Andrew Marvell (1190L)
- Poetry Collection 2: *To the Virgins, to Make Much of Time,* Robert Herrick (NP)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

- Poetry Collection 2: *Youth's the Season Made for Joys,* John Gay (NP)
- Poetry Collection 3: *from the Divine Comedy: Inferno,* Dante Alighieri, translated by John Ciardi (NP)
- Poetry Collection 3: *The Second Coming,* W. B. Yeats (NP)
- Short Story: *Araby,* James Joyce (940L)
- Poetry Collection 4: *The Explosion,* Philip Larkin (NP)
- Poetry Collection 4: *Old Love,* Francesca Beard (NP)

Independent Learning
- Allegory: *from The Pilgrim's Progress,* John Bunyan, (1190L)
- Poetry Collection 5: *The Lamb/ The Tyger/ The Chimney Sweeper,* William Blake
- Transcript: *Sleep,* NOVA scienceNOW, hosted by Neil deGrasse Tyson (940L)
- Diary: *from The Pillow Book,* Sei Shonagon, translated by Ivan Morris (1060)
- Poetry: *Kubla Khan, Samuel Taylor Coleridge* (NP)

Performance-Based Assessment
Part 1 – Writing to Sources: Reflective Narrative

Students will write a Narrative on the following topic:

When can the way we look at things lead to growth-and when can it hold us back?

Part 2 – Speaking & Listening: Dramatic Reading

Students will use their narrative to prepare a dramatic reading.

Unit Reflection
Students will reflect on the unit goals, learning strategies, the texts, and when can the way we look at things lead to growth and when it can hold us back.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspective Focus Period: 1625-1798	**SELECTION** A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne	**SELECTION** A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne
SE pp 412-419	SE pp 420-421	SE pp 422-425	SE pp 426-433	SE pp 434-435
Unit Goals Students will deepen their understanding of the concepts of vision and disillusion by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** engender; transformation; incorporate; artifice; inexorable Home Connection Letter Spanish Home Connection Letter Unit 4 Answer Key **Launch Text** Students will read "The Assignment of My Life". They will then be able to discuss seeing things new. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *Why are both vision and disillusion necessary?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**A TURBULENT TIME** **Voices of the Period** Students read quotes that relate to the focus period and paraphrase the main ideas and most intriguing details. **History of the Period** Students discuss how this was a period of change and uncertain futures and how the visions of the rulers and the common people were different. **Literature Selections** Students discuss how the selections pertain to the concepts of vision and disillusion.	**MAKING MEANING** **Concept Vocabulary** virtuous; laity; delivery; profanation; dreadful; eternally **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio A Valediction/Holy Sonnet: Accessible Text **Comprehension Check** Students complete comprehension questions. A Valediction/Holy Sonnet: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: virtuous; laity; delivery; profanation; dreadful; eternally **Word Study: Latin Suffix: *-ous*** Students complete activities relating to the Latin root suffix *-ous* Concept Vocabulary and Word Study Word Study: Latin Suffix: *-ous* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Varying Syntax: Periodic Sentences** Students identify types of sentences and mark dependent and independent clauses. Conventions and Style: Varying Syntax: Periodic Sentences

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.11-12.6			**Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Impact of Word Choice** Students complete activities to analyze conceit, paradox, and irony in the poems. Analyze Craft and Structure: Impact of Word Choice Analyze Craft and Structure: Impact of Word Choice (RP) **STANDARDS** RL.11-12.1; RL.11-12.10; L.11-12.5.a	Conventions and Style: Varying Syntax: Periodic Sentences (RP) **STANDARDS** RL.11-12.5; L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.b; L.11-12.4.c

myPerspectives ELL Support				
Personalize for Learning English Language Support: Cognates (TE p 415) Personalize for Learning English Language Support: Vocabulary (TE p 416) Personalize for Learning English Language Support: Development of Ideas (TE p 419)		Personalize for Learning English Language Support: Vocabulary Help (TE p 423)	Audio Summary A Valediction/Holy Sonnet 10: Accessible Text Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 433) Personalize for Learning English Language Support: Concept Reinforcement (TE p 429) Personalize for Learning English Language Support: Poetic Devices (TE p 433)	Word Study: Latin Suffix: *-ous* (RP) (TE p 434) Conventions and Style: Varying Syntax: Periodic Sentences (RP) (TE p 435) Personalize for Learning English Language Support: Using Independent and Dependent Clauses (TE p 435) English Language Support Lesson: Independent and Dependent Clauses (On Realize)

iLit ELL Level G				
Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Text: "Silent Spring Morning" (poem)** Unit 7 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Because Clauses** Unit 1 Lesson 49: Whole Group; Work Time **Group Reteach: Clauses** Unit 4 Lesson 24: Work Time

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE p 436	**SELECTION** A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE p 437	**SELECTION** from Gulliver's Travels Jonathan Swift SE pp 438-445	**SELECTION** from Gulliver's Travels Jonathan Swift SE pp 446-447	**SELECTION** from Gulliver's Travels Jonathan Swift SE pp 448-449
EFFECTIVE EXPRESSION **Writing to Sources: Narrative Scene** Students write a narrative scene presenting the discussion between John and Anne Donne as they consider the issue of his leaving on his journey. Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene (RP) **STANDARDS** W.11-12.3; W.11-12.3.b; W.11-12.3.e	**EFFECTIVE EXPRESSION** **Speaking and Listening: Comparison of Poetry** Students write and present a comparison of the poetry. Speaking and Listening: Comparison of Poetry Speaking and Listening: Comparison of Poetry (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: A Valediction/Holy Sonnet 10 **STANDARDS** RL.11-12.9; SL.11-12.6	**MAKING MEANING** **Concept Vocabulary** proclamation; imperial; edict; faction; dominions; ambassadors **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio from Gulliver's Travels: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Gulliver's Travels: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Author's Point of View: Satire** Students complete activities to analyze hyperbole, understatement, and verbal irony in the reading. Analyze Craft and Structure: Author's Point of View: Satire Analyze Craft and Structure: Author's Point of View: Satire (RP) **STANDARDS** RL.11-12.1; RL.11-12.6	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: proclamation; imperial; edict; faction; dominions; ambassadors **Word Study: Latin Root: *-dict-*** Students complete activities relating to the Latin root *–dict-* Concept Vocabulary and Word Study Word Study: Latin Root *-dict-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Participial and Gerund Phrases** Students find examples of participial and gerund phrases. Conventions and Style: Participial and Gerund Phrases

		Research to Explore Students learn more about the schism between the Catholic and Anglican churches and the Nonconformists. **STANDARDS** RL.11-12.10; PII.1		Conventions and Style: Participial and Gerund Phrases (RP) **STANDARDS** L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.c; L.11-12.4.d
myPerspectives **ELL Support**				
Writing to Sources: Narrative Scene (RP) (TE p 436)	Speaking and Listening: Comparison of Poetry (RP) (TE p 437)	Audio Summary from Gulliver's Travels: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 441) Personalize for Learning English Language Support: Cause-and-Effect Relationships (TE p 445)	Analyze Craft and Structure: Author's Point of View: Satire (RP) (TE p 447) Personalize for Learning English Language Support: Read Aloud (TE p 446) Personalize for Learning English Language Support: Using Irony (TE p 447) English Language Support Lesson: Irony (On Realize)	Word Study: Latin Root -*dict*- (RP) (TE p 448) Conventions and Style: Participial and Gerund Phrases (RP) (TE p 449)

iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Text: "Silent Spring Morning" (poem)** Unit 7 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**iLit Library (selections by Swift)** Gulliver's Travels A Modest Proposal **Cause-and-Effect Relationships** Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time	**iLit Library (selections by Swift)** Gulliver's Travels A Modest Proposal **Fluency (examples)** Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group	**iLit Library (selections by Swift)** Gulliver's Travels A Modest Proposal **Gerunds as Objects of Verbs** Unit 1 Lesson 48: Whole Group; Work Time

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION from Gulliver's Travels Jonathan Swift	**SELECTION** from Gulliver's Travels Among the Lilliputians and the Giants Georges Melies Gulliver's Travels Cover Art	**SELECTION** from Gulliver's Travels Among the Lilliputians and the Giants Georges Melies Gulliver's Travels Cover Art	**PERFORMANCE TASK: WRITING FOCUS** Write a Reflective Narrative	**PERFORMANCE TASK: WRITING FOCUS** Write a Reflective Narrative
SE pp 450-451	SE pp 452-456	SE pp 457-459	SE pp 460-462	SE pp 463-467
EFFECTIVE EXPRESSION **Writing to Sources: Satiric Narrative** Students write a satiric narrative modeled on the excerpt from Gulliver's Travels. Writing to Sources: Satiric Narrative Writing to Sources: Satiric Narrative (RP) **Speaking and Listening: Reflective Narrative** Students develop and present a narrative telling abut an event or situation from a unique perspective. Speaking and Listening: Reflective Narrative Speaking and Listening: Reflective Narrative (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Media Vocabulary** cinematography; superimposition; mime **First Review** Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media-Video and Art/Photography **Read the Selection** Selection Audio from Gulliver's Travels: Accessible Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the selections. **STANDARDS**	**MAKING MEANING** **Close Review** Students will revisit the film and book covers and record any new observations. Close-Review Guide: Media-video/Art and Photography **Analyze the Media** Students will respond to questions about the artwork. **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: cinematography; superimposition; mime Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Critical Evaluation** Students write a critical evaluation of the artistic representations of Swift's text.	**PERFORMANCE TASK** **Write a Reflective Essay** Students write a narrative addressing this question: When do we need a new vision of thing? **PreWriting/Planning** Students develop the narrator, gather evidence from sources, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.3.a-e; W.11-12.10; L.11-12.2; L.11-12.3; L.11-12.3.a	**LANGUAGE DEVELOPMENT: STYLE** **Sentence Variety: Varying Syntax** Students look for ways to expand their sentences with phrases and clauses that add specific information. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and share in small groups. **Reflecting** Students reflect on their narratives. **STANDARDS** W.11-12.3.b; W.11-12.3.c; W.11-12.3.d; W.11-12.3.e; W.11-12.5; L.11-12.2; L.11-12.3; L.11-12.3.a

