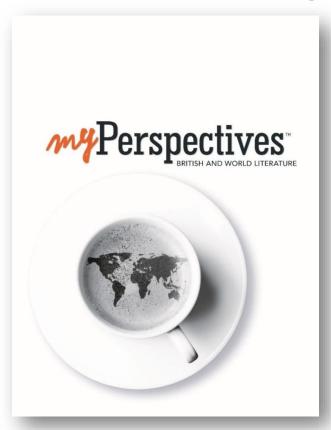


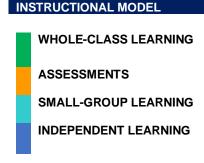


Grade 12 Unit Planning Guide



myPerspectives Unit Planning Guide

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



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.

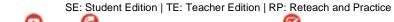
Selections & Media

Launch Text

A World of Heroes (1050L)

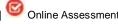
Whole-Class Learning

- 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.













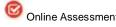


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Historical Perspectives Focus Period: 750-1066	SELECTION Anchor Text From Beowulf Burton Raffel	SELECTION Anchor Text From Beowulf Burton Raffel
SE pp 2-9	SE pp 10-11	SE pp 12-15	SE pp 16-30	SE pp 31-43
Unit Goals 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.	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.	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	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



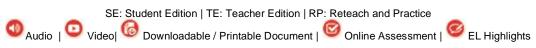








Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools			
for establishing and preserving freedom?			
Evidence Log Students add notes and evidence that will be used to inform the Performance- 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:	Personalize for Learning English Language Support: Figurative Language (TE p 12)	Audio Summary from Beowulf: Accessible Text	Personalize for Learning English Language Support: Analyze Meaning (TE p 33)
Figurative Language (TE p 6) Personalize for Learning English Language Support:	Personalize for Learning English Language Support: Vocabulary (TE p 14)	Personalize for Learning English Language Support: Sentences vs. Lines in Poetry (TE p 23)	Personalize for Learning English Language Support: Vowel Sounds (TE p 36)
Expanding Vocabulary (TE p 9)		Personalize for Learning English Language Support: Context Clues (TE p 28)	Personalize for Learning English Language Support: Making Connections to the Text (TE p 38)

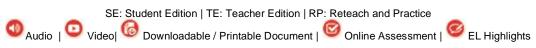


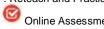


iLit ELL Level G				
Summarize (examples)	Rules for Conversation	Identify Main Idea	iLit Library	iLit Library
Unit 6 Lesson 28: Whole	Routines	Unit 4 Lesson 39: Read	Beowulf	Beowulf
Group	Unit 1 Lesson 2: Classroom	Aloud, Think Aloud	The Story Beowulf	The Story Beowulf
Unit 6 Lesson 29: Read	Conversation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



















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	iLit Library	iLit Library	iLit Library	iLit Library
Beowulf	Beowulf	Beowulf	Beowulf	Beowulf
The Story Beowulf	The Story Beowulf	The Story Beowulf	The Story Beowulf	The Story Beowulf
Compound and Complex Sentences Unit 4 Lesson 24: Work Time	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	Compound and Complex Sentences Unit 4 Lesson 24: Work Time	Compare and Contrast Characters Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time	Multimedia Project Unit 5 Lessons 1–10









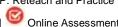
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Media	Media	Media	WRITING FOCUS	WRITING FOCUS
from Beowulf Gareth Hinds	from Beowulf Gareth Hinds	from Beowulf Gareth Hinds	Write an Argument	Write an Argument
Gareth Hinds	Gareth Hinds	Gareth Hinds		
SE pp 50-58	SE p 59	SE pp 60-61	SE pp 62-64	SE pp 65-69
MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION	PERFORMANCE TASK	LANGUAGE
				DEVELOPMENT:
Media Vocabulary	Close Review	Writing to Compare:	Write an Argumentative	CONVENTIONS
palette; perspective; angle; composition; panel;	Students will review the graphic novel and first-review	Formulating a Claim Students write a claim about	Essay Students write an argument	Create Cohesion and
lighting/color	notes and record any new	the graphic novel as a	answering the following	Clarity: Transitions
lighting/color	observations.	storytelling medium.	question: Which counts more	Students mark transitional
First Read			– taking a stand or winning?	words or phrases and correct
Students Look, Note,	Analyze the Media	Writing to Sources:		punctuation.
Connect, Respond as they	Analyze the Media	Formulating a Claim	PreWriting/Planning	
review the media the first	Students will respond to	Evidence Log	Students write a claim,	PERFORMANCE TASK
time.	questions about the text,	Students add notes and	consider possible	Davidska a
0	citing textual evidence.	evidence that will be used to	counterclaims, gather evidence, and connect across	Revising Students evaluate and revise
First-Review Guide:	Analyze the Media	inform the Performance-	texts.	draft utilizing peer reviews.
Media: Art/Photography	Analyze the Media	Based Assessment.	toxic.	Grant damening poor reviews.
Basild a Calcadia	LANGUAGE	OTANDA DDO	Drafting	Editing and Proofreading
Read the Selection	DEVELOPMENT	STANDARDS RL.11-12.7; W.11-12.1; W.11-	Students organize and write a	Students edit for conventions
Selection Audio		12.1.a; W.11-12.1.b;	first draft.	and proofread for accuracies.
from Beowulf: Accessible	Media Vocabulary	W.11-12.1.f; W.11-12.9.a	CTANDADDC	Bublishing and Bassauting
Text	Students complete activities	,	STANDARDS W.11-12.1.a-f; W.11-12.10	Publishing and Presenting Students create a final
TOAL	related to the Vocabulary		vv.11-12.1.a-1, vv.11-12.10	version of their argument and
Comprehension Check	words: palette; perspective; angle;			share in small groups.
Students complete	composition; panel;			3 - 1
comprehension questions.	lighting/color			Reflecting
B				Students reflect on their
Research to Explore Students choose something	Media Vocabulary			essays.
that interests them from the	STANDARDS			STANDARDS
graphic novel and formulate a	L.11-12.6			W.11-12.1.c; W.11-12.1.f;
research question.				W.11-12.1.6, W.11-12.1.1, W.11-12.5
STANDARDS				
RL.11-12.10				







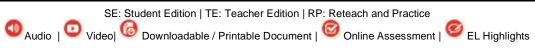


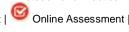




myPerspectives ELL Support			
Audio Summary from Beowulf	Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 52)	Personalize for Learning English Language Support: Supporting a Claim (TE p 60)	Personalize for Learning English Language Support: Rhetorical Questions (TE p 66)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



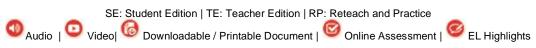


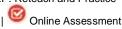


iLit ELL Level G					
iLit Library	iLit Library	iLit Library	Write an Argumentative	Write an Argumentative	
Beowulf	Beowulf	Beowulf	Paragraph/Essay	Paragraph/Essay	
The Story Beowulf	The Story Beowulf	The Story Beowulf	Unit 2 Lesson 10: Work Time	Unit 2 Lesson 10: Work Time	
			Unit 4 Lesson 28: Work Time	Unit 4 Lesson 28: Work Time	
Figurative Language	Multiple Meaning Words	Identify Arguments and	Unit 6 Lesson 18: Work Time	Unit 6 Lesson 18: Work Time	
Unit 3 Lesson 3: Whole	(examples)	Claims	Unit 6 Lesson 31, 33–4, 36:	Unit 6 Lesson 31, 33–4, 36:	
Group Unit 3 Lesson 4: Work Time	Unit 4 Lesson 26, 30, 43: Vocabulary	Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole	Whole Group, Work Time	Whole Group, Work Time	
Unit 3 Lesson 7: Vocabulary	Unit 4 Lesson 27: Work Time	Group	Write Arguments to	Write Arguments to	
	Unit 6 Lesson 2, 4, 7, 12:		Support Claims Unit 4 Lesson 26: Whole	Support Claims Unit 4 Lesson 26: Whole	
	Vocabulary		Group	Group	
			Identify and Evaluate	Identify and Evaluate	
			Arguments and Claims Unit 6 Lesson 30: Whole Group	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	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.	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text 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







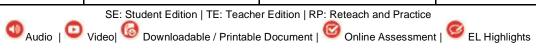




Working on Group Projects Students choose specific roles for each member.	Research to Explore Students research the English Civil War of 1642-1651. STANDARDS RL.11-12.10; L.11-12.4; L.11- 12.4.a	Word Network Students add new words to their Word Network as they read texts in the unit. STANDARDS L.11-12.4.b; L.11-12.4.c		
myPerspectives ELL Support	All and a second a			
	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	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	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	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	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
Unit 7 Lesson 4: Classroom Conversation	Gather Information & Cite Sources Unit 5 Lesson 3: Whole Group Research a Topic Unit 5 Lesson 3: Work Time	Prefixes (Examples) Unit 4 Lesson 36, 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 27: Work Time	Characteristics of Poetry Unit 7 Lesson 3: Work Time	Conjunctions Unit 4 Lesson 24: Work Time











DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
The Song of the Mud	The Song of the Mud	The Song of the Mud	The Song of the Mud	How Did Harry Patch Become
Mary Borden	Mary Borden	Mary Borden	Mary Borden	an Unlikely WWI Hero
Wary Borden	I Mary Borden	Mary Borden	Mary Borden	BBC iWonder
Dulas at Dasawin Fat	Dulas et Dasawura Fet	Dulas et Deservire Fet	Dules at Desamine Fat	BBC ivvorider
Dulce et Decorum Est	Dulce et Decorum Est	Dulce et Decorum Est	Dulce et Decorum Est	
Wilfred Owen	Wilfred Owen	Wilfred Owen	Wilfred Owen	
SE pp 84-90	SE p 91	SE pp 92-93	SE pp 94-95	SE pp 96-99
MAKING MEANING	MAKING MEANING	MAKING MEANING	Writing to Compare:	MAKING MEANING
			Compare-and Contrast	
Concept Vocabulary	Close Read the Text	Analyze Craft & Structure	Essay	Media Vocabulary
impertinent; putrid; vile	Students will review the Close	Word Choice and Theme	Students write an essay	navigation; embedded video;
·	Read Model and complete the	Students will point out strong	comparing the poems in the	slide show
First Read	close read sections in the	examples of powerful	selection.	
Students Notice, Annotate,	selection.	language.		First Review
			Writing to Sources:	
Connect, Respond as they	Close Read the Text	Analyze Craft and	Compare-and Contrast Essay	Students Explore, Note,
read the selection the first	Close Road the Text	Structure: Word Choice and	Compare and Contract Essay	Connect, Respond as they
time.	Analyze the Text		Evidence Log	read the selection the first
First-Read Guide: Poetry		Theme		time.
First-Read Guide: Poetry	Students will respond to	Analyze Craft and	Students add notes and	<u></u>
	questions about the text,	Structure: Word Choice and	evidence that will be used to	First-Review Guide:
Read the Selection	citing textual evidence.		inform the Performance-	Interactive Media
1 1 1 1 1 1 1 1 1 1		Theme (RP)	Based Assessment.	
Selection Audio	LANGUAGE			Read the Selection
Song of the Mud/Dulce et	DEVELOPMENT	LANGUAGE	STANDARDS	
Decorum Est: Accessible Text		DEVELOPMENT	W.11-12.2; W.11-12.2.a;	Selection Audio
Decorum Est: Accessible Lext	Concept Vocabulary		W.11-12.9.a; SL.11-12.1;	
	Students complete activities	Conventions and Style:	SL.11-12.1.a; Pl.4; Pll.2B;	How Did Harry Patch
Comprehension Check		Types of Phrases		Become an Unlikely WWI
Students complete	related to the Concept		PII.6	Hero
comprehension questions.	Vocabulary words:	Conventions and Style:		
· ' '	impertinent; putrid; vile	Types of Phrases		Comprehension Check
@				Students complete
Song of the Mud/Dulce et	Word Study: Denotation and	Conventions and Style:		comprehension questions.
Decorum Est: First Read	Connotation	Types of Phrases (RP)		comprononoion quostions.
Extension Questions		·		Close Review
	Concept Vocabulary and	STANDARDS		
Research to Clarify	Word Study	RL.11-12.2; WL.11-12.4;		Students will review the
Students choose one		RL.11-12.6; L.11-12.1; L.11-		interactive website and record
	Word Study: Denotation			any new observations.
unfamiliar detail from the	and Connotation (RP)	12.3		
poems and research.	` ′			Analyze the Media
	Word Network			Students will respond to
Research to Explore	Students add new words to			questions about the website,
Students research the				
conditions of trench warfare in	their Word Network as they			citing textual evidence.
World War I.	read texts in the unit.			Analyze the Media
VVOIIG VVGI I.				7 thaty 20 tho Modia









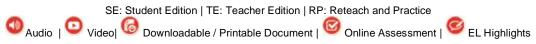
STANDARDS	STANDARDS		EFFECTIVE EXPRESSION
RL.11-12.10; L.11-12.4; L.11-	L.11-12.4.c; L.11-12.5; L.11-		
12.4.a	12.5.b		Writing to Sources: Critical Analysis Students write a brief critical analysis of the website. Writing to Sources: Critical Analysis
			Research: Research Overview Students research 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

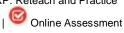
myPerspectives ELL Support				
Audio Summary Song of the Mud/Dulce et Decorum Est: Accessible Text Personalize for Learning English Language Support: Figurative Language (TE p 88)	Word Study: Denotation and Connotation (RP) (TE p 91)	Analyze Craft and Structure: Word Choice and Theme (RP) (TE p 92) Conventions 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





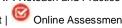








PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 100-101 SE pp 102-103 SE pp 104-106 SE pp 107-109 SE pp 107-109	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK Present an Argument As a group, students develop a scripted slide show that addresses this question: What makes a hero? Independent Learning Strategies • Traceate a Schedule • Practice what you have learned • Take Notes Table of Contents Preview 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. Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS W.11-12.1; SL.11-12.1; SL.11-12.1.d; SL.11-12.5 Samplas, argument standing of American Standards	Speaking and Listening Focus		INDEPENDENT LEARNING		
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. (Fine-tune the content, improve timing, and brush up on presentation technique. Present and Evaluate. STANDARDS W.11-12.6; SL.11-12.1; SL.11-12.1.d; SL.11-12.5 What makes a hero? Independent Learning Strategies Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Students wild the selection of the selection of the presentation technique. Table of Contents Preview Preview the selections in the selections in the selections in the selection is the selection of the present as a group and use checklist items to evaluate. STANDARDS W.11-12.6; SL.11-12.1; SL.11-12.5	SE pp 100-101	SE pp 102-103	SE pp 104-106	SE pp 107-109	SE pp 110-111
identity.	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;	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.	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	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;	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





	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)	

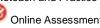


Multimedia Project Gather Information & Take Make Connections Between Write an Argumentative Assignments	iLit ELL Level G				
	Unit 5 Lessons 1–10 Assignments Unit 6 Lessons 36–40: Present an Argumentative	Notes Unit 5 Lesson 3: Whole Group Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 6 Lesson 34:	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	Paragraph/Essay Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: 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	Unit 6 Lessons 36–40: Present an Argumentative









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)

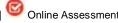
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice













- 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.