(icons) Selection Test: A Valediction/Holy Sonnet 10 **STANDARDS** W.11-12.3; W.11-12.3.d; W.11-12.4; SL.11-12.4.a	RL.11-12.7; RL.11-12.10	(icon) Writing to Compare: Critical Evaluation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.7; W.11-12.1; W.11-12.1.a; W.11-12.1.b; W.11-12.9.a; L.11-12.6		
myPerspectives **ELL Support**				
(icon) Speaking and Listening: Reflective Narrative (RP) (TE p 451)	(icon) Audio Summary	Personalize for Learning English Language Support: Comparing and Contrasting (TE p 458)	Personalize for Learning English Language Support: Passive Voice (TE p 452) Personalize for Learning English Language Support: Adjectives to Describe (TE p 453)	Personalize for Learning English Language Support: Order of Events (TE p 464) Personalize for Learning English Language Support: Evaluate Choices (TE p 467)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

(icon) Audio | (icon) Video| (icon) Downloadable / Printable Document | (icon) Online Assessment | (icon) EL Highlights   Page **73** of **126**

iLit ELL Level G				
iLit Library (selections by Swift) Gulliver's Travels A Modest Proposal **Multimedia Project** Unit 5 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up	**iLit Library (selections by Swift)** Gulliver's Travels A Modest Proposal **Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time	**iLit Library (selections by Swift)** Gulliver's Travels A Modest Proposal **Compare and Contrast** Unit 2 Lesson 38: Whole Group Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 2 Lesson 40: Work Time Unit 2 Lesson 43: Read Aloud, Think Aloud	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** To His Coy Mistress Andrew Marvell	**SELECTION** To the Virgins, to Make Much of Time Robert Herrick Youth's the Season Made for Joy John Gay	**SELECTION** To the Virgins, to Make Much of Time Robert Herrick Youth's the Season Made for Joy John Gay	**SELECTION** To the Virgins, to Make Much of Time Robert Herrick Youth's the Season Made for Joy John Gay
SE pp 468-471	SE pp 473-479	SE pp 480-485	SE pp 485-487	SE pp 488-489
Essential Question *Why are both vision and disillusion necessary?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks.	**MAKING MEANING** **Concept Vocabulary** sport; languish **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio To His Coy Mistress: Accessible Text **Comprehension Check** Students complete comprehension questions. To His Coy Mistress: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the poem. **Research to Explore** Students research other works by Andrew Marvell.	**MAKING MEANING** **Concept Vocabulary** succeed; prime; season **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio To the Virgins/Youth's the Season: Accessible Text **Comprehension Check** Students complete comprehension questions. To the Virgins/Youth's the Season: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: succeed; prime; season **Word Study: Latin Root:** *-prim-* Students complete activities relating to the Latin root *-prim-*. Concept Vocabulary and Word Study Word Study: Latin Root: *-prim-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **MAKING MEANING** **Analyze Craft and Structure: Development of Theme** Students find examples of style, tone, images, and themes.	**EFFECTIVE EXPRESSION** **Writing to Compare: Critical Essay** Students write an essay exploring evaluating the three poems' treatments of a similar theme. Writing to Compare: Explanatory Text **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.2; W.11-12.1; W.11-12.4; W.11-12.9.a

Working on Group Projects	Close Read the Text	Research to Explore	
Students choose specific roles for each member.	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text	Students research something interesting from the text and formulate a research question.	Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP)
	Analyze the Text Students will respond to questions about the text, citing textual evidence.	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text	**LANGUAGE DEVELOPMENT**
	LANGUAGE DEVELOPMENT		**Conventions and Style: Varying Syntax: Balanced Sentences** Students identify types of sentences.
	Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sport; languish	**Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text	Conventions and Style: Varying Syntax: Balanced Sentences Conventions and Style: Varying Syntax: Balanced Sentences (RP)
	Word Study: Changing Usage Concept Vocabulary and Word Study Word Study: Changing Usage (RP)	**STANDARDS** RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.b; L.11-12.4.c	Selection Test: Poetry Collection 2
	Word Network Students add new words to their Word Network as they read texts in the unit.		**STANDARDS** RL.11-12.2; RL.11-12.5; L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.b; L.11-12.4.c
	Analyze Craft and Structure: Development of Theme Students analyze tone and imagery in the poems and how they contribute to theme. Analyze Craft and Structure: Development of Theme		

	Analyze Craft and Structure: Development of Theme (RP)			
	LANGUAGE DEVELOPMENT			
	Conventions and Style: Expressing Theme With Verb Moods Students identify verb mood in the poem.			
	Conventions and Style: Expressing Theme With Verb Moods			
	Conventions and Style: Expressing Theme With Verb Moods (RP)			
	Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.			
	Selection Test: To His Coy Mistress			
	STANDARDS RL.11-12.2; RL.11-12.10; L.11-12.1.a; L.11-12.1.b; L.11-12.3; L.11-12.4; L.11-12.4.a; L.11-12.4.c; L.11-12.4.d			

myPerspectives **ELL Support**				
	Audio Summary	Audio Summary	Word Study: Latin Root: *-prim-* (RP) (TE p 485)	
	To His Coy Mistress: Accessible Text	To the Virgins/Youth's the Season: Accessible Text	Analyze Craft and Structure: Development of Theme (RP) (TE p 486)	
	Word Study: Changing Usage (RP) (TE p 477)	Personalize for Learning English Language Support: Carpe Diem (TE p 482)	Conventions and Style: Varying Syntax: Balanced Sentences (RP) (TE p 487)	
	Analyze Craft and Structure: Development of Theme (RP) (TE p 478)		Personalize for Learning English Language Support: Finding the Theme (TE p 486)	
	Conventions and Style: Expressing Theme With Verb Moods (RP) (TE p 479)		English Language Support Lesson: Theme (On Realize)	
	Personalize for Learning English Language Support: Using Verb Moods (TE p 479)			
	English Language Support Lesson: Verb Moods (On Realize)			

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library** Song of the Emigrants in Bermuda Thoughts in a Garden **Analyze Theme** Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Herrick and Gay)** Counsel to Girls The Poetry of Dress To Anthea Who May Commend Him Any Thing Black-Eyed Susan **Research a Topic** Unit 5 Lesson 3: Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Herrick and Gay)** Counsel to Girls The Poetry of Dress To Anthea Who May Commend Him Any Thing Black-Eyed Susan **Analyze Theme** Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Herrick and Gay)** Counsel to Girls The Poetry of Dress To Anthea Who May Commend Him Any Thing Black-Eyed Susan **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION from the Divine Comedy: Inferno Dante Alighieri

The Second Coming William Butler Yeats

SE pp 492-500 | **SELECTION** from the Divine Comedy: Inferno Dante Alighieri

The Second Coming William Butler Yeats

SE pp 500-503 | **SELECTION** Araby James Joyce

SE pp 504-512 | **SELECTION** Araby James Joyce

SE pp 512-515 | **SELECTION** The Explosion Philip Larkin

Old Love Francesca Beard

SE pp 516-525 |
| **MAKING MEANING**

Concept Vocabulary jutted; converged; entwining

First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.

🔊 First-Read Guide: Poetry

Read the Selection 🔊 Selection Audio

📄 from the Divine Comedy/The Second Coming: Accessible Text

Comprehension Check Students complete comprehension questions. 📄 from the Divine Comedy/The Second Coming: First Read Extension Questions

Research to Clarify Students research one unfamiliar detail from the text.

Close Read the Text | **LANGUAGE DEVELOPMENT**

Concept Vocabulary Students complete activities related to the Concept Vocabulary words: jutted; converged; entwining

Word Study: Latin Prefix: *con-*

📄 Concept Vocabulary and Word Study

📄 Word Study: Latin Prefix: *con-* (RP)

Word Network Students add new words to their Word Network as they read texts in the unit.

Analyze Craft and Structure: Author's Choices: Symbolism Students note possible meanings for symbols and identify symbolic elements from each poem.

📄 Analyze Craft and Structure: Author's Choices: Symbolism | **MAKING MEANING**

Concept Vocabulary tedious; chafed; intolerable

First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.

🔊 First-Read Guide: Fiction

Read the Selection 🔊 Selection Audio

📄 Araby: Accessible Leveled Text

Comprehension Check Students complete comprehension questions.

📄 Araby: First Read Extension Questions

Research to Clarify Students research one unfamiliar detail from the text.