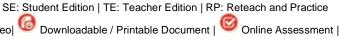
Unit Reflection

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



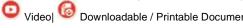


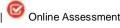






DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 112-119	OVERVIEW Whole-Class Learning SE pp 120-121	SELECTION Historical Perspectives Focus Period: 1066-1485 SE pp 122-125	SELECTION Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer SE pp 126-140	SELECTION Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer 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	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







	T		
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)



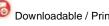














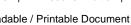


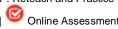
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
The Prologue from The	The Prologue from The	The Prologue from The	The Prologue from The	The Prologue from The
Canterbury Tales	Canterbury Tales	Canterbury Tales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









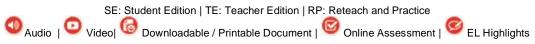


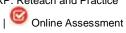


myPerspectives ELL Support				
Analyze Craft and Structure: Character Development (RP) (TE p 155) Personalize for Learning English Language Support: Antiquated Language (TE p 154) Personalize for Learning English Language Support: Using Indirect Characterization (TE p 155) English Language Support Lesson: 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	iLit Library The Canterbury Tales	iLit Library The Canterbury Tales	iLit Library The Canterbury Tales	iLit Library The Canterbury Tales
Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	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	Suffixes (Examples) Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time	Analyze Text Structure and Organization Unit 6 Lesson 38: Read Aloud, Think Aloud	Write an Explanatory Paragraph/Essay Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: 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	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Media	Media	Media	WRITING FOCUS	WRITING FOCUS
The Prologue From The	The Prologue From The	The Prologue From The	Write an Explanatory Essay	Write an Explanatory Essay
Canterbury	Canterbury	Canterbury		
Tales: The Remix	Tales: The Remix	Tales: The Remix		
Patience Agbabi	Patience Agbabi	Patience Agbabi		
05 400 400	05 400	05 404 405	05 400 470	05 474 470
SE pp 160-162 MAKING MEANING	SE p 163 MAKING MEANING	SE pp 164-165 EFFECTIVE EXPRESSION	SE pp 166-170 PERFORMANCE TASK	SE pp 171-173 PERFORMANCE TASK
MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION	PERFORMANCE TASK	PERFORMANCE TASK
Media Vocabulary	Close Review	Writing to Compare:	Write an Explanatory Essay	LANGUAGE
Students complete activities	Students will watch the video	Argumentative Essay	Students write an explanatory	DEVELOPMENT:
related to the media	again and write down new	Students will write an	essay discussing how	CONVENTIONS
Vocabulary words:	observations.	argument using Chaucer's	Chaucer finds humor in the	
delivery; gesture; audience	_	Prologue and Agbabi's	difference between the ideas	Use a Formal Style
reaction	Close-Review Guide:	"remix" as the basis for a	and the real in characters	Students practice using
@	Media: Video	conclusion.	from the story.	hyphenation in sentences.
Media Vocabulary	Analone the Marks	(A) A faithir as 4 = O = 1 and 1	j	
First Review	Analyze the Media Students will respond to	Writing to Sources: Argumentative Essay	PreWriting/Planning	Revising
Students Watch, Note,	questions about the	Argumentative Essay	Students brainstorm, write a	Students evaluate and revise
Connect, Respond as they	broadcast.	Evidence Log	thesis statement, and connect	draft utilizing peer reviews.
listen to the broadcast.	broadcast.	Students add notes and	across texts.	
	LANGUAGE	evidence that will be used to		Editing and Proofreading
First Review Guide:	DEVELOPMENT	inform the Performance-	Drafting	Students edit for conventions
Media: Video	DEVELOT MIENT	Based Assessment.	Students organize and write a	and proofread for accuracies.
	Media Vocabulary	Bassa / tososomoni.	first draft.	Bullishing and Bresseting
Listen to the Selection	Students complete activities	SELECTION TEST	CTANDADDC	Publishing and Presenting Students create a final
Selection Audio	related to the media		STANDARDS W.11-12.2.a-f; W.11-12.10	version of their essays and
	Vocabulary words:	Selection Test: The	VV.11-12.2.a-1, VV.11-12.10	share in small groups.
The Prologue From The	delivery; gesture; audience	Prologue From The		Share in Shaii groups.
Canterbury Tales: The Remix	reaction	Canterbury Tales: The Remix		Reflecting
	Media Vocabulary	Tales: The Remix		Students reflect on their
Comprehension Check	wiedia vocabulary	STANDARDS		essay.
Students complete	STANDARDS	RL11-12.7; W.11-12.1; W.11-		- , -
comprehension questions.	L.11-12.6	12.1.a; W.11-12.9.a		STANDARDS
December Clarify	L.11 12.0	12.1.a, W.11-12.3.a		W.11-12.2.b; W.11-12.2.e;
Research to Clarify Students research one				W.11-12.2.f; W.11-12.5; L.11-
unfamiliar detail from the text.				12.2; L.11-12.2.a; L.11-12.2.b
dinaminar detail nom the text.				
Research to Explore				









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: Unfamiliar Language (TE p 164)	Personalize for Learning English Language Support: Difficult Concepts (TE p 167)	
Personalize for Learning English Language Support: Taking Notes (TE p 160)			Personalize for Learning English Language Support: Cliches (TE p 170)	
iLit ELL Level G				
iLit Library The Canterbury Tales	iLit Library The Canterbury Tales	iLit Library The Canterbury Tales	Write an Explanatory Paragraph/Essay Unit 2 Lesson 15: Work Time	Write an Explanatory Paragraph/Essay Unit 2 Lesson 15: Work Time
Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 2 Lesson 37: Work Time	Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time
Gather Information & Cite	Text: "How Do I Love	Word Meaning	Cim 2 20000ii or: Work riino	Offit 2 Lesson 37. Work Time









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.	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: From The Worms of the Earth Against the Lions: From The Worms of the Earth Against the Lions: From The Worms of the Earth Against the Lions: 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 Analyze Craft and Structure: Historical Writing (RP)	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	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 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









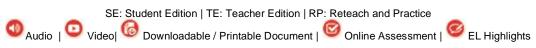


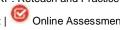
	STANDARDS RI.11-12.10; L.11-12.4; L.11- 12.4.d	STANDARDS RI.11-12.1; RI.11-12.3; L.11- 12.4.c		
myPerspectives ELL Support	Audio Summary from The Worms of the Earth Against the Lions: First Read Extension Questions Personalize for Learning English Language Support:	Word Study: Greek Root Word: agogos (RP) (TE p 186) Analyze Craft and Structure: Historical Writing (RP)	Conventions and Style: Author's Choices: Text Structure (RP) (TE p 188)	Speaking and Listening: Discussion (RP) (TE p 189)
	Unfamiliar Sentence Structure (TE p 181)	(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)		
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	SELECTION	SELECTION	SELECTION	SELECTION
Shakespeare's Sister	On Seeing England for the First	On Seeing England for the First	On Seeing England for the	Passenger Manifest for the
Virginia Woolf	Time	Time	First Time	MV Empire Windrush
	Jamaica Kincaid	Jamaica Kincaid	Jamaica Kincaid	
	VVIII from Midoussess	XXIII from Midsummer	XXIII from Midsummer	
	XXIII from Midsummer Derek Walcott	Derek Walcott	Derek Walcott	
	Derek Walcott	Derek Walcoll	Derek Walcott	
SE pp 190-197	SE pp 198-211	SE pp 212-213	SE pp 214-215	SE pp 216-223
MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	LANGUAGE	MAKING MEANING
			DEVELOPMENT	
Concept Vocabulary	Concept Vocabulary	Close Read the Text	0	Concept Vocabulary
gifted; taste; fancy	subjugation; privileged;	Students will review the Close	Conventions and Style:	rows; headings; statistics
First Read	fellowships	Read Model and complete the close read sections in the	Stylistic Devices Students find examples of	First Read
Students Notice, Annotate,	First Read	selection.	amplification, allusion, and	Students Notice, Annotate,
Connect, Respond as they	Students Notice, Annotate,		irony in the reading.	Connect, Respond as they
read the selection the first	Connect, Respond as they read	Close Read the Text		read the selection the first
time.	the selection the first time.		Conventions and Style:	time.
First-Read Guide:	First-Read Guide:	Analyze the Text	Stylistic Devices	First-Read Guide:
Nonfiction	Nonfiction/ Poetry	Students will respond to	Conventions and Style:	Nonfiction
Normation	Normalion/ Poetry	questions about the text, citing textual evidence.	Stylistic Devices (RP)	Nomiction
Read the Selection	Read the Selection	textual evidence.		Read the Selection
		LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	
Selection Audio	Selection Audio	LANGUAGE DEVELOT MENT		Selection Addio
Shakespeare's Sister:	On Seeing England/XXIII	Concept Vocabulary	Speaking and Listening:	Passenger Manifest for
Accessible Leveled Text	from Midsummer: Accessible	subjugation; privileged;	Digital Presentation	the MV Empire Windrush:
	Leveled Text	fellowships	Students prepare and deliver	Accessible Text
Comprehension Check			a presentation on the essay	
Students complete	Comprehension Check	Word Study: Latin Prefix:	and poem they have just read.	Comprehension Check
comprehension questions.	Students complete	sub-		Students complete
	comprehension questions.	Concept Vocabulary and	Speaking and Listening:	comprehension questions.
Shakespeare's Sister:		Word Study	Digital Presentation	•
First Read Extension	On Seeing England/XXIII	Word Study: Latin Prefix:	Speaking and Listening:	Passenger Manifest for
Questions	from Midsummer: First Read	vvora Study: Latin Prefix:	Digital Presentation (RP)	the MV <i>Empire Windrush</i> :
	Extension Questions	sub- (RP)	Digital Fresentation (14)	First Read Extension
Research to Clarify	· ·	Word Network	Evidence Log	Questions
Students research one	Research to Clarify	Students add new words to	Students add notes and	
unfamiliar detail from the text.	Students research one	their Word Network as they	evidence that will be used to	Research to Clarify
	unfamiliar detail from the text.	read texts in the unit.	inform the Performance-	Students research one
Research to Explore			Based Assessment.	unfamiliar detail from the text.
Students research the nature	Research to Explore	Analyze Craft & Structure:		Because 4. E. d
of women's education in		Author's Perspective:		Research to Explore
Virginia Woolf's time.		Historical Context		









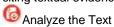
Close Read the Text

Students will review the Close British rule in Antigua or the 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.



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 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.

Malyze 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

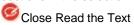
STANDARDS

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.