Research to Explore Students research something interesting from the text and | **LANGUAGE DEVELOPMENT**

Concept Vocabulary Students complete activities related to the Concept Vocabulary words: tedious; chafed; intolerable

Word Study: Word Families

📄 Concept Vocabulary and Word Study

📄 Word Study: Word Families (RP)

Word Network Students add new words to their Word Network as they read texts in the unit.

Analyze Craft and Structure: Author's Choices: Narrative Structure Students describe inferences they draw from passages.

📄 Analyze Craft and Structure: Author's Choices: Narrative Structure

📄 Analyze Craft and Structure: Author's Choices: Narrative Structure (RP) | **MAKING MEANING**

Concept Vocabulary dimmed; prismatic; wavered

First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.

🔊 First-Read Guide: Poetry

Read the Selection 🔊 Selection Audio

📄 The Explosion/Old Love: Accessible Text

Comprehension Check Students complete comprehension questions.

📄 The Explosion/Old Love : First Read Extension Questions

Research to Clarify Students research one unfamiliar detail from the text.

Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. |

Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.11-12.10; L.11-12.4; L.1-12.4.a	Analyze Craft and Structure: Author's Choices: Symbolism (RP) **Conventions and Style: Rhetorical Devices** Students analyze rhetorical devices such as periphrasis and allusion. Conventions and Style: Rhetorical Devices Conventions and Style: Rhetorical Devices (RP) **EFFECTIVE EXPRESSION** **Research: Presentation with Graphics** Students research the historical context of the readings and present the results. Research: Presentation with Graphics Research: Presentation with Graphics (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection 3 **STANDARDS** RL.11-12.1; RL.11-12.3; RL.11-12.4; W.11-12.6; W.11-SL.11-12.5; L.11-12.4.b; L.11-12.4.c; L.11-12.5.a	formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.d	**Conventions and Style: Varying Sentences: Loose Sentences** Students identify loose sentences. Conventions and Style: Varying Sentences: Loose Sentences Conventions and Style: Varying Sentences: Loose Sentences (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Compare-and-Contrast Essay** Students write an essay comparing authors. Writing to Sources: Compare-and-Contrast Essay Writing to Sources: Compare-and-Contrast Essay (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Araby **STANDARDS** RL.11-12.1; RL.11-12.3; RL.11-12.5; RL.11-12.9; W.11-12.2; W.11-12.9; W.11-12.9.a; L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.b; L.11-12.5	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: dimmed; prismatic; wavered **Word Study: Multiple-Meaning Words** Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Impact of Word Choice** Students analyze examples of imagery and sound devices in the poems. Analyze Craft and Structure: Impact of Word Choice Analyze Craft and Structure: Impact of Word Choice (RP)

				Conventions and Style: Meter and Free Verse Students mark stressed and unstressed syllables in the excerpts.

Conventions and Style: Meter and Free Verse

Conventions and Style: Meter and Free Verse (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: Response to Literature
Students participate in a panel discussion a poetry reading or a multimedia presentation.

Speaking and Listening: Response to Literature

Speaking and Listening: Response to Literature (RP)

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Poetry Collection 4

STANDARDS
RL.11-12.4; RL.11-12.5; RL.11-12.10; SL.11-12.1; SL.11-12.1.a; SL.11-12.1.c; SL.11-12.5; L.11-12.4; L.12.5

myPerspectives ELL Support				
Audio Summary from the Divine Comedy/The Second Coming: Accessible Text Personalize for Learning English Language Support: A Analyzing an Image (TE p 492) Personalize for Learning English Language Support: Choral Reading (TE p 497)	Word Study: Latin Prefix: *con-* (RP) (TE p 500) Analyze Craft and Structure: Author's Choices: Symbolism (RP) (TE p 501) Conventions and Style: Rhetorical Devices (RP) (TE p 502) Research: Presentation with Graphics (RP) (TE p 503) Personalize for Learning English Language Support: Writing With Periphrasis (TE p 502) English Language Support Lesson: Periphrasis (On Realize) Personalize for Learning English Language Support: Presentation (TE p 503)	Audio Summary Araby: Accessible Leveled Text Personalize for Learning English Language Support: Adjectives (TE p 508) Personalize for Learning English Language Support: Writing Literary Texts (TE p 511)	Word Study: Word Families (RP) (TE p 512) Analyze Craft and Structure: Narrative Structures (RP) (TE p 513) Conventions and Style: Varying Sentences: Loose Sentences (RP) (TE p 514) Writing to Sources: Compare-and-Contrast Essay (RP) (TE p 515) Personalize for Learning English Language Support: Writing with Implications (TE p 513) English Language Support Lesson: Implications (On Realize) Personalize for Learning English Language Support: Organizing a Compare-and-Contrast Essay (TE p 515)	Audio Summary The Explosion/Old Love: Accessible Text Word Study: Multiple-Meaning Words (RP) (TE p 522) Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 523) Conventions and Style: Meter and Free Verse (RP) (TE p 524) Speaking and Listening: Response to Literature (RP) (TE p 525) Personalize for Learning English Language Support: Thought Process (TE p 520) Personalize for Learning English Language Support: Using Alliteration (TE p 523) English Language Support Lesson: Alliteration (On Realize)

iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "Silent Spring Morning" (poem)** Unit 7 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Alliteration and Symbolism** Unit 7 Lesson 1: Work Time **Prefixes (Examples)** Unit 4 Lesson 36: Vocabulary Unit 4 Lesson 37: Work Time Unit 4 Lesson 27: Vocabulary	**iLit Library** A Portrait of the Artis as a Young Man **Assignments: Grammar Lesson Plan (examples)** Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs **Research the Topic** Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time	**iLit Library** A Portrait of the Artis as a Young Man **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time **Word Families (Examples)** Unit 1 Lessons 22, 24: Whole Group Unit 6 Lesson 18, 19, 21, 22, 23: Vocabulary Unit 6 Lesson 22: Work Time	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time **Multiple Meaning Words (examples)** Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time Unit 6 Lesson 2, 4, 7, 12: Vocabulary **Alliteration and Symbolism** Unit 7 Lesson 1: Work Time

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Reflective Essay	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 526-527	SE pp 528-529	SE pp 530-532	SE pp 533-535	SE pp 536-537
PERFORMANCE TASK **Speaking and Listening Focus: Present a Reflective Essay** Students plan and give a reflective narrative. **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize the narrative. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve the presentation form, and brush up on presentation techniques. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1; SL.11-12.4.a	**Essential Question** *Why are both vision and disillusion necessary?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for a Narrative** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Reflective Narrative** Students will write a narrative answering the question: When can the way we look at things lead to growth – and when can it hold us back? **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.3.a-e; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Dramatic Reading** Students use their narrative to prepare a dramatic reading. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.4.a

|		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Writing for a Listening Audience (TE p 527)		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Analyzing Language Choices (TE p 534)	
iLit ELL Level G				
Plan, Write and Present an Original Scene Unit 3 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group **Multimedia Project Timeline** Unit 5 Lessons 1–9 **Assignments** Unit 5 Lessons 1–5: Rubric for a Multimedia Presentation	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph	**Plan, Write and Present an Original Scene** Unit 3 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group

GRADE 12 | UNIT 5: **Discovering the Self**
ESSENTIAL QUESTION: *How do we define ourselves?*
PERFORMANCE BASED ASSESSMENT: **Personal Narrative**
NOTES:

INSTRUCTIONAL MODEL
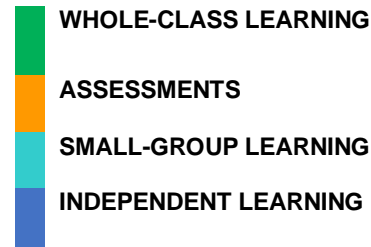
WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 5 Overview

In this unit, students will read many examples of people discovering and defining themselves.

Unit Goals

Students will be able to:

- Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- *Early Dismissal*, Robin Wasserman (1200L)

Whole-Class Learning
- Historical Perspectives: Focus Period 1798-1832: *An Era of Change*
- Anchor Text, Poetry Collection 1: *Lines Composed a Few Miles Above Tintern Abbey,* William Wordsworth (NP)
- Anchor Text, Poetry Collection 1: *from The Prelude,* William Wordsworth (NP)
- Anchor Text, Poetry Collection 2: *Ode to a Nightingale,* John Keats (NP)
- Anchor Text, Poetry Collection 2: *Ode to the West Wind,* Percy Bysshe Shelley (NP)
- Anchor Text, Novel Excerpt: *from Frankenstein,* Mary Wollstonecraft Shelley (1040)

Small-Group Learning
- Novel Excerpt: *from Mrs. Dalloway,* Virginia Woolf (780L)
- Poetry Collection 3: *Apostrophe to the Ocean, from Childe Harold's Pilgrimage ,* George Gordon, Lord Byron (NP)
- Poetry Collection 3: *The World Is Too Much With Us,* William Wordsworth (NP)
- Poetry Collection 3: *London, 1802,* William Wordsworth (NP)
- Novel Excerpt: *The Madeleine from Remembrance of Things Past,* Marcel Proust
- Science Journalism: *The Most Forgetful Man in the World, from Moonwalking With Einstein,* Joshua Foer (1450)
- Media, Radio Broadcast; *When Memories Never Fade, the Past Can Poison the Present, from All things Considered,* Alix Spiegel (1060)

Independent Learning
- Newspaper Article: *Seeing Narcissists Everywhere,* Douglas Quenqua (1300L)
- Newspaper Article: *A Year in a Word: Selfie,* Gautam Malkani (1150L)
- Essay: *from Time and Free Will,* Henri Bergson (1300)
- Novel Excerpt: *from The Portrait of a Lady,* Henry James (1240L)

Performance-Based Assessment

Part 1 – Writing to Sources: Personal Narrative

Students will write a personal narrative addressing the following question:

What types of experiences allow us to discover who we really are?