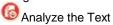
Close Read the Text

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



Analyze the Text

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



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)

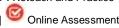
Evidence Log

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

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







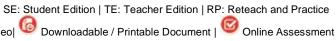


Selection Test: Analyze Craft and Structure: Interaction and Passenger Manifest for the Development of Ideas MV Empire Windrush Analyze Craft and **STANDARDS** Structure: Interaction and RI.11-12.5; RI.11-12.7; W.11-Development of Ideas (RP) 12.2; W.11-12.7; W.11-12.9.b; L.11-12.6 **Conventions and Style: 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











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				
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)









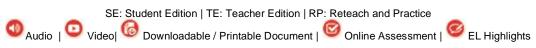


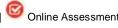


iLit ELL Level G				
iLit Library	Introduce: Understand	Introduce: Understand	Introduce: Understand	Identify Main Idea
King Richard II	Poetry	Poetry	Poetry	Unit 4 Lesson 39: Read
Macbeth	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole	Aloud, Think Aloud
The Tempest	Group	Group	Group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







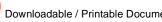




DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Reader's Theater	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE pp 224-225	SE pp 226-227	SE pp 228-230	SE pp 231-233	SE pp 234-235
PERFORMANCE 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	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 He 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







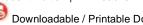


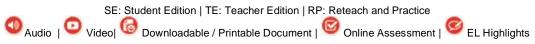


		Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.11-12.10; RI.11-12.10		
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		Personalize for Learning English Language Support: 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 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



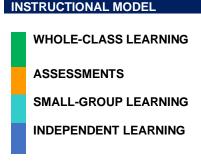








GRADE 12 | UNIT 3: Facing the Future, Confronting the Past ESSENTIAL QUESTION: How do our attitudes toward the past and future shape our actions? PERFORMANCE BASED ASSESSMENT: Argument



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

NOTES:

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.

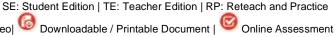








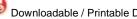


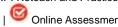




DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Historical Perspective	Anchor Text	Anchor Text
		Focus Period 1485-1625	The Tragedy of Macbeth, Act	The Tragedy of Macbeth, Act
			1	1
			William Shakespeare	William Shakespeare
SE pp 236-243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

Malyze Craft and Structure: Author's Choices: Structures (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: Soliloguy

Students prepare and deliver a soliloguy 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

Tragedy of Macbeth, Act I

STANDARDS

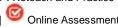
SL.11-12.1.a; SL.11-12.6; L.11-12.4.c













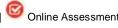
myPerspectives ELL Support					
Personalize for Learning English Language Support: Cognates (TE p 239) Personalize for Learning English Language Support: Supporting Opinions (TE p 243)	Personalize for Learning English Language Support: Vocabulary in Context (TE p 247) Personalize for Learning English 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)	Rules for Conversation	Identify Main Idea	Text: "Macbeth" (drama)	Text: "Macbeth" (drama)
Unit 6 Lesson 28: Whole	Routines	Unit 4 Lesson 39: Read	Unit 3 Lesson 1-4, 6-9	Unit 3 Lesson 1-4, 6-9
Group	Unit 1 Lesson 2: Classroom	Aloud, Think Aloud		
Unit 6 Lesson 29: Read	Conversation	Unit 6 Lesson 6: Whole	iLit Library	iLit Library
Aloud, Think Aloud; Work		Group	The Tempest	The Tempest
Time	Classroom	Unit 6 Lesson 7: Read Aloud,	King Lear	King Lear
Unit 6 Lesson 38: Whole	Conversation (examples)	Think Aloud; Work Time	Romeo and Juliet	Romeo and Juliet
Group	Unit 4 Lesson 24: Classroom			
Unit 6 Lesson 37: Read	Conversation	Make Inferences	Make Inferences	Cause-and-Effect
Aloud, Think Aloud	Unit 6 Lesson 37: Classroom	Unit 2 Lesson 11: Work Time	Unit 2 Lesson 11: Work Time	Relationships
Unit 6 Lesson 39: Read	Conversation	Unit 6 Lesson 3: Read Aloud,	Unit 6 Lesson 3: Read Aloud,	Unit 2 Lesson 15: Whole
Aloud, Think Aloud	Unit 7 Lesson 4: Classroom	Think Aloud	Think Aloud	Group
	Conversation			Unit 2 Lesson 16: Work Time
		Idioms	Figurative Language	
		Unit 2 Lesson 7: Vocabulary	Unit 3 Lesson 3: Whole	Latin Origins/Roots
		Unit 3 Lesson 3: Vocabulary	Group	Unit 4 Lesson, 7: Vocabulary
		Unit 5 Lesson 9: Vocabulary	Unit 3 Lesson 7: Vocabulary	Unit 4 Lesson 23: Vocabulary
		Unit 6 Lesson 8: Read Aloud,		
		Think Aloud		







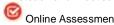




DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	An Anchor Text
The Tragedy of Macbeth, Act	The Tragedy of Macbeth, Act	The Tragedy of Macbeth, Act	The Tragedy of Macbeth, Act	The Tragedy of Macbeth, Act
II	II .	III	IV	IV
William Shakespeare	William Shakespeare	William Shakespeare	William Shakespeare	William Shakespeare
SE pp 280-293	SE pp 293-295	SE pp 296-313	SE pp 314-331	SE pp 331-333
MAKING MEANING	LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE
	DEVELOPMENT			DEVELOPMENT
Concept Vocabulary		Concept Vocabulary	Concept Vocabulary	
allegiance; stealthy;	Concept Vocabulary	foully; rancors; incensed;	pernicious; laudable;	Concept Vocabulary
equivocate; sacrilegious;	Students complete activities	malice; enrages; malevolence	treacherous; avaricious;	Students complete activities
counterfeit; breach	related to the Concept	First Board	integrity; sanctity	related to the Concept
First Book	Vocabulary words:	First Read	First Book	Vocabulary words:
First Read	allegiance; stealthy;	Students Notice, Annotate,	First Read	pernicious; laudable;
Students Notice, Annotate,	equivocate; sacrilegious;	Connect, Respond as they	Students Notice, Annotate,	treacherous; avaricious;
Connect, Respond as they	counterfeit; breach	read the selection the first	Connect, Respond as they	integrity; sanctity
read the selection the first	Maril Of H. Battara of	time.	read the selection the first	W 1 Ot . 1 . A . 1
time.	Word Study: Patterns of	~	time.	Word Study: Antonyms
	Word Changes	First-Read Guide: Fiction	~	Students complete activities
First-Read Guide: Fiction	Students complete activities		First-Read Guide: Fiction	related to antonyms.
	related to patterns of word changes.	Read the Selection		Concept Vocabulary and
Read the Selection		a	Read the Selection	Word Study
	Concept Vocabulary and	Selection Audio	a	
Selection Audio	Word Study	The Tragedy of Macbeth,	Selection Audio	Word Study: Antonyms
The Tragedy of Macbeth,		Act III: Accessible Text	The Tragedy of Macbeth,	(RP)
Act II: Accessible Text	Word Study: Suffixes –	7 tot III. 7 tododolbio 1 oxt	Act IV: Accessible Text	l.,,
, ict ii. / iccocoibio i oxt	ous and -ance (RP)	Comprehension Check	7.50.11.7.000001010 10/0	Word Network
Comprehension Check	Mond Noticell	Students complete	Comprehension Check	Students add new words to
Students complete	Word Network Students add new words to	comprehension questions.	Students complete	their Word Network as they read texts in the unit.
comprehension questions.	their Word Network as they		comprehension questions.	reau texts in the unit.
	read texts in the unit.	The Tragedy of Macbeth,		MAKING MEANING
The Tragedy of Macbeth,	reau texts in the unit.	Act III: First Read Extension	The Tragedy of Macbeth,	WARING WEANING
Act II: First Read Extension	MAKING MEANING	Questions	Act IV: First Read Extension	Analyze Craft and
Questions	WAKING WEANING		Questions	Structure: Imagery and
December 1 and 1 a	Analyze Craft and	Research to Clarify	B	Archetypes
Research to Clarify	Structure: Author's	Students research one	Research to Clarify	Students will locate examples
Students research one	Choices: Structure	unfamiliar detail from the text.	Students research one	of imagery in the play.
unfamiliar detail from the text.	Students will analyze the	Class Bood the Toy	unfamiliar detail from the text.	or imagery in the play.
Decearsh to Evelore	structure of lines from the	Close Read the Text Students will review the Close	Because to Evelore	
Research to Explore	play.		Research to Explore	
	ρ.ω	Read Model and complete the		









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.



Analyze the Text

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

STANDARDS

RL.11-12.10

Analyze Craft and Structure: Structure

Malyze 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

Malyze 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

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

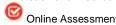
RL.11-12.1; RL.11-12.3; L.11-12.3; L.11-12.4.c; L.11-12.5









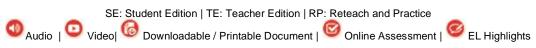


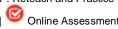


	Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP)	
	EFFECTIVE EXPRESSION	
	Speaking and Listening: Oral Recitation Students choose a speech from this act and present it to the class. Speaking and Listening Oral Recitation and Discussion Speaking and Listening Oral Recitation 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)

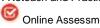
Personalize for Learning English Language Support: Using Imagery (TE p 332)

English Language Support Lesson: Imagery (On Realize)









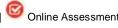


iLit ELL Level G				
Text: "Macbeth" (drama) Unit 3 Lesson 1-4, 6-9	Text: "Macbeth" (drama) Unit 3 Lesson 1-4, 6-9	Text: "Macbeth" (drama) Unit 3 Lesson 1-4, 6-9	Text: "Macbeth" (drama) Unit 3 Lesson 1-4, 6-9	Text: "Macbeth" (drama) Unit 3 Lesson 1-4, 6-9
,	, i	ŕ	, , , , , , , , , , , , , , , , , , ,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





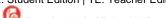


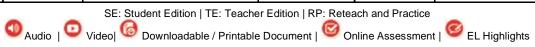




DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Tragedy of Macbeth, Act V William Shakespeare SE pp 334-349	SELECTION Anchor Text The Tragedy of Macbeth, Act V William Shakespeare SE pp 350-353	SELECTION Media: The Tragedy of Macbeth, Act V, Scene i L.A. Theatre Works/LibriVox SE pp 354-359	PERFORMANCE TASK: WRITING FOCUS Write an Argument	PERFORMANCE TASK: WRITING FOCUS Write an Argument
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.	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 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.	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.
Research to Explore		Research to Explore		









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.



Analyze the Text

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

Analyze Craft and Structure: Shakespearean Tragedy Students will identify

Analyze Craft and Structure: Shakespearean Tragedy

Macbeth's tragic flaws.

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

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

Students research something from the audio presentations that interests them and formulate a research auestion.

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 Essav**

Students will write a compareand-contrast essay analyzing the interpretations of Act V, Scene I. of Macbeth.

Writing to Sources: Compare-and-Contrast Essay

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











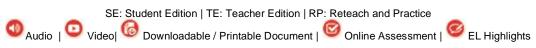


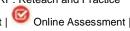
	STANDARDS W.11-12.1; W.11-12.6; SL.11- 12.1.a; SL.11-12.6; L.11-12.2; L.11-12.2.a; L.11-12.4.c; L.11-12.4.d	Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.11-12.7; W.11-12.2; W.11-12.2.a; W.11-12.2.c; W.11-12.9.a; L.11-12.6		
myPerspectives 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: 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)











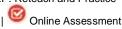


iLit ELL Level G					
Text: "Macbeth" (drama)	Text: "Macbeth" (drama)	Text: "Macbeth" (drama)	Write an Argumentative	Write an Argumentative	
Unit 3 Lesson 1-4, 6-9	Unit 3 Lesson 1-4, 6-9	Unit 3 Lesson 1-4, 6-9	Paragraph/Essay	Paragraph/Essay	
			Unit 2 Lesson 10: Work Time	Unit 2 Lesson 10: Work Time	
iLit Library	iLit Library	iLit Library	Unit 4 Lesson 28: Work Time	Unit 4 Lesson 28: Work Time	
The Tempest	The Tempest	The Tempest	Unit 6 Lesson 18: Work Time	Unit 6 Lesson 18: Work Time	
King Lear Romeo and Juliet	King Lear Romeo and Juliet	King Lear	Unit 6 Lesson 31, 33–4, 36:	Unit 6 Lesson 31, 33–4, 36:	
Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Whole Group, Work Time	Whole Group, Work Time	
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	











SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser SE pp 368-371 SE pp 372-377 SE pp 378-380 SE pp 378-380 SE pp 381 SE pp 382 SE pp 383 MAKING MEANING Concept Vocabulary toil; assay; devise Participate Fully Support Others Colarify Small-Group Learning Strategies Participate Fully 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 Apply the rules	AY 16	DAY 17	DAY 18	DAY 19	DAY 20
William Shakespeare, Mary Wroth, Edmund Spenser Wroth, Edmund Spenser William Shakespeare, Mary Wroth, Edmund Spenser Wroth, Edmund Spenser SE p 381 LANGUAGE DEVELOPMENT Analyze Craft & Structure: Development of Theme Struct	VERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
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	maii-Group Learning	William Shakespeare, Mary	William Shakespeare, Mary	William Shakespeare, Mary	William Shakespeare, Mary
Essential Question How do our attitudes toward the past and future shape our actions? Small-Group Learning Strategies Perpare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the built and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules MAKING MEANING Comprehension Check Students complete comprehension questions. MAKING MEANING Comprehension Check Students complete comprehension check Students complete comprehension questions. Poetry Collection 1: First Read Structure: Development of Theme Structure: Development of		Wroth, Edmund Spenser	Wroth, Edmund Spenser	Wroth, Edmund Spenser	Wroth, Edmund Spenser
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 Analyze Craft & Structure: Development of Theme Students complete comprehension questions. Conventions and Style Word Choice Students will analyze a sonnet's structure helps to develop them. Analyze Craft & Structure: Development of Theme Students will analyze a sonnet's structure: Development of Theme Structure: Development of Theme Structure: Development of Theme Analyze Craft and Structure: Development of Theme Structure: Development of Theme Analyze Craft and Structure: Development of Theme Structure: Development of Theme Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme Structure: Development					
How do our attitudes toward the past and future shape our actions? Concept Vocabulary toil; assay; devise Comprehension Check Students complete comprehension questions. Small-Group Learning Strategies Participate Fully Small-Group Learning Strategies Clarify Small-Group Learning Strategies Clarify First-Read Guide: Poetry Students choose something interesting from the poems and research. Read the Selection Audio Poetry Collection 1: First Read Extension Questions Research to Clarify Students research to locate media interpretations of the poems. Research to Explore Students research to locate media interpretations of the poems. Concept Vocabulary toil; assay; devise Comprehension Check Students complete comprehension questions. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. Research to Clarify Students complete comprehension Questions. Read Extension Questions: Research to Clarify Students complete comprehension questions. Read Extension Question: Research to Clarify Students research to locate media interpretations of the poems. Research to Explore Students research to locate media interpretations of the poems. STANDARDS RL.11-12.4; L.11-12.5; I 2.5.a STANDARDS RL.11-12.5; I 2.5.a	E pp 368-371	SE pp 372-377	SE pp 378-380	SE p 381	SE p 382
the past and future shape our actions? Concept Vocabulary toil; assay; devise Small-Group Learning Strategies Prepare Participate Fully Small-Group Learning Strategies Clarify Small-Group Learning Strategies 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 Analyze Craft & Structure: Development of Theme Students will analyze a sonnet's structure helps to develop them. Research to Clarify Students choose something interesting from the poems and research. Research to Explore Students research to locate media interpretations of the poems. Conventions and Style Word Choice Students will analyze a sonnet's structure helps to develop them. Analyze Craft & Structure: Development of Theme Students find examples figurative language. Analyze Craft and Structure: Development of Theme Students of the poems and research. Research to Explore Students research to locate media interpretations of the poems. Conventions and Style Word Choice Students will analyze a sonnet's structure: Development of Theme Students will analyze a sonnet's structure: Development of Theme Structure: Development of Theme Students will analyze a sonnet's structure: Development of Theme Structure	-	MAKING MEANING	MAKING MEANING		
small-Group Learning Strategies Prepare Participate Fully Small-Group Learning Strategies Clarify Small-Group Learning Strategies 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 toil; assay; devise Students Compete comprehension questions. Students complete comprehension questions. Students will analyze a sonnet's structure helps to develop them. Analyze Craft as Structure: Development of Theme Students will analyze a sonnet's structure helps to develop them. Analyze Craft as Structure: Development of Theme Students will analyze a sonnet's structure helps to develop them. Analyze Craft as Structure: Development of Theme Students will analyze a sonnet's structure helps to develop them. Analyze Craft and Structure: 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 the Text Students will review the Close Read the Text Students will analyze a sonnet's structure helps to development of Theme Structure: Development		0		DEVELOPMENT	DEVELOPMENT
Small-Group Learning Strategies Prepare Participate Fully Small-Group Learning Strategies Clarify Small-Group Learning Strategies First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. Research to Clarify Students choose something interesting from the poems and research. Research to Explore Students research to locate media interpretations of the poems. Research to Explore Students research to locate media interpretations of the poems. STANDARDS RL.11-12.10; L.11-12.4; L.11-				Analyzo Craft & Structuro	Conventions and Style:
Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Participate Fully Small-Group Learning Strategies First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. Research to Clarify Students choose something interesting from the poems and research. Research to Explore Students research to Clarify Students choose something interesting from the poems and research. Research to Explore Students research to locate media interpretations of the poems. STANDARDS RL.11-12.10; L.11-12.4; L.11-12.6; I 12.4.a Students will analyze a sonnet's structure helps to develop them. Analyze Craft and Structure: Development of Theme (RP) STANDARDS RL.11-12.2; RL.11-12.5; I 12.5.a Students will analyze a sonnet's structure helps to develop them. Analyze Craft and Structure: Development of Theme (RP) STANDARDS RL.11-12.2; RL.11-12.5; I 12.5.a Students will analyze a sonnet's structure helps to develop them. Analyze Craft and Structure: Development of Theme (RP) STANDARDS RL.11-12.2; RL.11-12.5; I 12.5.a	Stions:	toli, assay, devise			
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Small-Group Learning Strategies Read the Selection 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 Take a position Analyze Craft and Structure: Development of Theme (RP) STANDARDS RL.11-12.4; L.11-12.5; I STANDARDS RL.11-12.10; L.11-12.4; L.11-12.6 Close Read the Text 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.	Clarify	Grant Dood Outdon Boots		and the second s	Word Choice (RP)
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Working as a Team Take a position List your rules Apply the rules STANDARDS RL.11-12.10; L.11-12.4; L.11-12.		Accessible Text	poems.		
 Working as a Team Take a position List your rules Apply the rules RL.11-12.10; L.11-12.4; L.11-12.	pic.	STANDARDS	Close Read the Text		
 Take a position List your rules Apply the rules 12.4.a Read Model and complete the close read sections in the selection.	forting a constant		Students will review the Close		
 List your rules Apply the rules 					
Apply the rules					
• Name your group	Name your group		Close Read the Text		
Create a communication Analyze the Text			Analyza the Tayt		
plan Analyze the Text Students will respond to	plan				
Making a Schedule questions about the text,	laking a Schedule				
Students make a schedule citing textual evidence.					
with group for completing tasks. Analyze the Text	ith group for completing		Analyze the Text		
Working on Crown Brainste	Indian on Ougan Basinsts				
Working on Group Projects Students choose specific roles for each member. DEVELOPMENT	tudents choose specific		DEVELOPMENT		











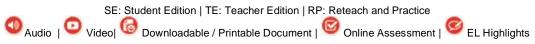
		Concept Vocabulary Students complete activities related to the Concept Vocabulary words: toil; assay; devise Word Study: Multiple- Meaning Words Concept Vocabulary and Word Study Word Study: Multiple- Meaning Words (RP) Word Network Students add new words to their Word Network as they read texts in the 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)











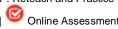


iLit ELL Level G	iLit ELL Level G				
Rules for Conversation	Introduce: Understand	Introduce: Understand	Introduce: Understand	Introduce: Understand	
Routines	Poetry	Poetry	Poetry	Poetry	
Unit 1 Lesson 2: Classroom	Unit 7 Lesson 1: Whole				
Conversation	Group	Group	Group	Group	
Classroom	Characteristics of Poetry	Characteristics of Poetry	Characteristics of Poetry	Characteristics of Poetry	
Conversation (examples) Unit 4 Lesson 24: Classroom	Unit 7 Lesson 2: Work Time				
Conversation	iLit Library	iLit Library	iLit Library	iLit Library	
Unit 6 Lesson 37: Classroom	To Thine Own Self Be True				
Conversation	A Sea Diego	A Sea Diego	A Sea Diego	A Sea Diego	
Unit 7 Lesson 4: Classroom	Prothalmion	Prothalmion	Prothalmion	Prothalmion	
Conversation					
Conversation	Text: "How Do I Love Thee?" and "Oh Love" (poems) Unit 6 Lesson 2	Text: "How Do I Love Thee?" and "Oh Love" (poems) Unit 6 Lesson 2	Text: "How Do I Love Thee?" and "Oh Love" (poems) Unit 6 Lesson 2	Text: "How Do I Love Thee?" and "Oh Love" (poems) Unit 6 Lesson 2	
		Multiple Meaning Words	Analyze Theme		
		(examples)	Unit 2 Lesson 40: Whole		
		Unit 4 Lesson 26, 30, 43:	Group		
		Vocabulary	Unit 2 Lesson 42: Work Time		
		Unit 4 Lesson 27: Work Time	2 2 2000011 121 110111 11110		
		Unit 6 Lesson 2, 4, 7, 12:	Review the Theme		
		Vocabulary	Unit 2 Lesson 23: Read		
			Aloud, Think Aloud		







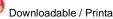




DAY 21	DAY 22	DAY 23		DAY 25
SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	SELECTION from The Naked Babe and the Cloak of Madness Cleanth Brooks	SELECTION from The Naked Babe and the Cloak of Madness Cleanth Brooks	SELECTION from The Naked Babe and the Cloak of Madness Cleanth Brooks	SELECTION from The Naked Babe and the Cloak of Madness Cleanth Brooks
	from Macbeth Frank Kermode	from Macbeth Frank Kermode	from Macbeth Frank Kermode	from Macbeth Frank Kermode
SE p 383	SE pp 384-396	SE pp 396-397	SE p 398	SE p 399
EFFECTIVE EXPRESSION Writing to Sources:	MAKING MEANING Concept Vocabulary	LANGUAGE DEVELOPMENT	LANGUAGE DEVELOPMENT Conventions and Style:	EFFECTIVE EXPRESSION Speaking and Listening:
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	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	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	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	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
	Students choose one unfamiliar detail of the text to research.	Analyze Craft and Structure: Analyze Arguments (RP)		









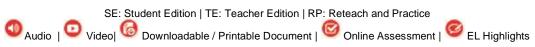


myPerspectives ELL Support Writing to Sources: Response to Literature (RP) (TE p 383)	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Close Read the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text STANDARDS RI.11-12.10; L.11-12.4; L.11- 12.4.a; L.11-12.4.d 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)	STANDARDS RI.11-12.2; L.11-12.4.b 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)
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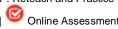


Introduce: Understand	iLit Library	iLit Library	iLit Library	iLit Library
Poetry	Macbeth	Macbeth	Macbeth	Macbeth
Unit 7 Lesson 1: Whole				
Group	Understand Historical	Analyze Arguments and	Understand Historical	Understand Historical
	Fiction	Make Connections	Fiction	Fiction
Characteristics of Poetry	Unit 2 Lesson 5: Whole	Unit 6 Lesson 33: Read	Unit 2 Lesson 5: Whole	Unit 2 Lesson 5: Whole
Unit 7 Lesson 2: Work Time	Group	Aloud, Think Aloud	Group	Group
	Unit 2 Lesson 6: Work Time		Unit 2 Lesson 6: Work Time	Unit 2 Lesson 6: Work Time
iLit Library		Understand Historical		
To Thine Own Self Be True	Text: Code Talker (novel)	Fiction	Small Group Reteach:	Rules for Conversation
A Sea Diego	Unit 2 Lesson 4, 7-10, 12-15,	Unit 2 Lesson 5: Whole	Quotation Marks	Routines
Prothalmion	17-18, 22-29, 32-34, 37, 40	Group	Unit 6 Lesson 16: Work Time	Unit 1 Lesson 2: Classroom
		Unit 2 Lesson 6: Work Time		Conversation
Text: "How Do I Love				
Thee?" and "Oh Love"		Text: Code Talker (novel)		Classroom Conversation
(poems)		Unit 2 Lesson 4, 7-10, 12-15,		(examples)
Unit 6 Lesson 2		17-18, 22-29, 32-34, 37, 40		Unit 4 Lesson 34:
				Collaborative Discussion:
Write an Explanatory				Small Group
Paragraph/Essay				Unit 6 Lesson 34:
Unit 2 Lesson 15: Work Time				Collaborative Discussion
Unit 2 Lesson 35: Work Time				
Unit 2 Lesson 36: 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 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.11-12.4; SL.11-12.4; SL.11-12.4; 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	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
O Audio		er Edition RP: Reteach and Practice e Document Online Assessmen	t EL Highlights	Page 60 of 126











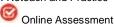
	Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.		
	STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support			
myPerspectives ELL Support Personalize for Learning English Language Support: Connecting Ideas (TE p 401)	Accessible 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.
- mvPerspectives+ 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)













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







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)

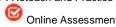
STANDARDS

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





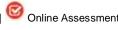
myPerspectives ELL Support			
myPerspectives ELL Support Personalize for Learning English Language Support: Cognates (TE p 415) Personalize for Learning English Language Support: Vocabulary (TE p 416) Personalize for Learning English Language Support: Development of Ideas (TE p 419)	Personalize for Learning 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)	Rules for Conversation	Identify Main Idea	Introduce: Understand	Introduce: Understand
Unit 6 Lesson 28: Whole	Routines	Unit 4 Lesson 39: Read	Poetry	Poetry
Group	Unit 1 Lesson 2: Classroom	Aloud, Think Aloud	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole
Unit 6 Lesson 29: Read	Conversation	Unit 6 Lesson 6: Whole	Group	Group
Aloud, Think Aloud; Work		Group		
Time	Classroom	Unit 6 Lesson 7: Read Aloud,	Characteristics of Poetry	Characteristics of Poetry
Unit 6 Lesson 38: Whole	Conversation (examples)	Think Aloud; Work Time	Unit 7 Lesson 2: Work Time	Unit 7 Lesson 2: Work Time
Group	Unit 4 Lesson 24: Classroom			
Unit 6 Lesson 37: Read	Conversation	Make Inferences	Text: "How Do I Love	Because Clauses
Aloud, Think Aloud	Unit 6 Lesson 37: Classroom	Unit 2 Lesson 11: Work Time	Thee?" and "Oh Love"	Unit 1 Lesson 49: Whole
Unit 6 Lesson 39: Read	Conversation	Unit 6 Lesson 3: Read Aloud,	(poems)	Group; Work Time
Aloud, Think Aloud	Unit 7 Lesson 4: Classroom	Think Aloud	Unit 6 Lesson 2	отобр, тоттино
	Conversation	-		Group Reteach: Clauses
		Figurative Language	Text: "Silent Spring	•
		Unit 3 Lesson 3: Whole	Morning" (poem)	Unit 4 Lesson 24: Work Time
		Group	Unit 7 Lesson 2	
		Unit 3 Lesson 7: Vocabulary		
			Text: (poem) "The Peace of	
			Wild Things"	
			Unit 7 Lesson 3	
			Text: (poem) "Waking Up"	
			Unit 7 Lesson 4	