Part 2 – Speaking & Listening: Elevator Introduction

Students use their narrative to give a two minute elevator introduction of themselves.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and different types of experiences allow us to discover who we really are.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspective Focus Period: 1798-1832	**SELECTION** Anchor Text Lines Composed a Few Miles Above Tintern Abbey/from The Prelude William Wordsworth	**SELECTION** Anchor Text Above Tintern Abbey/from The Prelude William Wordsworth
SE pp 538-545	SE pp 546-547	SE pp 548-551	SE pp 552-563	SE pp 564-565
Unit Goals Students will deepen their perspective of how we define ourselves by reading, writing, speaking, listening, and presenting. ⊙ Unit Goals Video **Academic Vocabulary** inanimate; infuse; anachronism; repercussion; revelation ⊙ Home Connection Letter ⊙ Spanish Home Connection Letter ⊙ Unit 5 Answer Key **Launch Text** Students will read "*Early Dismissal".* They will then be able to participate in discussions about self-discovery. **Word Network** Students add new words to their Word Network as they read texts in the unit. ⊙ Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *How do we define ourselves?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas ⊙ Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**AN ERA OF CHANGE** **Voices of the Period** Students read quotes that relate to the key events of the focus period, namely Bonaparte's ideas about leadership. **History of the Period** Students discuss the domestic, social, and political upheavals leading up to the Romantic period. **Literature Selections** Students will read about literature addressing the ideas about the ways in which we define ourselves and how those definitions might change over time. **STANDARDS** PI.6	**MAKING MEANING** **Concept Vocabulary** tranquil; sublime; serene; harmony; bliss; desire **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. ⊙ First-Read Guide: Poetry **Read the Selection** ⊙ Selection Audio ⊙ Lines Composed a Few Miles Above Tintern Abbey/from The Prelude: Accessible Text **Comprehension Check** Students complete comprehension questions. ⊙ Lines Composed a Few Miles Above Tintern Abbey/from The Prelude: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. ⊙ Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Literary Movement: Romanticism** Students analyze examples of Romantic poetry. ⊙ Analyze Craft and Structure: Literary Movement: Romanticism ⊙ Analyze Craft and Structure: Literary Movement: Romanticism (RP) **STANDARDS** RL.11-12.2; RL.11-12.4

			Students research something interesting from the poems. **STANDARDS** RL.11-12.10	
Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: When does the journey matter more than the destination? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.11-12.6				
myPerspectives **ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 541) Personalize for Learning English Language Support: Figurative Language (TE p 542) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 545)		Personalize for Learning English Language Support: Mechanics (TE p 551)	Audio Summary Lines Composed a Few Miles Above Tintern Abbey/from The Prelude: Accessible Text Personalize for Learning English Language Support: Decoding New Words (TE p 554) Personalize for Learning English Language Support: Punctuation (TE p 559)	Analyze Craft and Structure: Literary Movement: Romanticism (RP) (TE 565) Personalize for Learning English Language Support: Using Sensory Language (TE p 565) English Language Support Lesson: Sensory Language (On Realize)

iLit ELL Level G				
Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Above Tintern Abbey/from The Prelude William Wordsworth	**SELECTION** Anchor Text Ode to a Nightingale John Keats Ode to the West Wind Percy Bysshe Shelley	**SELECTION** Anchor Text Ode to a Nightingale John Keats Ode to the West Wind Percy Bysshe Shelley	**SELECTION** Anchor Text Ode to a Nightingale John Keats Ode to the West Wind Percy Bysshe Shelley	**SELECTION** Anchor Text from Frankenstein Mary Wollstonecraft Shelley
SE pp 566-567	SE pp 568-578	SE pp 579-580	SE pp 581-583	SE pp 584-597
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: tranquil; sublime; serene; harmony; bliss; desire **Word Study: Denotation and Nuance** Students use dictionaries to find synonyms and explain nuances of the words. Concept Vocabulary and Word Study Word Study: Denotation and Nuance (RP) **Word Network** Students identify structural elements Wordsworth uses in the poems. **Conventions and Style: Wordsworth's Poetic Structure** Students mark pronouns from excerpts from the play.	**MAKING MEANING** **Concept Vocabulary** hemlock; requiem; corpse; decaying; dirge; sepulcher **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Ode to a Nightingale/Ode to the West Wind: Accessible Text **Comprehension Check** Students complete comprehension questions. Ode to a Nightingale/Ode to the West Wind: Accessible Text: First Read Extension Questions **Research to Clarify**	**MAKING MEANING** **Analyze Craft & Structure: Literary Movement: Romanticism** Students will identify elements of an ode evident in the poems. Analyze Craft and Structure: Literary Movement: Romanticism Analyze Craft and Structure: Literary Movement: Romanticism (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: hemlock; requiem; corpse; decaying; dirge; sepulcher **Word Study: Latin Root: -corp-** Students complete activities relating to the Latin root –*corp*. Concept Vocabulary and Word Study Word Study: Latin Root:	**LANGUAGE DEVELOPMENT** **Conventions and Style: Symbolism** Students gather details that suggest symbolic meanings in the poems. Conventions and Style: Symbolism Conventions and Style: Symbolism (RP) **EFFECTIVE EXPRESSION** **Writing to Compare: Informative Essay** Students write an essay comparing the historical context and settings of the early Romantic Poems with those of the later Romantic poems. Writing to Compare: Informative Essay **Evidence Log**	**MAKING MEANING** **Concept Vocabulary** hideous; odious; despair; dread; consternation; malicious **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio from Frankenstein: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Frankenstein: First Read Extension Questions **Research to Explore**

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

Conventions and Style: Wordsworth's Poetic Structure Conventions and Style: Wordsworth's Poetic Structure (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Lines Composed a Few Miles Above Tintern Abbey/from The Prelude **STANDARDS** RL.11-12.5; L.11-12.4.c; L.11-12.5; L.11-12.5.b	Students research one unfamiliar detail from the poems. **Research to Explore** Students research the fireside poets. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.11-12.9; RL.11-12.10	*-corp-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** Rl.11-12.2; RL.11-12.4; RL.11.12.5	Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Ode to a Nightingale/Ode to the West Wind **STANDARDS** RL.11-12.2; W.11.12-2; W.11-12.9.a; L.11-12.4.c; L.11-12.5	Students research the Declaration of Independence to find similarities with the monster. **STANDARDS** RL.11-12.10; RI.11-12.8; RI.11-12.9
myPerspectives **ELL Support**				
Word Study: Denotation and Nuance (RP) (TE p 566) Conventions and Style: Wordsworth's Poetic Structure (RP) (TE p 567)	Audio Summary Ode to a Nightingale/Ode to the West Wind: Accessible Text Personalize for Learning English Language Support: Syntax (TE p 569) Personalize for Learning English Language Support: Imagery (TE p 578)	Analyze Craft and Structure: Literary Movement: Romanticism (RP) (TE p 579) Word Study: Latin Root: *-corp-* (RP) (TE p 580)	Conventions and Style: Symbolism (RP) (TE p 581) Personalize for Learning English Language Support: Using Symbols (TE p 581) English Language Support Lesson: Symbols (On Realize)	Audio Summary from Frankenstein: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 590) Personalize for Learning English Language Support: Unfamiliar Verbs (TE p 593)

iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "How Do I Love Thee?" and "Oh Love" (poems)** Unit 6 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Keats and Shelley)** Happy Insensibility Ode to Poets Ode to Nightingale A Dream of the Unknown A Lament **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Keats and Shelley)** Happy Insensibility Ode to Poets Ode to Nightingale A Dream of the Unknown A Lament **Assignments: Vocabulary Study Plan (examples)** Unit 6 Lessons 11–15 Part 2: Skill 22: Prefixes, Suffixes, and Word Roots	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **iLit Library (selections by Keats and Shelley)** Happy Insensibility Ode to Poets Ode to Nightingale A Dream of the Unknown A Lament **Alliteration and Symbolism** Unit 7 Lesson 1: Work Time	**iLit Library** Frankenstein **Past and Progressive Tenses** Unit 6 Lesson 21, 26: Vocabulary Unit 6 Lesson 23, 28: Work Time **Forms of the Verb "Be"** Unit 6 Lesson 16: Vocabulary Unit 6 Lesson 18: Work Time