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 Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene Word Study: Latin Roc dict- Students add notes and	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
STANDARDS W.11-12.3.b; W.11-12.3.e Selection Test: A Valediction/Holy Sonnet 10 STANDARDS RL.11-12.9; SL.11-12.6 STANDARDS Research to Clarify Students research one unfamiliar detail from the text. STANDARDS Read the Selection Structure: Author's Point of View: Satire Students complete activities to analyze hyperbole, understatement, and verbal irony in the reading. Structure: Author's Point of View: Satire Students complete activities to analyze hyperbole, understatement, and verbal irony in the reading. Structure: Author's Point of View: Satire Students complete activities to analyze hyperbole, understatement, and verbal irony in the reading. Structure: Author's Point of View: Satire Structure: Author's Point of View: Satire Analyze Craft and Structure: Author's Point of View: Satire Analyze Craft and Structure: Author's Point of View: Satire Analyze Craft and Structure: Author's Point of View: Satire Analyze Craft and Structure: Author's Point of View: Satire Structure: Author's Point of	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE p 436 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;	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE p 437 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 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	SELECTION from Gulliver's Travels Jonathan Swift SE pp 438-445 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	SELECTION from Gulliver's Travels Jonathan Swift SE pp 446-447 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 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 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 Structure: Author's Point of View: Satire (RP) STANDARDS	SELECTION from Gulliver's Travels Jonathan Swift SE pp 448-449 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









		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)				





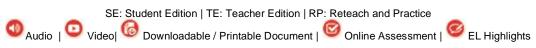


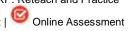




iLit ELL Level G							
iLit ELL Level G Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group Characteristics of Poetry Unit 7 Lesson 2: Work Time Write a Narrative Paragraph/Essay Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole	Introduce: 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	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			
Group	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						



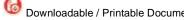


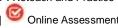




DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION from Gulliver's Travels	SELECTION from Gulliver's Travels	SELECTION from Gulliver's Travels	PERFORMANCE TASK: WRITING FOCUS	PERFORMANCE TASK: WRITING FOCUS
Jonathan Swift	Among the Lilliputians and	Among the Lilliputians and	Write a Reflective Narrative	Write a Reflective Narrative
	the Giants	the Giants		
	Georges Melies	Georges Melies		
	Gulliver's Travels Cover Art	Gulliver's Travels Cover Art		
SE pp 450-451	SE pp 452-456	SE pp 457-459	SE pp 460-462	SE pp 463-467
EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING	PERFORMANCE TASK	LANGUAGE
Writing to Sources: Satiric	Media Vocabulary	Close Review	Write a Reflective Essay	DEVELOPMENT: STYLE
Narrative	cinematography;	Students will revisit the film	Students write a narrative	Sentence Variety: Varying
Students write a satiric	superimposition; mime	and book covers and record	addressing this question:	Syntax
narrative modeled on the		any new observations.	When do we need a new	Students look for ways to
excerpt from Gulliver's Travels.	First Review Students Look, Note,	Close-Review Guide:	vision of thing?	expand their sentences with phrases and clauses that add
_	Connect, Respond as they	Media-video/Art and	PreWriting/Planning	specific information.
Writing to Sources: Satiric Narrative	read the selection the first	Photography	Students develop the	•
	time.	Analyze the Media	narrator, gather evidence	Revising Students evaluate and revise
Writing to Sources: Satiric	0	Students will respond to	from sources, and connect across texts.	draft utilizing peer reviews.
Narrative (RP)	First-Review Guide:	questions about the artwork.	derese texte.	aran annien g poor rovione.
Speaking and Listening:	Media-Video and Art/Photography	LANGUAGE	Drafting	Editing and Proofreading
Reflective Narrative	Aiti notography	DEVELOPMENT	Students organize and write a first draft.	Students edit for conventions and proofread for accuracies.
Students develop and present a narrative telling abut an	Read the Selection		nist diait.	and prooffead for accuracies.
event or situation from a	Selection Audio	Media Vocabulary Students complete activities	STANDARDS	Publishing and Presenting
unique perspective.	from Gulliver's Travels:	related to the Media	W.11-12.3.a-e; W.11-12.10;	Students create a final
Speaking and Listening:	Accessible Text	Vocabulary words:	L.11-12.2; L.11-12.3; L.11- 12.3.a	version of their essay and share in small groups.
Reflective Narrative		cinematography;	12.5.4	onaro in omaii groupo.
Speaking and Listening:	Comprehension Check	superimposition; mime		Reflecting
Reflective Narrative (RP)	Students complete comprehension questions.	Media Vocabulary		Students reflect on their narratives.
	destription of the destroits.	EFFECTIVE EXPRESSION		Hallauves.
Evidence Log Students add notes and	Research to Clarify	LITEOTIVE EXPRESSION		STANDARDS
evidence that will be used to	Students research one unfamiliar detail from the	Writing to Compare: Critical		W.11-12.3.b; W.11-12.3.c;
inform the Performance-	selections.	Evaluation Students write a critical		W.11-12.3.d; W.11-12.3.e; W.11-12.5; L.11-12.2; L.11-
Based Assessment.		evaluation of the artistic		12.3; L.11-12.3.a
	CTANDADDC	representations of Swift's text.		
	STANDARDS			







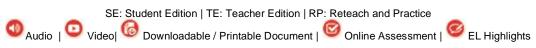


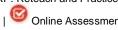
Selection Test: A Valediction/Holy Sonnet 10 STANDARDS W.11-12.3; W.11-12.3.d; W.11-12.4; SL.11-12.4.a	RL.11-12.7; RL.11-12.10	Writing to Compare: Critical Evaluation Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.11-12.7; W.11-12.1; W.11- 12.1.a; W.11-12.1.b; W.11- 12.9.a; L.11-12.6		
myPerspectives ELL Support				
Speaking and Listening: Reflective Narrative (RP) (TE p 451)	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)





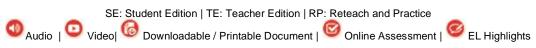


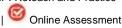














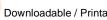
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	To His Coy Mistress	To the Virgins, to Make Much	To the Virgins, to Make Much	To the Virgins, to Make
	Andrew Marvell	of Time	of Time	Much of Time
		Robert Herrick	Robert Herrick	Robert Herrick
		V	N 11 11 0 M 1 f	V
		Youth's the Season Made for Joy	Youth's the Season Made for Joy	Youth's the Season Made for Joy
		John Gay	John Gay	John Gay
		John Gay	John Gay	John Gay
SE pp 468-471	SE pp 473-479	SE pp 480-485	SE pp 485-487	SE pp 488-489
Facestial Oscation	MAKING MEANING	MAKINO MEANINO	LANGUAGE	FFFOTIVE EVENESCION
Essential Question Why are both vision and	MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION
disillusion necessary?	Concept Vocabulary	Concept Vocabulary	DEVELOPMENT	Writing to Compare: Critical
disiliusion necessary:	sport; languish	succeed; prime; season	Concept Vocabulary	Essay
Small-Group Learning	Sport, larigatori	Succeed, prime, season	Students complete activities	Students write an essay
Strategies	First Read	First Read	related to the Concept	exploring evaluating the three
Prepare	Students Notice, Annotate,	Students Notice, Annotate,	Vocabulary words:	poems' treatments of a similar
Participate Fully	Connect, Respond as they	Connect, Respond as they	succeed; prime; season	theme.
Support Others	read the selection the first	read the selection the first		Writing to Compare:
I	time.	time.	Word Study: Latin Root:	Explanatory Text
	_	First-Read Guide: Poetry	-prim-	Explanatory rext
Small-Group Learning	First-Read Guide: Poetry	I list-read Guide. I detry	Students complete activities	Evidence Log
Strategies	That redd Guide. I deily	Read the Selection	relating to the Latin root	Students add notes and
	Read the Selection		-prim	evidence that will be used to
Table of Contents Preview		Selection Audio	Concept Vocabulary and	inform the Performance-
Preview the selections in the	Ociection Addio	To the Virgins/Youth's the	Word Study	Based Assessment.
unit and discuss how they relate to the EQ and unit	To His Coy Mistress:	Season: Accessible Text	Word Study: Latin Root:	
· ·	Accessible Text		-prim- (RP)	STANDARDS
topic.		Comprehension Check	-prim- (KP)	RL.11-12.2; W.11-12.1; W.11-
Working as a Team	Comprehension Check	Students complete	Word Network	12.4; W.11-12.9.a
Take a position	Students complete	comprehension questions.	Students add new words to	
List your rules	comprehension questions.	_	their Word Network as they	
Apply the rules	To His Coy Mistress:	To the Virgins/Youth's the	read texts in the unit.	
Name your group	First Read Extension	Season: First Read Extension		
Create a communication	Questions	Questions	MAKING MEANING	
plan			1	
	Research to Clarify	Research to Clarify	Analyze Craft and	
Making a Schedule	Students research one	Students research one	Structure: Development of	
Students make a schedule	unfamiliar detail from the	unfamiliar detail from the text.	Theme Students find examples of	
with group for completing	poem.		style, tone, images, and	
tasks.	Research to Explore		themes.	
	Students research other		uionics.	
	works by Andrew Marvell.			

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.

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: sport; languish

Word Study: Changing Usage

Concept Vocabulary and Word Study

Word Study: Changing Usage (RP)

Word Network

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

Analyze Craft and Structure: Development of Theme

Students analyze tone and imagery in the poems and how they contribute to theme.

Mnalyze Craft and Structure: Development of Theme

Research to Explore

Students research something interesting from the text and formulate a research auestion.

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.

Analyze the Text

STANDARDS

RL.11-12.10: L.11-12.4: L.11-12.4.a; L.11-12.4.b; L.11-12.4.c

Analyze Craft and Structure: Development of Theme

Analyze Craft and Structure: Development of Theme (RP)

LANGUAGE **DEVELOPMENT**

Conventions and Style: Varying Syntax: Balanced Sentences

Students identify types of sentences.

Conventions and Style: Varying Syntax: Balanced Sentences

Conventions and Style: Varying Syntax: Balanced Sentences (RP)

Selection Test: Poetry Collection 2

STANDARDS

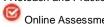
RL.11-12.2; RL.11-12.5; L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.b: L.11-12.4.c

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









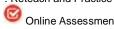


Analyze Craft and Structure: Development of Theme (RP) LANGUAGE DEVELOPMENT		
Conventions and Style: Expressing Theme With Verb Moods Students identify verb mood in the poem. Conventions and Style: Expressing Theme With Verb Moods Conventions and Style: Expressing Theme With Verb Moods (RP)		
Evidence 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		











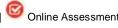
myPerspectives ELL Support	t		• • •	
	Audio Summary To His Coy Mistress: Accessible Text Word Study: Changing Usage (RP) (TE p 477) Analyze Craft and Structure: Development of Theme (RP) (TE p 478) Conventions and Style: Expressing Theme With Verb Moods (RP) (TE p 479) Personalize for Learning English Language Support: Using Verb Moods (TE p 479) English Language Support Lesson: Verb Moods (On Realize)	Audio Summary To the Virgins/Youth's the Season: Accessible Text Personalize for Learning English Language Support: Carpe Diem (TE p 482)	Word Study: Latin Root: -prim- (RP) (TE p 485) Analyze Craft and Structure: Development of Theme (RP) (TE p 486) Conventions and Style: Varying Syntax: Balanced Sentences (RP) (TE p 487) Personalize for Learning English Language Support: Finding the Theme (TE p 486) English Language Support Lesson: Theme (On Realize)	

iLit ELL Level G				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation	Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group	Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group	Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group	Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group
Classroom Conversation (examples) Unit 4 Lesson 24: Classroom	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time	Characteristics of Poetry Unit 7 Lesson 2: Work Time
Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation	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	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	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	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
		Office Lesson 5. Work fillie	Group Unit 2 Lesson 42: Work Time	Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time







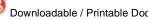


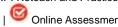


DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from the Divine Comedy:	from the Divine Comedy:	Araby	Araby	The Explosion
Inferno	Inferno	James Joyce	James Joyce	Philip Larkin
Dante Alighieri	Dante Alighieri	,	,	·
, and the second	S			Old Love
The Second Coming	The Second Coming			Francesca Beard
William Butler Yeats	William Butler Yeats			
SE pp 492-500	SE pp 500-503	SE pp 504-512	SE pp 512-515	SE pp 516-525
MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE	MAKING MEANING
	DEVELOPMENT		DEVELOPMENT	
Concept Vocabulary		Concept Vocabulary		Concept Vocabulary
jutted; converged; entwining	Concept Vocabulary	tedious; chafed; intolerable	Concept Vocabulary	dimmed; prismatic; wavered
	Students complete activities		Students complete activities	
First Read	related to the Concept	First Read	related to the Concept	First Read
Students Notice, Annotate,	Vocabulary words:	Students Notice, Annotate,	Vocabulary words:	Students Notice, Annotate,
Connect, Respond as they	jutted; converged; entwining	Connect, Respond as they	tedious; chafed; intolerable	Connect, Respond as they
read the selection the first		read the selection the first	i i	read the selection the first
time.	Word Study: Latin Prefix:	time.	Word Study: Word Families	time.
	con-			
@	@ _	@	Concept Vocabulary and	@
First-Read Guide: Poetry	Concept Vocabulary and	First-Read Guide: Fiction	vvora Study	First-Read Guide: Poetry
	vvora Stuay		Word Study: Word	
Read the Selection	Word Study: Latin Prefix:	Read the Selection	Families (RP)	Read the Selection
Selection Audio	con- (RP)	Selection Audio	rammes (Rr.)	Selection Audio
_	(Ki)		Word Network	_
from the Divine	Word Network	Araby: Accessible	Students add new words to	The Explosion/Old Love:
Comedy/The Second	Students add new words to	Leveled Text	their Word Network as they	Accessible Text
Coming: Accessible Text	their Word Network as they		read texts in the unit.	
	read texts in the unit.	Comprehension Check	TOUGH TO ALL THE WITE.	Comprehension Check
Comprehension Check	Todd toxto iii tiio diiit.	Students complete	Analyze Craft and	Students complete
Students complete	Analyze Craft and	comprehension questions.	Structure: Author's	comprehension questions.
comprehension questions.	Structure: Author's		Choices: Narrative	The Explosion/Old Love :
from the Divine	Choices: Symbolism	Araby: First Read	Structure	First Read Extension
Comedy/The Second	Students note possible	Extension Questions	Students describe inferences	Questions
Comedy/The Second Coming: First Read Extension	meanings for symbols and	Extension Questions	they draw from passages.	Questions
Questions	identify symbolic elements	Research to Clarify		Research to Clarify
Questions	from each poem.	Students research one	Analyze Craft and	Students research one
Research to Clarify		unfamiliar detail from the text.	Structure: Author's Choices:	unfamiliar detail from the text.
Students research one	Analyze Craft and	dinamiai detai nom tile text.	Narrative Structure	Close Read the Text
unfamiliar detail from the text.	Structure: Author's Choices:	Research to Explore	Analyze Craft and	Students will review the Close
umamiliai detali mom tile text.	Symbolism	Students research something	Structure: Author's Choices:	Read Model and complete the
Close Read the Text		interesting from the text and	Narrative Structure (RP)	close read sections in the
CIUSE REAU LITE TEXT		interesting from the text and	Ivaliative Structure (RF)	selection.
		l		SCICCION.











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.

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 Essav

Students write an essay comparing authors.

Writing to Sources: Compare-and-Contrast Essay

Writing to Sources: Compare-and-Contrast Essav (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.

Malyze 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)

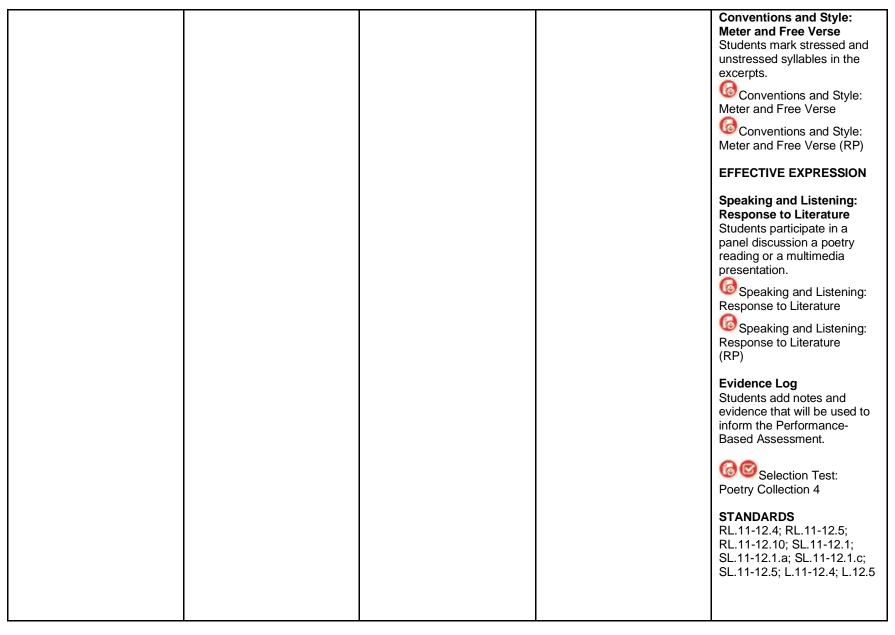
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



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







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 Essav (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)

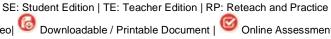
Personalize for Learning English Language Support: Thought Process (TE p 520)

Personalize for Learning English Language Support: Using Alliteration (TE p 523)

English Language Support Lesson: Alliteration (On Realize)





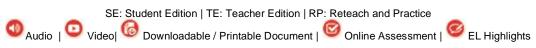


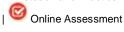


iLit ELL Level G				
Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group	Introduce: Understand Poetry Unit 7 Lesson 1: Whole Group	iLit Library A Portrait of the Artis as a Young Man Assignments: Grammar	iLit Library A Portrait of the Artis as a Young Man Write an Explanatory	Write an Explanatory Paragraph/Essay Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time
Characteristics of Poetry Unit 7 Lesson 2: Work Time Text: "Silent Spring Morning" (poem) Unit 7 Lesson 2	Characteristics of Poetry Unit 7 Lesson 2: Work Time Alliteration and Symbolism Unit 7 Lesson 1: Work Time	Lesson Plan (examples) Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs Research the Topic Unit 2 Lesson 32: Work Time	Paragraph/Essay Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time Word Families (Examples)	Multiple Meaning Words (examples) Unit 4 Lesson 26, 30, 43: Vocabulary Unit 4 Lesson 27: Work Time
Text: (poem) "The Peace of Wild Things" Unit 7 Lesson 3 Text: (poem) "Waking Up" Unit 7 Lesson 4	Prefixes (Examples) Unit 4 Lesson 36: Vocabulary Unit 4 Lesson 37: Work Time Unit 4 Lesson 27: Vocabulary	Unit 5 Lesson 1: Whole Group; Work Time	Unit 1 Lessons 22, 24: Whole Group Unit 6 Lesson 18, 19, 21, 22, 23: Vocabulary Unit 6 Lesson 22: 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:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus				
Present a Reflective Essay				
SE pp 526-527	SE pp 528-529	SE pp 530-532	SE pp 533-535	SE pp 536-537
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
Consister and Lintening	Why are both vision and disillusion necessary?	First-Read Guide	ASSESSMENT PREP	ASSESSMENT
Speaking and Listening Focus: Present a Reflective	distillusion necessary?	Students Notice, Annotate,	Review Evidence for a	Speaking and Listening:
Essay	Independent Learning	Connect, Respond as they	Narrative	Dramatic Reading
Students plan and give a	Strategies	read the selection the first	Students evaluate the	Students use their narrative to
reflective narrative.	Create a Schedule	time.	strength of their evidence	prepare a dramatic reading.
	Practice what you have	1.00 m	and and anom avidance	p. spa. o a diamano roading.
Plan With Your Group	Practice what you have learned	First Read Guide	Evidence Log	Reflect on the Unit
Students will analyze the text,	Take Notes		Students add notes and	Students reflect on Unit goals,
gather evidence and media	• Take Notes	Close-Read Guide	evidence that will be used to	learning strategies, and the
examples, and organize the		Close Read Guide	inform the Performance-	text.
narrative.	Independent Learning		Based Assessment.	
	Strategies	Close Read the Text		Reflect on the Unit
Rehearse with Your Group		Students will review the Close	Writing to Sources:	Treflect of the offic
Students practice the	Table of Contents Preview	Read Model and complete the	Reflective Narrative	00
presentation, fine-tune the	Preview the selections in the	close read sections in the	Students will write a narrative	
content, improve the presentation form, and brush	unit and discuss how they	selection.	answering the question: When can the way we look at	
up on presentation	relate to the EQ and unit	<u> </u>	things lead to growth – and	STANDARDS
techniques.	topic.	Analyze the Text	when can it hold us back?	SL.11-12.1; SL.11-12.1.a;
teerinques.	0	Students will respond to questions about the text,	When can it hold as back:	SL.11-12.4.a
Present and Evaluate	Contents	citing textual evidence.	Narrative Rubric	
Students present as a group		Citing textual evidence.	Students use the rubric to	
and use checklist items to		Quick Write	guide their revisions.	
evaluate.		Students write about a		
		paragraph that grabbed their	STANDARDS	
STANDARDS		interest.	W.11-12.3.a-e; W.11-12.10	
SL.11-12.1; SL.11-12.4.a				
		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.		
		identity.		
	OF Outliet Fallice LTE Teach	<u> </u>		I .











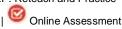
		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support Personalize for Learning		6	Personalize for Learning	
English Language Support: Writing for a Listening Audience (TE p 527)		Accessible Leveled Texts for Independent Learning Selections (On Realize)	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 Library 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 Unit 4 Lesson 34: Work Time 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.

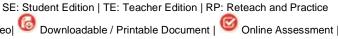














DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Historical Perspective Focus Period: 1798-1832	SELECTION Anchor Text Lines Composed a Few Miles Above Tintern Abbey/from The Prelude William Wordsworth	SELECTION Anchor Text Above Tintern Abbey/from The Prelude William 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.	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	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	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 Analyze Craft and Structure: Literary Movement: Romanticism (RP) STANDARDS RL.11-12.2; RL.11-12.4

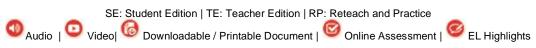
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

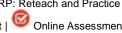
Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights





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		Students research something interesting from the poems. STANDARDS RL.11-12.10	
STANDARDS L.11-12.6 myPerspectives ELL Support			
Personalize for Learning	Personalize for Learning		<u> </u>
English Language Support: Cognates (TE p 541) Personalize for Learning English Language Support: Figurative Language	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	Analyze Craft and Structure: Literary Movement: Romanticism (RP) (TE 565) Personalize for Learning English Language Support:
(TE p 542) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 545)		English Language Support: Decoding New Words (TE p 554) Personalize for Learning	Using Sensory Language (TE p 565) English Language Support Lesson: Sensory Language (On Realize)
(. = \$ 0.0)		English Language Support: Punctuation (TE p 559)	





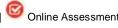


iLit ELL Level G				
Summarize (examples)	Rules for Conversation	Identify Main Idea	Introduce: Understand	Introduce: Understand
Unit 6 Lesson 28: Whole	Routines	Unit 4 Lesson 39: Read	Poetry	Poetry
Group	Unit 1 Lesson 2: Classroom	Aloud, Think Aloud	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole
Unit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











DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
Above Tintern Abbey/from	Ode to a Nightingale	Ode to a Nightingale	Ode to a Nightingale	from Frankenstein
The Prelude	John Keats	John Keats	John Keats	Mary Wollstonecraft Shelley
William Wordsworth				
	Ode to the West Wind	Ode to the West Wind	Ode to the West Wind	
	Percy Bysshe Shelley	Percy Bysshe Shelley	Percy Bysshe Shelley	
SE pp 566-567	SE pp 568-578	SE pp 579-580	SE pp 581-583	SE pp 584-597
LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
DEVELOPMENT			DEVELOPMENT	
	Concept Vocabulary	Analyze Craft & Structure:		Concept Vocabulary
Concept Vocabulary	hemlock; requiem; corpse;	Literary Movement:	Conventions and Style:	hideous; odious; despair;
Students complete activities	decaying; dirge; sepulcher	Romanticism	Symbolism	dread; consternation;
related to the Concept		Students will identify elements	Students gather details that	malicious
Vocabulary words:	First Read	of an ode evident in the	suggest symbolic meanings	
tranquil; sublime; serene;	Students Notice, Annotate,	poems.	in the poems.	First Read
harmony; bliss; desire	Connect, Respond as they	Analyze Craft and	Conventions and Style:	Students Notice, Annotate,
Wand Otroba Danatation	read the selection the first	Structure: Literary Movement:	Symbolism	Connect, Respond as they
Word Study: Denotation and Nuance	time.	Romanticism		read the selection the first
Students use dictionaries to	First-Read Guide: Poetry	@	Conventions and Style:	time.
find synonyms and explain		Analyze Craft and	Symbolism (RP)	First-Read Guide: Fiction
nuances of the words.	Read the Selection	Structure: Literary Movement:	EFFECTIVE EXPRESSION	
_	Selection Audio	Romanticism (RP)	EFFECTIVE EXPRESSION	Read the Selection
Concept Vocabulary and	_	LANGUAGE DEVELOPMENT	Writing to Compare:	Selection Audio
vvora Stuay	Ode to a Nightingale/Ode	LANGUAGE DEVELOPMENT	Informative Essay	
Word Study: Denotation	to the West Wind: Accessible	Concept Vocabulary	Students write an essay	from Frankenstein:
and Nuance (RP)	Text	Students complete activities	comparing the historical	Accessible Leveled Text
[,		related to the Concept	context and settings of the	1
Word Network	Comprehension Check	Vocabulary words:	early Romantic Poems with	Comprehension Check
Students identify structural	Students complete	hemlock; requiem; corpse;	those of the later Romantic	Students complete
elements Wordsworth uses in	comprehension questions.	decaying; dirge; sepulcher	poems.	comprehension questions.
the poems.	0		Writing to Compare:	0
	Ode to a Nightingale/Ode	Word Study: Latin Root:	Informative Essay	from Frankenstein: First
Conventions and Style:	to the West Wind: Accessible	-corp-	Informative Essay	Read Extension Questions
Wordsworth's Poetic	Text: First Read Extension	Students complete activities		
Structure	Questions	relating to the Latin root -corp.		
Students mark pronouns from		Concept Vocabulary and		
excerpts from the play.		Word Study		
			Evidence Log	1
	Research to Clarify	Word Study: Latin Root:	<u> </u>	Research to Explore