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text from Frankenstein Mary Wollstonecraft Shelley SE pp 598-599	**SELECTION** Anchor Text from Frankenstein Mary Wollstonecraft Shelley SE pp 600-601	**SELECTION** Anchor Text from Frankenstein Mary Wollstonecraft Shelley SE pp 602-603	**PERFORMANCE TASK: WRITING FOCUS** Write a Personal Narrative SE pp 604-606	**PERFORMANCE TASK: WRITING FOCUS** Write a Personal Narrative SE pp 607-611
MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft & Structure: Literary Movements: Gothic Literature** Students will find gothic elements in the readings. Analyze Craft and Structure: Literary Movements: Gothic Literature Analyze Craft and Structure: Literary Movements: Gothic Literature (RP) **STANDARDS** RL.11-12.5; L.11-12.5	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: hideous; odious; despair; dread; consternation; malicious **Word Study: Latin Root: -*mal*-** Students complete activities relating to the Latin root –*mal*-. Concept Vocabulary and Word Study Word Study: Latin Root: -*mal*- (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Commas in Elliptical Sentences** Students complete activities to identify elliptical sentences.	**EFFECTIVE EXPRESSION** **Writing to Sources: Personal Narrative** Students write a personal narrative describing events that led to achieving insight of their own identity or self-awareness. Writing to Sources: Personal Narrative Writing to Sources: Personal Narrative (RP) **Speaking and Listening: Research Presentation** Students create a presentation that surveys the range of Frankenstein adaptations. Speaking and Listening: Research Presentation Speaking and Listening: Research Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**PERFORMANCE TASK** **Write a Personal Narrative** Students write a personal narrative that addresses this question: How does the world around us contribute to our sense of self? **PreWriting/Planning** Students choose the topic, gather details, and connect across text. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.3.a-e; W.11-12.10	**LANGUAGE DEVELOPMENT:CONVENTIONS** **Spell Correctly** Students review spelling rules for prefixes and suffixes. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their narrative and place in classroom folder. **Reflecting** Students reflect on their personal narratives. **STANDARDS** W.11-12.3.a-e; W.11-12.5; L.11-12.1; L.11-12.2; L.11-12.2.b

	Conventions and Style: Commas in Elliptical Sentences Conventions and Style: Commas in Elliptical Sentences (RP) **STANDARDS** L.11-12.1; L.11-12.2; L.11-12.4.c; L.11-12.4.d	Selection Test: from Frankenstein **STANDARDS** W.11-12.3; W.11-12.3.a; W.11-12.3.b; SL.11-12.1; SL.11-12.2; SL.11-12.5		
myPerspectives **ELL Support**				
Analyze Craft and Structure: Literary Movements: Gothic Literature (RP) (TE p 599) Personalize for Learning English Language Support: Gothic Literature (TE p 598) English Language Support Lesson: Gothic Novel (On Realize)	Word Study: Latin Root: *-mal-* (RP) (TE p 600) Conventions and Style: Commas in Elliptical Sentences (RP) (TE p 601)	Speaking and Listening: Research Presentation (RP) Writing to Sources: Personal Narrative (RP) Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 602) Personalize for Learning English Language Support: Define Key Terms (TE p 603)	Personalize for Learning English Language Support: Story Maps (TE p 605)	Personalize for Learning English Language Support: Provide Spelling Practice (TE p 607)

iLit ELL Level G				
iLit Library Frankenstein **Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group	**iLit Library** Frankenstein **Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group	**iLit Library** Frankenstein **Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group **Subject-Verb Agreement** Unit 3 Lesson 6: Vocabulary Unit 3 Lesson 8: Work Time	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** from Mrs. Dalloway James D. Houston Virginia Woolf	**SELECTION** from Mrs. Dalloway James D. Houston Virginia Woolf	**SELECTION** Apostrophe to the Ocean George Gordon, Lord Byron The World is Too Much With Us/London, 1802 William Wordsworth	**SELECTION** Apostrophe to the Ocean George Gordon, Lord Byron The World is Too Much With Us/London, 1802 William Wordsworth
SE pp 612-615	SE pp 616-621	SE pp 622-623	SE pp 624-633	SE pp 634-635
Essential Question *How do we define ourselves?* **Small-Group Learning Strategies** ● Prepare ● Participate Fully ● Support Others ● Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** ● Take a position ● List your rules ● Apply the rules ● Name your group ● Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks.	**MAKING MEANING** **Concept Vocabulary** solemnity; leaden; dejected **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio from Mrs. Dalloway: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Mrs. Dalloway: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the Bloomsbury Group.	**LANGUAGE DEVELOPMENT** **Conventions and Style: Using Dashes for Effect** Students analyze how to use dashes to create a particular effect. Conventions and Style: Using Dashes for Effect Conventions and Style: Using Dashes for Effect (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students create a presentation using one of several options: panel discussion, debate, or response to literature. Speaking and Listening: Oral Presentation Speaking and Listening: Oral Presentation (RP) **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.1.b; L.11-12.2; L.11-12.3	**MAKING MEANING** **Concept Vocabulary** torrid; sordid; stagnant **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Apostrophe to the Ocean/The World is Too Much/London, 1802: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Apostrophe to the Ocean/The World is Too Much/London, 1802: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Conventions and Style: Archaic Diction** Students analyze how to use dashes to create a particular effect. Conventions and Style: Archaic Diction Conventions and Style: Archaic Diction (RP) **EFFECTIVE EXPRESSION** **Research: Historical Investigative Research** Students conduct a research report that relates historical events of the period to the three poems. Research: Historical Investigative Research Research: Historical Investigative Research (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Working on Group Projects Students choose specific roles for each member.	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. ⊙ Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. ⊙ Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: solemnity; leaden; dejected **Word Study: Anglo-Saxon Suffix: *-en*** Students complete activities using the Anglo Saxon Suffix: *–en* ⊙ Concept Vocabulary and Word Study ⊙ Word Study: Anglo-Saxon Suffix: *-en* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Author's Choices: Modernist Structures**		**Research to Explore** Students choose something interesting from the poems to research. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. ⊙ Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. ⊙ Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: torrid; sordid; stagnant **Word Study: Cognates** Students complete activities related to cognates. ⊙ Concept Vocabulary and Word Study ⊙ Word Study: Cognates (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.	⊙⊙ Selection Test: Poetry Collection 3 **STANDARDS** W.11-12.7; W.11-12.8; L.11-12.1; L.11-12.1.a

	Students complete activities to record details about Papa's behavior during important episodes in the text and make inferences. ⊙ Analyze Craft and Structure: Author's Choices: Modernist Structures ⊙ Analyze Craft and Structure: Author's Choices: Modernist Structures (RP) **STANDARDS** RL.11-12.3; RL.11-12.5; RL.11-10.10; L.11-12.4; L.11-12.4.b		**Analyze Craft and Structure: Figurative Language** Students identify examples of figurative language in the poems. ⊙ Analyze Craft and Structure: Figurative Language ⊙ Analyze Craft and Structure: Figurative Language (RP) **STANDARDS** RL.11-12.4; RL.11-10.10; L.11-12.4; L.11-12.4.c; L.11-12.5; L.11-12.5.a	
myPerspectives **ELL Support**				
	🔊 Audio Summary ⊙ from Farewell to Manzanar: Accessible Leveled Text ⊙ Word Study: Anglo-Saxon Suffix: *-en* (RP) (TE p 620) ⊙ Analyze Craft and Structure: Author's Choices: Modernist Structures (RP) (TE p 621) Personalize for Learning English Language Support: Writing in the Stream-of-Consciousness Style (TE p 621) ⊙ English Language Support Lesson: Stream-of-Consciousness (On Realize)	⊙ Conventions and Style: Using Dashes for Effect (RP) (TE p 622) ⊙ Speaking and Listening: Oral Presentation (RP) (TE p 623)	⊙ Word Study: Cognates (RP) (TE p 632) ⊙ Analyze Craft and Structure: Figurative Language (RP) (TE p 633) Personalize for Learning English Language Support: Idioms (TE p 628) Personalize for Learning English Language Support: Sentence Starters (TE p 631)	⊙ Conventions and Style: Archaic Diction (RP) (TE p 634) ⊙ Research: Historical Investigative Research (RP) (TE p 635) Personalize for Learning English Language Support: Writing an Investigative Report (TE p 635) ⊙ English Language Support Lesson: Historical Investigative Research (On Realize)

iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group **Suffixes (Examples)** Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time	**Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group **Presentation** Unit 5 Lessons 1–9	**iLit Library (selections by Wordsworth & Lord Byron)** All for Love Elegy on Thyrza A Lesson Daffodils Ruth: On the Influence of Nature **Idioms** Unit 2 Lesson 7: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 9: Vocabulary Unit 6 Lesson 8: Read Aloud, Think Aloud	**iLit Library (selections by Wordsworth & Lord Byron)** All for Love Elegy on Thyrza A Lesson Daffodils Ruth: On the Influence of Nature **Introduce: Research a Topic** Unit 5 Lesson 1: whole Group **Research a Topic** Unit 5 Lesson 2: Work Time