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

RI.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: Svntax (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)

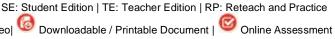
Personalize for Learning English Language Support: Unfamiliar Verbs (TE p 593)











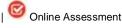


iLit ELL Level G				
Introduce: Understand	Introduce: Understand	Introduce: Understand	Introduce: Understand	iLit Library
Poetry	Poetry	Poetry	Poetry	Frankenstein
Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole Group	Unit 7 Lesson 1: Whole	
Group	Group		Group	Past and Progressive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











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	LANGUAGE	EFFECTIVE EXPRESSION	PERFORMANCE TASK	LANGUAGE
Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text 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	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.	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 Absence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.	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	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







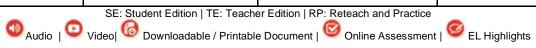


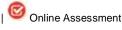


myPerspectives ELL Suppor	Conventions and Style: Commas in Elliptical Sentences Conventions and Style: Commas in Elliptical Sentences (RP) STANDARDS L.11-12.1; L.11-12.2; L.11- 12.4.c; L.11-12.4.d	Selection Test: from Frankenstein STANDARDS W.11-12.3; W.11-12.3.a; W.11-12.3.b; SL.11-12.1; SL.11-12.2; SL.11-12.5		
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)









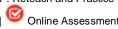


iLit ELL Level G				
iLit Library	iLit Library	iLit Library	Write a Narrative	Write a Narrative
Frankenstein	Frankenstein	Frankenstein	Paragraph/Essay	Paragraph/Essay
			Unit 1 Lesson 5: Work Time	Unit 1 Lesson 5: Work Time
Character Motivations	Character Motivations	Character Motivations	Unit 2 Lesson 25: Work Time	Unit 2 Lesson 25: Work Time
Unit 4 Lesson 24: Read	Unit 4 Lesson 24: Read	Unit 4 Lesson 24: Read Aloud,	Unit 4 Lesson 17: Work Time	Unit 4 Lesson 17: Work Time
Aloud, Think Aloud	Aloud, Think Aloud	Think Aloud	Unit 4 Lesson 31: Whole	Unit 4 Lesson 31: Whole
Unit 4 Lesson 25: Work Time	Unit 4 Lesson 25: Work Time	Unit 4 Lesson 25: Work Time	Group	Group
			Unit 4 Lesson 33: Whole	Unit 4 Lesson 33: Whole
Analyze Dialogue, Plot, and	Analyze Dialogue, Plot, and	Analyze Dialogue, Plot, and	Group; Work Time	Group; Work Time
Character	Character	Character	Unit 4 Lesson 34: Work Time	Unit 4 Lesson 34: Work Time
Unit 2 Lesson 28: Whole	Unit 2 Lesson 28: Whole	Unit 2 Lesson 28: Whole		
Group	Group	Group	Assignments	Assignments
Group	Group	Group		J .
		Calain at Marile A arrangement		
			. .	
		Unit 3 Lesson 8: Work Time	O .	
			,	•
			a ivanauve i aragrapii	a ivanative i aragraph
Unit 4 Lesson 28: Whole Group	Unit 4 Lesson 28: Whole Group	Unit 4 Lesson 28: Whole Group Subject-Verb Agreement Unit 3 Lesson 6: Vocabulary Unit 3 Lesson 8: Work Time	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	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







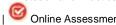




DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	from Mrs. Dalloway	from Mrs. Dalloway	Apostrophe to the Ocean	Apostrophe to the Ocean
	James D. Houston	James D. Houston	George Gordon, Lord Byron	George Gordon, Lord Byron
	Virginia Woolf	Virginia Woolf		
			The World is Too Much With	The World is Too Much With
			Us/London, 1802	Us/London, 1802
			William Wordsworth	William Wordsworth
05 040 045	05 040 004	05 000 000	05 004 000	05 004 005
SE pp 612-615	SE pp 616-621	SE pp 622-623	SE pp 624-633	SE pp 634-635
Essential Question	MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE
How do we define ourselves?	WARING WEARING	DEVELOPMENT	WAKING WEANING	DEVELOPMENT
Tiow do we define ourselves:	Concept Vocabulary	DEVELOT MENT	Concept Vocabulary	DEVELOT MIENT
Small-Group Learning	solemnity; leaden; dejected	Conventions and Style:	torrid; sordid; stagnant	Conventions and Style:
Strategies	Soleminy, leaden, dejected	Using Dashes for Effect	torria, soraia, stagnant	Archaic Diction
Prepare	First Read	Students analyze how to use	First Read	Students analyze how to use
Participate Fully	Students Notice, Annotate,	dashes to create a particular	Students Notice, Annotate,	dashes to create a particular
Support Others	Connect, Respond as they	effect.	Connect, Respond as they	effect.
	read the selection the first	O	read the selection the first	@constitute and Ot day
Clarify	time.	Conventions and Style:	time.	Conventions and Style:
Small-Group Learning		Using Dashes for Effect		Archaic Diction
Strategies	First-Read Guide: Fiction	Conventions and Style:	First-Read Guide: Poetry	Conventions and Style:
	First-Read Guide. Fiction	Using Dashes for Effect (RP)	First-Read Guide. Foetry	Archaic Diction (RP)
Table of Contents Preview	Read the Selection		Read the Selection	
Preview the selections in the	ARCHITECTURE CONTRACTOR CONTRACTO	EFFECTIVE EXPRESSION		EFFECTIVE EXPRESSION
unit and discuss how they	Selection Audio		Selection Audio	
relate to the EQ and unit	from Mrs. Dalloway:	Speaking and Listening:	Apostrophe to the	Research: Historical
topic.	Accessible Leveled Text	Oral Presentation	Ocean/The World is Too	Investigative Research
Marking on Toom	, tooooolille Leveled Text	Students create a	Much/London, 1802:	Students conduct a research
Working as a Team	Comprehension Check	presentation using one of	Accessible Leveled Text	report that relates historical
Take a position	Students complete	several options: panel discussion, debate, or		events of the period to the three poems.
List your rules	comprehension questions.	response to literature.	Comprehension Check	
Apply the rules	·		Students complete	Research: Historical
Name your group	Control Name Dellaction First	Speaking and Listening:	comprehension questions.	Investigative Research
Create a communication	from Mrs. Dalloway: First Read Extension Questions	Oral Presentation		Research: Historical
plan	Nead Extension Questions	Speaking and Listening:	Apostrophe to the	Investigative Research (RP)
Making a Schedule	Research to Clarify	Oral Presentation (RP)	Ocean/The World is Too	Investigative Neseaton (RF)
Students make a schedule	Students research one	Grain resemation (IXI)	Much/London, 1802: First	Evidence Log
with group for completing	unfamiliar detail from the text.	STANDARDS	Read Extension Questions	Students add notes and
tasks.	aa.imai astai iroii tiio tokt.	SL.11-12.1; SL.11-12.1.a;	. toda Extension Quotion	evidence that will be used to
	Research to Explore	SL.11-12.1.b; L.11-12.2; L.11-	Research to Clarify	inform the Performance-
	Students research the	12.3	Students research one	Based Assessment.
	Bloomsbury Group.		unfamiliar detail from the text.	
				<u> </u>









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

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



Audio | Video| 🚳 Downloadable / Printable Document | 🥙 Online Assessment |





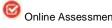
Students complete activities **Analyze Craft and** to record details about Papa's Structure: Figurative behavior during important Language episodes in the text and make Students identify examples of inferences. figurative language in the poems. Analyze Craft and Analyze Craft and Structure: Author's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

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







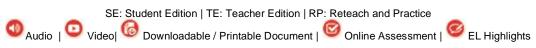


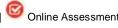


iLit ELL Level G				
Rules for Conversation	Character Motivations	Character Motivations	iLit Library (selections by	iLit Library (selections by
Routines	Unit 4 Lesson 24: Read	Unit 4 Lesson 24: Read	Wordsworth & Lord Byron)	Wordsworth & Lord Byron)
Unit 1 Lesson 2: Classroom	Aloud, Think Aloud	Aloud,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











DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
The Madeleine	The Madeleine	The Most Forgetful Man in the	The Most Forgetful Man in the	When Memories Never Fade,
Marcel Proust	Marcel Proust	World	World	the Past Can Poison the
		Joshua Foer	Joshua Foer	Present
				Alix Spiegel
SE pp 636-643	SE pp 644-645	SE pp 646-654	SE pp 655-657	SE pp 658-663
G_ pp 365 5.5		G_ pp 0.0 00.	02 pp 000 00.	01 pp 000 000
MAKING MEANING	LANGUAGE	MAKING MEANING	MAKING MEANING	MAKING MEANING
Concept Vocabulary	DEVELOPMENT	Concept Vocabulary	Close Read the Text	Media Vocabulary
innocuous; illusory;	Conventions and Style:	cognitive; amnesia;	Students will review the Close	host; correspondent;
impalpable	Rhetorical Devices	pathological	Read Model and complete the	interviewee
in paipable	Students read and analyze	Patriological	close read sections in the	
First Read	anaphora in the passages.	First Read	selection.	First Review
Students Notice, Annotate,		Students Notice, Annotate,		Students Listen, Note,
Connect, Respond as they	Conventions and Style:	Connect, Respond as they	Close Read the Text	Connect, Respond as they
read the selection the first	Rhetorical Devices	read the selection the first	Analysis the Tays	read the selection the first
time.	Conventions and Style:	time.	Analyze the Text Students will respond to	time.
_	Rhetorical Devices (RP)	_	questions about the text,	First-Review Guide:
First-Read Guide: Fiction	, ,	First-Read Guide:	citing textual evidence.	Media Audio
That Redu Galac. Flotion	EFFECTIVE EXPRESSION	Nonfiction		Wedia / tudio
Read the Selection			Analyze the Text	Read the Selection
a	Writing to Sources:	Read the Selection		a
Selection Audio	Narrative	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	LANGUAGE	Selection Audio
The Madeleine:	Students write a narrative	Selection Audio	DEVELOPMENT	When Memories Never
Accessible Leveled Text	based on The Madeleine.	The Most Forgetful Man in	Technical Vocabulary	Fade, the Past Can Poison
	Writing to Sources:	the World: Accessible	Students complete activities	the Present
Comprehension Check	Narrative	Leveled Text	related to the Vocabulary	
Students complete	Writing to Sources:		words:	Comprehension Check
comprehension questions.	Narrative (RP)	Comprehension Check	cognitive; amnesia;	Students complete
	Natiative (IXI)	Students complete	pathological	comprehension questions.
The Madeleine: First	Evidence Log	comprehension questions.		December 5
Read Extension Questions	Students add notes and	0	Word Study: Greek Prefix:	Research to Explore Students research a highly
	evidence that will be used to	The Most Forgetful Man	a-	superior autobiographical
Research to Clarify	inform the Performance-	in the World: First Read	Concept Vocabulary and	memory (HSAM)
Students research one	Based Assessment.	Extension Questions	Word Study	montory (1107 dvi)
unfamiliar detail from the text.				Close Review
	Selection Test: The	Research to Clarify	Word Study: Greek Prefix:	Students will listen to the
Research to Explore	Madeleine	Students research one	a- (RP)	broadcast again and record
Students research an aspect of the text they find		unfamiliar detail from the text.		any new observations.
•				
interesting.				
				<u> </u>
		er Edition RP: Reteach and Practice		
🍑 Audio	Video 🥨 Downloadable / Printabl	e Document 🏻 Online Assessment	t ¹⁹⁹⁶ EL Highlights	Page 102 of 126
·	•	•		









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 interestina.