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Madeleine Marcel Proust SE pp 636-643	**SELECTION** The Madeleine Marcel Proust SE pp 644-645	**SELECTION** The Most Forgetful Man in the World Joshua Foer SE pp 646-654	**SELECTION** The Most Forgetful Man in the World Joshua Foer SE pp 655-657	**SELECTION** When Memories Never Fade, the Past Can Poison the Present Alix Spiegel SE pp 658-663
MAKING MEANING **Concept Vocabulary** innocuous; illusory; impalpable **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Fiction **Read the Selection** 🔊 Selection Audio 🔴 The Madeleine: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 🔴 The Madeleine: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an aspect of the text they find interesting.	**LANGUAGE DEVELOPMENT** **Conventions and Style: Rhetorical Devices** Students read and analyze anaphora in the passages. 🔴 Conventions and Style: Rhetorical Devices 🔴 Conventions and Style: Rhetorical Devices (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Narrative** Students write a narrative based on The Madeleine. 🔴 Writing to Sources: Narrative 🔴 Writing to Sources: Narrative (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🔴🔴 Selection Test: The Madeleine	**MAKING MEANING** **Concept Vocabulary** cognitive; amnesia; pathological **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Nonfiction **Read the Selection** 🔊 Selection Audio 🔴 The Most Forgetful Man in the World: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 🔴 The Most Forgetful Man in the World: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. 🔴 Analyze the Text **LANGUAGE DEVELOPMENT** **Technical Vocabulary** Students complete activities related to the Vocabulary words: cognitive; amnesia; pathological **Word Study: Greek Prefix: *a-*** 🔴 Concept Vocabulary and Word Study 🔴 Word Study: Greek Prefix: *a-* (RP)	**MAKING MEANING** **Media Vocabulary** host; correspondent; interviewee **First Review** Students Listen, Note, Connect, Respond as they read the selection the first time. 🔴 First-Review Guide: Media Audio **Read the Selection** 🔊 Selection Audio 🔴 When Memories Never Fade, the Past Can Poison the Present **Comprehension Check** Students complete comprehension questions. **Research to Explore** Students research a highly superior autobiographical memory (HSAM) **Close Review** Students will listen to the broadcast again and record any new observations.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

🔊 Audio | ▶️ Video | 🔴 Downloadable / Printable Document | 🔴 Online Assessment | 🔴 EL Highlights

Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: innocuous; illusory; impalpable **Word Study: Latin Prefix:** *in-* Concept Vocabulary and Word Study Word Study: Latin Prefix: *in-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Impact of Word Choice** Students will analyze passages that appeal to the senses.	**STANDARDS** RL.11-12.5; W.11-12.3	**Research to Explore** Students research an aspect of the text they find interesting. **STANDARDS** RI.11-12.10; L.11-12.4; L.11-12.4.a	**Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Science Journalism** Students will analyze passages that demonstrate purpose. Analyze Craft and Structure: Science Journalism Analyze Craft and Structure: Science Journalism (RP) **LANGUAGE DEVELOPMENT** **Conventions and Style: Technical Writing and Audience** Students identify examples of similes and metaphors. Conventions and Style: Technical Writing and Audience Conventions and Style: Technical Writing and Audience (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Most Forgetful Man in the World	**Analyze the Media** Students will respond to questions about the video, citing evidence. **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: host; correspondent; interviewee Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Evaluative Essay** Students write an essay assessing which disorder has a more profound effect on the individual's sense of self and relationship to society. Writing to Compare: Evaluative Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: When Memories Never Fade, the Past Can Poison the Present **STANDARDS** RI.11-12.7; W.11-12.1; W.11-12.1.a; W.11-12.9; W.11-12.9.b; RI.11-12.10; SL.11-12.3; L.11-12.6

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

			STANDARDS	
Analyze Craft and Structure: Impact of Word Choice Analyze Craft and Structure: Impact of Word Choice (RP) **STANDARDS** RL.11-12.4; RL.11-12.10; L.11-12.4; L.11-12.4.b; L.11-12.4.d; L.11-12.5			RI.11-12.4; RI.11-12.6; L.11-12.3; L.11-12.4.b	
myPerspectives ELL Support				
Audio Summary The Madeline: Accessible Leveled Text Word Study: Latin Prefix: *in-* (RP) (TE p 642) Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 643) Personalize for Learning English Language Support: Sensory Language (TE p 643)	Conventions and Style: Rhetorical Devices (RP) Writing to Sources: Narrative (RP) Personalize for Learning English Language Support: Using Anaphora (TE p 644) English Language Support Lesson: Anaphora (On Realize) Personalize for Learning English Language Support: Connecting Ideas (TE p 645)	Audio Summary The Most Forgetful Man in the World: Accessible Leveled Text Personalize for Learning English Language Support: Order of Events (TE p 650)	Word Study: Greek Prefix: *a-* (RP) (TE p 655) Analyze Craft and Structure: Science Journalism (RP) (TE p 656) Conventions and Style: Technical Writing and Audience (RP) (TE p 657) Personalize for Learning English Language Support: Finding the Purpose (TE p 656) English Language Support Lesson: Purpose (On Realize)	Audio Summary Personalize for Learning English Language Support: Transfer of First Language (TE p 662)

iLit ELL Level G				
Prefixes (Examples) Unit 4 Lesson 36: Vocabulary Unit 4 Lesson 37: Work Time Unit 4 Lesson 27: Vocabulary **Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group	**Character Motivations** Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time **Analyze Dialogue, Plot, and Character** Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group **Write a Narrative** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud	**Text: "He Stood Alone"** Unit 6 Lesson 43 **Text: "The Kingdom of Night" (speech)** Unit 6 Lesson 44 **Text: "A Runner's Conscience"; Introduce Genre: Memoir** Unit 2 Lesson 3

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Narrative	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 664-665	SE pp 666-667	SE pp 668-670	SE pp 671-673	SE pp 674-675
PERFORMANCE TASK **Speaking and Listening Focus:** **Present a Narrative** Students plan a narrative to answer: What does it mean to find or lose oneself? **Plan With Your Group** Students will analyze the text, gather details and examples, and organize their narrative. **Rehearse with Your Group** Students practice with the group, fine-tune the content, improve the presentation form, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1; SL.11-12.4	**Essential Question** *How do we define ourselves?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Notes for a Personal Narrative** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Personal Narrative** Students will write a narrative that answers the question – What types of experiences allow us to discover who we really are? **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.3.a-e; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Elevator Introduction** Using their narrative, students condense the main ideas into an elevator introduction. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.5

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Key Vocabulary (TE p 672)	
iLit ELL Level G				
Plan, Write and Present an Original Scene Unit 3 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write a Narrative Paragraph/Essay** Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time **Assignments** Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph	**Plan, Write and Present an Original Scene** Unit 3 Lessons 1–10 **Presenting Their Poems** Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group

GRADE 12 | UNIT 6: **Finding a Home**
ESSENTIAL QUESTION: ***What does it mean to call a place home?***
PERFORMANCE BASED ASSESSMENT: **Informative Essay**
NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES
- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives*+ and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 6 Overview

In this unit, students will read many stories about people finding a home.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors introduce and develop central ideas.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text
- *Home Away From Home,* (1120L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1901-Present, *A Changing World*
- Anchor Text, Essay: *Back to My Own Country: An Essay,* Andrea Levy (900L)
- Anchor Text, Essay: *Shooting an Elephant,* George Orwell (1070L)

Small-Group Learning
- History: *from A History of the English Church and People,* Bede, translated by Leo Sherley-Price (1280L)
- Media, Website: *from History of Jamaica,* Encyclopaedia Britannica
- Poetry Collection 1: *The Seafarer,* translated by Burton Raffel (NP)

- Poetry Collection 1: *Dover Beach,* Matthew Arnold (NP)
- Poetry Collection 1: *Escape From the Old Country,* Adrienne Su (NP)
- Poetry Collection 2: *The Widow at Windsor,* Rudyard Kipling (NP)
- Poetry Collection 2: *From Lucy: Englan' Lady,* James Berry (NP)

Independent Learning
- Speech: *St. Crispin's Day Speech,* from Henry V, Act IV, Scene iii (NP)
- Poetry: *Home Thoughts, From Abroad,* Robert Browning (NP)
- Novel Excerpt: *from The Buried Giant,* Kazuo Ishiguro (1266L)
- Short Story: *My Old Home,* Lu Hsun (1010L)
- Essay: *from Writing as an Act of Hope,* Isabel Allende (1040L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay exploring the question:

In what ways is home both a place and a state of mind?

Part 2 – Speaking & Listening: Media Presentation

Students will use their informative essay as the basis for a media presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the ways a home is both a place and a state of mind.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Historical Perspective Focus Period: 1901-Present	**SELECTION** Anchor Text Back to My Own Country: An Essay Andrea Levy	**SELECTION** Anchor Text Back to My Own Country: An Essay Andrea Levy
SE pp 676-683	SE pp 684-685	SE pp 686-689	SE pp 690-699	SE p 700
Unit Goals Students will deepen their perspective of the meaning of home by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** migrate; modify; requisite; reiterate; implication Home Connection Letter Spanish Home Connection Letter Unit 6 Answer Key **Launch Text** Students will read "*Home Away From Home*". They will then be able to participate in discussions about seeing things new. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *What does it mean to call a place home?* **Whole-Class Learning Strategies** - Listen actively - Clarify by asking questions - Monitor understanding - Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**A CHANGING WORLD** **Voices of the Period** Students read quotes that focus on war. **History of the Period** Students discuss how this period in history saw much growth as governments became more democratic and industrialization allowed more people to prosper. **Literature Selections** Students reflect on the qualities of home as both a physical place and a psychological concept.	**MAKING MEANING** **Concept Vocabulary** assimilate; entitlement; upbringing; myriad; indigenous; hybrid **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Back to My Own Country: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Back to My Own Country: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RI.11-12.1

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Which matters more – the present or the future? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.11-12.6			**Research to Explore** Students conduct research on an aspect of the text they find interesting. **STANDARDS** RI.11-12.10	
***myPerspectives* ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 679) Personalize for Learning English Language Support: Text Structure (TE p 680) Personalize for Learning English Language Support: Expressing Opinions (TE p 683)		Personalize for Learning English Language Support: Personification (TE p 688)	Audio Summary Back to My Own Country: Accessible Leveled Text Personalize for Learning English Language Support: Unknown Words (TE p 694) Personalize for Learning English Language Support: Discuss Theme (TE p 699)	

iLit ELL Level G

Summarize (examples) Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud	**Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Make Inferences** Unit 2 Lesson 11: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud **Figurative Language** Unit 3 Lesson 3: Whole Group Unit 3 Lesson 7: Vocabulary	**Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: *"Puerto Rico: Yesterday, Today, and Tomorrow*** Unit 4 Lesson 22 **Analyze Theme** Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	**Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: *"Puerto Rico: Yesterday, Today, and Tomorrow*** Unit 4 Lesson 22

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Back to My Own Country: An Essay Andrea Levy SE p 701	**SELECTION** Anchor Text Back to My Own Country: An Essay Andrea Levy SE p 702	**SELECTION** Anchor Text Back to My Own Country: An Essay Andrea Levy SE p 703	**SELECTION** Anchor Text Shooting an Elephant George Orwell SE pp 704-711	**SELECTION** Anchor Text Shooting an Elephant George Orwell SE pp 712-713
MAKING MEANING **Analyze Craft and Structure: Author's Point of View and Purpose** Students determine the author's point of view from the reading. Analyze Craft and Structure: Author's Point of View and Purpose Analyze Craft and Structure: Author's Point of View and Purpose (RP) **STANDARDS** RI.11-12.6	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: assimilate; entitlement; upbringing; myriad; indigenous; hybrid **Word Study: Etymology and Usage: *myriad*** Students complete activities relating to the word *myriad*. Concept Vocabulary and Word Study Word Study: Etymology and Usage: *myriad* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.1.a; L.11-12.1.b; L.11-12.3	**LANGUAGE DEVELOPMENT** **Conventions and Style: Voice and Development of Ideas** Students analyze examples of the techniques the author uses to convey a unique voice. Conventions and Style: Voice and Development of Ideas Conventions and Style: Voice and Development of Ideas (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Back to My Own Country **STANDARDS** RI.11-12.6	**MAKING MEANING** **Concept Vocabulary** imperialism; supplant; despotic; conventionalized; resolute; pretext **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Shooting an Elephant: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Shooting an Elephant: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RI.11-12.10	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Situational Irony** Students analyze the way the narrative element leads to situational irony. Analyze Craft and Structure: Situational Irony Analyze Craft and Structure: Situational Irony (RP) **STANDARDS** RI.11-12.3

myPerspectives ELL Support				
Analyze Craft and Structure: Author's Point of View and Purpose (RP) (TE p 701) Personalize for Learning English Language Support: Evaluating an Essay (TE p 701)	Word Study: Etymology and Usage: *myriad* (RP) (TE p 702)	Conventions and Style: Voice and Development of Ideas (RP) (TE p 703) Personalize for Learning English Language Support: Asking Rhetorical Questions (TE p 703) English Language Support Lesson: Rhetorical Questions (On Realize)	Audio Summary Shooting an Elephant: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 709)	Analyze Craft and Structure: Situational Irony (RP) (TE p 713) Personalize for Learning English Language Support: Understanding Cohesion (TE p 712)

iLit ELL Level G				
Text "An Island Like You" (short stories) Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: "Puerto Rico: Yesterday, Today, and Tomorrow** Unit 4 Lesson 22 **Analyze a Cultural Point of View** Unit 2 Lesson 18: Work Time **Identify Author's Viewpoint** Unit 6 Lesson 1: Whole Group	**Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: "Puerto Rico: Yesterday, Today, and Tomorrow** Unit 4 Lesson 22 **Word Origins** Unit 2 Lesson 9, 19, 22, 32: Vocabulary Unit 3 Lesson 1, 2, 3: Vocabulary Unit 4 Lesson 9: Vocabulary	**Text "An Island Like You" (short stories)** Unit 4 Lesson 3-4, 7-9, 12-14, 17-19, 23-24, 27-29, 32-34, 37-38 **Text: "Puerto Rico: Yesterday, Today, and Tomorrow** Unit 4 Lesson 22 **Analyze Arguments and Make Connections** Unit 6 Lesson 33: Read Aloud, Think Aloud	**Text: "Animals and Self-Expression" (academic text)** Unit 6 Lesson 38 **iLit Library** Earth's Ecosystems Animal Ways of Life The Elephants That Struck **Idioms** Unit 2 Lesson 7: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 9: Vocabulary Unit 6 Lesson 8: Read Aloud, Think Aloud	**Text: "Animals and Self-Expression" (academic text)** Unit 6 Lesson 38 **iLit Library** Earth's Ecosystems Animal Ways of Life The Elephants That Struck

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Shooting an Elephant George Orwell SE p 714	**SELECTION** Anchor Text Shooting an Elephant George Orwell SE p 715	**SELECTION** Anchor Text Shooting an Elephant George Orwell SE pp 716-717	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 718-722	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 723-725
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: imperialism; supplant; despotic; conventionalized; resolute; pretext **Word Study: Word Origins and Connotation** Students complete activities relating to word origins and connotations. Concept Vocabulary and Word Study Word Study: Word Origins and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** RI.11-12.6; L.11-12.3	**LANGUAGE DEVELOPMENT** **Conventions and Style: Formal and Informal Language** Students identify examples of formal and informal language. Conventions and Style: Formal and Informal Language Conventions and Style: Formal and Informal Language (RP) **STANDARDS** L.11-12.3; PI.8; PII.6	**EFFECTIVE EXPRESSION** **Writing to Compare: Compare-and-Contrast Essay** Students write an essay analyzing the two works. Writing to Compare: Compare-and-Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Shooting an Elephant **STANDARDS** RI.11-12.3; RI.11-12.5; W.11-12.2; W.11-12.2.a; W.11-12.2.c; W.11-12.2.f; W.11-12.9.b	**PERFORMANCE TASK** **Write an Informative Essay** Students write an essay that answers the question: How did British colonialism complicate the idea of home? **PreWriting/Planning** Students conduct research, gather evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.2.a-f; W.11-12.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Create a Coherent Whole: Use Transitions** Students look for ways to use a variety of appropriate transitions in their writing. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and share in small groups. **Reflecting** Students reflect on their essays. **STANDARDS** W.11-12.2.c; W.11-12.2.d; W.11-12.2.e; W.11-12.5; L.11-12.1; L.11-12.2; L.11-12.2.b

myPerspectives ELL Support				
Word Study: Word Origins and Connotation (RP) (TE p 714)	Conventions and Style: Formal and Informal Language (RP) (TE p 715) Personalize for Learning English Language Support: Developing Tone (TE p 715) English Language Support Lesson: Tone (On Realize)	Personalize for Learning English Language Support: Collaboration (TE p 716)	Personalize for Learning English Language Support: Using Modal Expressions (TE p 719) Personalize for Learning English Language Support: Confirm Understanding (TE p 721)	
iLit ELL Level G				
Text: "Animals and Self-Expression" (academic text) Unit 6 Lesson 38 **iLit Library** Earth's Ecosystems Animal Ways of Life The Elephants That Struck **Understand Connotation and Denotation** Unit 4 Lesson 27: Read Aloud, Think Aloud **Word Origins** Unit 2 Lesson 9, 19, 22, 32: Vocabulary Unit 3 Lesson 1, 2, 3: Vocabulary	**Text: "Animals and Self-Expression" (academic text)** Unit 6 Lesson 38 **iLit Library** Earth's Ecosystems Animal Ways of Life The Elephants That Struck	**Text: "Animals and Self-Expression" (academic text)** Unit 6 Lesson 38 **iLit Library** Earth's Ecosystems Animal Ways of Life The Elephants That Struck **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 726-729	**SELECTION** from A History of the English Church and People Bede, translated by Leo Sherley-Price SE pp 730-737	**SELECTION** from History of Jamaica Encyclopedia Britannica SE pp 738-743	**SELECTION** The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su SE pp 744-753	**SELECTION** The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su SE pp 754-755
Essential Question *What does it mean to call a place home?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify 🔴 Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks.	**MAKING MEANING** **Concept Vocabulary** breadth; abounding; innumerable **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Nonfiction **Read the Selection** 🔊 Selection Audio 🔴 from A History of the English Church and People: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 🔴 from A History of the English Church and People: First Read Extension Questions	**MAKING MEANING** **Media Vocabulary** entry; cross-reference; hyperlink **First Read** Students Explore, Note, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Interactive Media **Read the Selection** 🔴 from History of Jamaica: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students conduct research on an aspect of the selection they find interesting.	**MAKING MEANING** **Concept Vocabulary** desolation; fervent; blanch **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Poetry **Read the Selection** 🔊 Selection Audio 🔴 The Seafarer/Dover Beach/Escape From the Old Country: Accessible Text **Comprehension Check** Students complete comprehension questions. 🔴 The Seafarer/Dover Beach/Escape From the Old Country: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. 🔴 Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: desolation; fervent; blanch **Word Study: Latin Root: *-sol-*** 🔴 Concept Vocabulary and Word Study 🔴 Word Study: Latin Root: *-sol- (RP)*

Working on Group Projects Students choose specific roles for each member.	**Research to Clarify** Students research one unfamiliar detail from the text.	**Close Review** Students will review the article and record any new observations.	**Research to Explore** Students conduct research on Anglo-Saxon seafaring.	**Word Network** Students add new words to their Word Network as they read texts in the unit.
	Research to Explore Students research one aspect of the text they find interesting.	**Analyze the Media** Students will respond to questions about the article, citing textual evidence.	**STANDARDS** RI.11-12.10; L.11-12.4.a; L.11-12.4	**Analyze Craft & Structure: Development of Theme** Students analyze specific details about each poem's subject and identify universal and culturally specific themes.
	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text	Analyze the Text		Analyze Craft and Structure: Development of Theme
	Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text	**LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: entry; cross-reference; hyperlink Media Vocabulary		Analyze Craft and Structure: Development of Theme (RP) **STANDARDS** RL.11-12.2; L.11-12.4.d
	LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: breadth; abounding; innumerable	**EFFECTIVE EXPRESSION** **Writing to Compare: Compare-and-Contrast Essay** Students write a comparison essay explaining how Bede's history of England and the Encyclopaedia Britannica's history of Jamaica are similar and different. Writing to Compare: Compare-and-Contrast Essay		
	Word Study: Anglo-Saxon Suffix: *-th* Concept Vocabulary and Word Study Word Study: Anglo-Saxon Suffix: *-th (RP)* **Word Network**	**Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: from History of Jamaica		

	Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Elements of Historical Writing** Students note examples of Bede's approach to historical writing. ⊙ Analyze Craft and Structure: Elements of Historical Writing ⊙ Analyze Craft and Structure: Elements of Historical Writing (RP) **Conventions and Style: Punctuation in Series** Students identify the words separated by serial commas in sentences. ⊙ Conventions and Style: Punctuation in Series ⊙ Conventions and Style: Punctuation in Series (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. ⊙ ⊙ Selection Test: from A History of the English Church **STANDARDS** RI.11-12.1; RI.11-12.5; RI.11-12.10; L.11-12.1.a; L.11-12.1.b; L.11-12.2; L.11-12.4.b; L.11-12.4.c	**STANDARDS** RI.11-12.1; RI.11-12.7; RI.11-12.10; W.11-12.2; W.11-12.9.b; L.11-12.6		

myPerspectives ELL Support				
	Audio Summary from A History of the English Church: Accessible Leveled Text Word Study: Anglo-Saxon Suffix: -th (RP) (TE p 735) Analyze Craft and Structure: Elements of Historical Writing (RP) (TE p 736) Conventions and Style: Punctuation in Series (RP) (TE p 737) Personalize for Learning English Language Support: Using Hierarchies in Writing (TE p 736) English Language Support Lesson: Hierarchy (On Realize)	Audio Summary Personalize for Learning English Language Support: Taking Notes (TE p 742)	Audio Summary The Seafarer/Dover Beach/Escape From the Old Country: Accessible Text Personalize for Learning English Language Support: One Topic or Two? (TE p 748) Personalize for Learning English Language Support: Preteach Vocabulary (TE p 751)	Word Study: Latin Root: -sol- (RP) (TE p 754) Analyze Craft and Structure: Development of Theme (RP) (TE p 755) Personalize for Learning English Language Support: Universal/Universe (TE p 755)
iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Identify Main Idea** Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time **Suffixes (Examples)** Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time	**Text: "Puerto Rico: Yesterday, Today, and Tomorrow** Unit 4 Lesson 22 **Gather Information & Cite Sources; Take Notes** Unit 5 Lesson 3: Whole Group	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Research the Topic** Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Analyze/Identify Theme** Unit 2 Lesson 40: Whole Group Unit 4 Lesson 38: Whole Group Unit 4 Lesson 39: Work Time

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su SE p 756	**SELECTION** The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su SE p 757	**SELECTION** The Widow at Windsor Rudyard Kipling From Lucy: Englan' Lady James Berry SE pp 758-764	**SELECTION** The Widow at Windsor Rudyard Kipling From Lucy: Englan' Lady James Berry SE pp 765-766	**SELECTION** The Widow at Windsor Rudyard Kipling From Lucy: Englan' Lady James Berry SE p 767
LANGUAGE DEVELOPMENT **Conventions and Style: Forms of Address** Students analyze forms of address in the poems. ⊙ Conventions and Style: Forms of Address ⊙ Conventions and Style: Forms of Address (RP) **STANDARDS** RL.11-12.3; L.11-12.3	**EFFECTIVE EXPRESSION** **Speaking and Listening: Podcast** Students create a podcast. ⊙ Speaking and Listening: Podcast ⊙ Speaking and Listening: Podcast (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. ⊙ ☑ Selection Test: The Seafarer: Dover Beach; Escape From the Old Country **STANDARDS** SL.11-12.4	**MAKING MEANING** **Concept Vocabulary** cavalry; stores; rank **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. ⊙ First-Read Guide: Poetry **Read the Selection** 🔊 Selection Audio ⊙ The Widow at Windsor/From Lucy: Accessible Text **Comprehension Check** Students complete comprehension questions. ⊙ The Widow at Windsor/From Lucy: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Analyze Craft & Structure: Author's Choices: Structure** Students will record details about each dramatic monologue. ⊙ Analyze Craft and Structure: Author's Choices: Structure ⊙ Analyze Craft and Structure: Author's Choices: Structure (RP) **Conventions and Style: Dialect** Students analyze examples of dialect that Kipling and Berry use in their poems. ⊙ Conventions and Style: Dialect ⊙ Conventions and Style: Dialect (RP) **STANDARDS** RL.11-12.4; RL.11-12.5	**EFFECTIVE EXPRESSION** **Writing to Sources: Formal Analysis** Students write a formal analysis of the key features of dramatic monologues. ⊙ Writing to Sources: Formal Analysis ⊙ Writing to Sources: Formal Analysis (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. ⊙ ☑ Selection Test: Poetry Collection 2 **STANDARDS** W.11-12.2; W.11-12.2.e; L.11-12.3

		MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. ⊘ Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: cavalry; stores; rank **Word Study: Multiple-Meaning Words** ⊚ Concept Vocabulary and Word Study ⊚ Word Study: Multiple-Meaning Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.5		

myPerspectives **ELL Support**				
Conventions and Style: Forms of Address (RP) (TE p 756) Personalize for Learning English Language Support: Writing to an Audience (TE p 756) English Language Support Lesson: Implied Audience (On Realize)	Speaking and Listening: Podcast (RP) (TE p 757)	Audio Summary From Lucy: Englan' Lady: Accessible Leveled Text Word Study: Multiple-Meaning Words (RP) (TE p 764) Personalize for Learning English Language Support: Poetic Language (TE p 762)	Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 765) Conventions and Style: Dialect (RP) (TE p 766) Personalize for Learning English Language Support: The Prefix *mono-* (TE p 765) Personalize for Learning English Language Support: Understanding Dialect (TE p 766) English Language Support Lesson: Dialect (On Realize)	Writing to Sources: Formal Analysis (RP) (TE p 767)

iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Text: "Silent Spring Morning" (poem)** Unit 7 Lesson 2 **Text: (poem) "The Peace of Wild Things"** Unit 7 Lesson 3 **Text: (poem) "Waking Up"** Unit 7 Lesson 4	**Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Multimedia Presentation** Unit 5 Lesson 1-10: all activities	**iLit Library (selections by Kipling and Berry)** The Jungle Book The Choice Peter Pan **Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Multiple Meaning Words (examples)** Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time Unit 6 Lesson 2, 4, 7, 12: Vocabulary	**iLit Library (selections by Kipling and Berry)** The Jungle Book The Choice Peter Pan **Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Prefixes (Examples)** Unit 4 Lesson 39-40: Vocabulary Unit 6 Lesson 27: Work Time	**iLit Library (selections by Kipling and Berry)** The Jungle Book The Choice Peter Pan **Introduce: Understand Poetry** Unit 7 Lesson 1: Whole Group **Characteristics of Poetry** Unit 7 Lesson 2: Work Time **Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Panel Discussion	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 768-769	SE pp 770-771	SE pp 772-774	SE pp 775-777	SE pp 778-779
PERFORMANCE TASK **Speaking and Listening Focus:** **Present a Panel Discussion** Students will hold a panel discussion to answer this question: What makes a place important enough to write about? **Plan With Your Group** Students will analyze the text, gather evidence and examples, and organize your presentation. **Rehearse with Your Group** Students practice the discussion, fine-tune the content, improve use of media, and brush-up on your presentation techniques. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1; SL.11-12.1.c; SL.11-12.4; SL.11-12.5; SL.11-12.6	**Essential Question** *What does it mean to call a place home?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** First-Read Guide **Close-Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Informative Essay** Students evaluate the strength of their content. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Informative Essay** Students will write an essay explaining different perspectives on the concept of home. **Informative Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.2.a-f; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Media Presentation** After use their informative essay as the basis for a media presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.5

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Asking Questions (TE p 769)		🔴 Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Figurative Language (TE p 776)	
iLit ELL Level G				
Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation **Whole Class/Small Group Discussion (examples)** Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	**Gather Information & Take Notes** Unit 5 Lesson 3: Whole Group **Rules for Conversation Routines** Unit 1 Lesson 2: Classroom Conversation **Classroom Conversation (examples)** Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34: Collaborative Discussion	**Make Connections Between Ideas in Texts** Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud **Summarize Text** Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group **Draw Conclusions** Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time **iLibrary** All texts	**Write an Explanatory Paragraph/Essay** Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time **Assignments** Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph	**Multimedia Project Timeline** Unit 5 Lessons 1–9 **Assignments** Unit 5 Lessons 1–5: Rubric for a Multimedia Presentation Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph

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