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

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. citina 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 Essav**

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

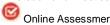
STANDARDS

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| lownloadable / Printable Document | Online Assessment |



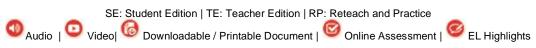


Analyze Craft and Structure: Impact of Word Choice Analyze Craft and Structure: Impact of Word Choice (RP) STANDARDS RL.11-12.4; RL.11-12.10; L.11-12.4; L.11-12.4.b; L.11- 12.4.d; L.11-12.5	-	Audio Summan	STANDARDS RI.11-12.4; RI.11-12.6; L.11- 12.3; L.11-12.4.b	Audio Summary
Audio Summary The Madeline: 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)









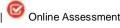


iLit ELL Level G				
Prefixes (Examples)	Character Motivations	Identify Main Idea	Identify Main Idea	Text: "He Stood Alone"
Unit 4 Lesson 36: Vocabulary	Unit 4 Lesson 24: Read	Unit 4 Lesson 39: Read	Unit 4 Lesson 39: Read	Unit 6 Lesson 43
Unit 4 Lesson 37: Work Time	Aloud, Think Aloud	Aloud, Think Aloud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











DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus				
Present a Narrative				
SE pp 664-665	SE pp 666-667	SE pp 668-670	SE pp 671-673	SE pp 674-675
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
	How do we define ourselves?		ASSESSMENT PREP	ASSESSMENT
Speaking and Listening		First-Read Guide		la
Focus:	Independent Learning	Students Notice, Annotate,	Review Notes for a	Speaking and Listening:
Present a Narrative	Strategies	Connect, Respond as they	Personal Narrative	Elevator Introduction
Students plan a narrative to	 Create a Schedule 	read the selection the first	Students evaluate the	Using their narrative, students
answer: What does it mean to	 Practice what you have 	time.	strength of their evidence	condense the main ideas into
find or lose oneself?	learned	First-Read Guide	Evidence Log	an elevator introduction.
Plan With Your Group	 Take Notes 		Students add notes and	Reflect on the Unit
Students will analyze the text,		Close-Read Guide	evidence that will be used to	Students reflect on Unit goals,
gather details and examples,	Olas de la casa de la del de la casa de la c		inform the Performance-	learning strategies, and the
and organize their narrative.	Independent Learning	Close-Read Guide	Based Assessment.	text.
and organize their namative.	Strategies		Dased Assessment.	lexi.
Rehearse with Your Group	Table of Contents Preview	Close Read the Text	Writing to Sources:	
Students practice with the	Preview the selections in the	Students will review the Close	Personal Narrative	Reflect on the Unit
group, fine-tune the content,	unit and discuss how they	Read Model and complete the	Students will write a narrative	
improve the presentation	relate to the EQ and unit	close read sections in the	that answers the question –	
form, and brush up on	topic.	selection.	What types of experiences	Onit rest
presentation technique.	MA	Analyze the Text	allow us to discover who we	STANDARDS
	 Contents	Students will respond to	really are?	SL.11-12.1; SL.11-12.1.a;
Present and Evaluate		questions about the text,	,	SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.5
Students present as a group		citing textual evidence.	Narrative Rubric	3L.11-12.4, 3L.11-12.3
and use checklist items to		oning toxtual evidence.	Students use the rubric to	
evaluate.		Quick Write	guide their revisions.	
		Students write about a		
STANDARDS		paragraph that grabbed their	STANDARDS	
SL.11-12.1; SL.11-12.4		interest.	W.11-12.3.a-e; W.11-12.10	
		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.		
	OF Output Filting LTF Totals			



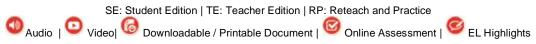


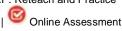






		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support Representation of the support of the s				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	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 Unit 4 Lesson 34: Work Time 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)

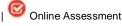
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice













- 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

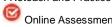
Students will reflect on the unit goals, learning strategies, the texts, and the ways a home is both a place and a state of mind.













			· · ·	tilves ont i lanning duide Grade 12
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.	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.	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.	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
the Launch Text.				

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

Audio | Online Assessment | EL Highlights









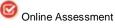
Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: Which matters more – the present or the future? Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence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

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









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 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 Analyze Craft and Structure: Author's Point of View and Purpose (RP) STANDARDS RI.11-12.6	SELECTION Anchor Text Back to My Own Country: An Essay Andrea Levy SE p 702 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	SELECTION Anchor Text Back to My Own Country: An Essay Andrea Levy SE p 703 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 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	SELECTION Anchor Text Shooting an Elephant George Orwell SE pp 704-711 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.	SELECTION Anchor Text Shooting an Elephant George Orwell SE pp 712-713 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 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 Students analyze the way the narrative element leads to situational irony. Analyze Craft and Structure: Situational Irony (RP) STANDARDS RI.11-12.3
			STANDARDS RI.11-12.10	











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: mvriad (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 Ironv (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

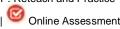
Unit 2 Lesson 7: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 9: Vocabulary Unit 6 Lesson 8: Read Aloud. Think Aloud

Text: "Animals and Self-Expression" (academic text)

Unit 6 Lesson 38

iLit Library Earth's Ecosystems Animal Wavs of Life The Elephants That Struck





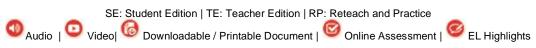


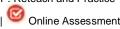
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text	SELECTION Anchor Text	SELECTION Anchor Text	PERFORMANCE TASK: WRITING FOCUS	PERFORMANCE TASK: WRITING FOCUS
Shooting an Elephant	Shooting an Elephant	Shooting an Elephant	Write an Informative Essay	Write an Informative Essay
George Orwell	George Orwell	George Orwell	Write all illioillative Essay	Write an informative Lasay
Coorgo Crwon	Coorgo or won	Coolige Crivell		
SE p 714	SE p 715	SE pp 716-717	SE pp 718-722	SE pp 723-725
LANGUAGE	LANGUAGE	EFFECTIVE EXPRESSION	PERFORMANCE TASK	LANGUAGE
DEVELOPMENT	DEVELOPMENT	W. 20	NA CALL DE LA CALLACTE DE LA CALLACT	DEVELOPMENT:
Concept Vocabulary	Conventions and Style:	Writing to Compare: Compare-and-Contrast	Write an Informative Essay Students write an essay that	AUTHOR'S STYLE
Students complete activities	Formal and Informal	Essay	answers the question: How	Create a Coherent Whole:
related to the Concept	Language	Students write an essay	did British colonialism	Use Transitions
Vocabulary words:	Students identify examples of	analyzing the two works.	complicate the idea of home?	Students look for ways to use
imperialism; supplant;	formal and informal language.	, ,	·	a variety of appropriate
despotic; conventionalized;	Conventions and Style:	Writing to Compare: Compare-and-Contrast Essay	PreWriting/Planning	transitions in their writing.
resolute; pretext	Formal and Informal	Compare-and-Contrast Essay	Students conduct research,	
West of the West of States	Language	Evidence Log	gather evidence, and connect	Revising
Word Study: Word Origins and Connotation		Students add notes and	across texts.	Students evaluate and revise draft utilizing peer reviews.
Students complete activities	Conventions and Style:	evidence that will be used to	Drafting	drait dillizing peer reviews.
relating to word origins and	Formal and Informal Language (RP)	inform the Performance-	Students organize and write a	Editing and Proofreading
connotations.	Language (KF)	Based Assessment.	first draft.	Students edit for conventions
Concept Vocabulary and	STANDARDS	0.0		and proofread for accuracies.
Word Study	L.11-12.3; Pl.8; Pll.6	Selection Test:	STANDARDS	
		Shooting an Elephant	W.11-12.2.a-f; W.11-12.10	Publishing and Presenting
Word Study: Word Origins				Students create a final version of their essay and
and Connotation (RP)		STANDARDS		share in small groups.
Word Network		RI.11-12.3; RI.11-12.5; W.11- 12.2; W.11-12.2.a; W.11-		Share in Shaii groups.
Students add new words to		12.2, W.11-12.2.a, W.11- 12.2.c; W.11-12.2.f; W.11-		Reflecting
their Word Network as they		12.9.b		Students reflect on their
read texts in the unit.				essays.
				OTANDARDO
STANDARDS				STANDARDS
RI.11-12.6; L.11-12.3				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









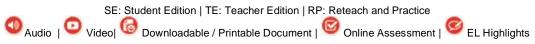


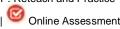


myPerspectives ELL Support				
Word Study: Word Origins and Connotation (RP) (TE p 714)	Conventions and Style: Formal and Informal Language (RP) (TE p 715) Personalize for Learning English Language Support: Developing Tone (TE p 715) English Language Support Lesson: Tone (On Realize)	Personalize for 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 36: Work Time Unit 2 Lesson 36: Work Time	Write an Explanatory Paragraph/Essay Unit 2 Lesson 15: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: 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 36: Work Time Unit 2 Lesson 37: Work Time Unit 2 Lesson 37: 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











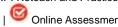
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	SELECTION from A History of the English Church and People Bede, translated by Leo Sherley-Price	SELECTION from History of Jamaica Encyclopedia Britannica	SELECTION The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su	SELECTION The Seafarer Burton Raffel Dover Beach Matthew Arnold Escape From the Old Country Adrienne Su
SE pp 726-729	SE pp 730-737	SE pp 738-743	SE pp 744-753	SE pp 754-755
Essential Question	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING
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 Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks.	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	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.	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	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Close Read 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)

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

Audio | Online Assessment | EL Highlights









Working on Group Projects

Students choose specific roles for each member.

Research to Clarify

Students research one unfamiliar detail from the text.

Research to Explore

Students research one aspect of the text they find interesting.

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: breadth; abounding; innumerable

Word Study: Anglo-Saxon Suffix: -th

Concept Vocabulary and Word Study

Word Study: Anglo-Saxon Suffix: -th (RP)

Word Network

Close Review

Students will review the article and record any new observations.

Analyze the Media

Students will respond to questions about the article, 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

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

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

Research to Explore

Students conduct research on Anglo-Saxon seafaring.

STANDARDS

RI.11-12.10; L.11-12.4.a; L.11-12.4

Word Network

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

Analyze Craft & Structure: **Development of Theme**

Students analyze specific details about each poem's subject and identify universal and culturally specific themes.

Malyze Craft and Structure: Development of Theme

Malyze Craft and Structure: Development of Theme (RP)

STANDARDS

RL.11-12.2; L.11-12.4.d

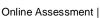
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice





🍑 Audio | 🕑 Video| ᠖ Downloadable / Printable Document | 嵺 Online Assessment |





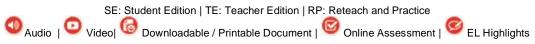


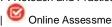
Students add new w	ords to STANDARDS	
their Word Network a		
read texts in the unit		
	L.11-12.6	
Analyze Craft & Str		
Author's Choices:		
of Historical Writing		
Students note exam		
Bede's approach to	nistorical	
writing.		
Analyze Craft an	4	
Structure: Elements	of	
Historical Writing	OI .	
Analyze Craft an	d	
Structure: Elements	Of	
Historical Writing (RI	P)	
Conventions and S		
Punctuation in Seri		
Students identify the		
separated by serial of	commas	
in sentences.		
Conventions and	Style:	
Punctuation in Serie	5	
©Conventions and	Style:	
Punctuation in Serie	s (RP)	
Fridancelon		
Evidence Log Students add notes a	and	
evidence that will be		
inform the Performan		
Based Assessment.	ice-	
Daseu Assessifieti.		
00		
© Selection Te	st: from A	
History of the English	n Church	
STANDARDS		
RI.11-12.1; RI.11-12		
12.10; L.11-12.1.a; L		
12.1.b; L.11-12.2; L.	11-	
12.4.b; L.11-12.4.c		













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

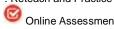


Conversation











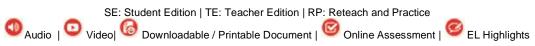
Unit 4 Lesson 39: Work Time

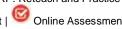
Group

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
The Seafarer	The Seafarer	The Widow at Windsor	The Widow at Windsor	The Widow at Windsor
Burton Raffel	Burton Raffel	Rudyard Kipling	Rudyard Kipling	Rudyard Kipling
		, , ,	, , ,	, , ,
Dover Beach	Dover Beach	From Lucy: Englan' Lady	From Lucy: Englan' Lady	From Lucy: Englan' Lady
Matthew Arnold	Matthew Arnold	James Berry	James Berry	James Berry
		-	-	•
Escape From the Old Country	Escape From the Old Country			
Adrienne Su	Adrienne Su			
SE p 756	SE p 757	SE pp 758-764	SE pp 765-766	SE p 767
LANCHACE	FFFCTIVE EVENESSION	MALCINIC BAT ANIMO	LANCHACE	EFFECTIVE EXPRESSION
LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION
DEVELOPMENT	Speaking and Listening	Concept Veschuleny	DEVELOPMENT	Writing to Courses, Formal
Conventions and Style:	Speaking and Listening: Podcast	Concept Vocabulary cavalry; stores; rank	Analyze Craft & Structure:	Writing to Sources: Formal Analysis
Forms of Address	Students create a podcast.	cavalry, stores, rank	Analyze Craft & Structure: Author's Choices:	Students write a formal
Students analyze forms of		First Read	Structure	analysis of the key features of
address in the poems.	Speaking and Listening:	Students Notice, Annotate,	Students will record details	dramatic monologues.
	Podcast	Connect, Respond as they	about each dramatic	dramatic monologues.
Conventions and Style:		read the selection the first	monologue.	0
Forms of Address	Speaking and Listening:	time.		Writing to Sources:
	Podcast (RP)	ume.	Analyze Craft and	Formal Analysis
Conventions and Style:	-	0	Structure: Author's Choices:	(A) A Company
Forms of Address (RP)	Evidence Log Students add notes and	First-Read Guide: Poetry	Structure	Writing to Sources:
STANDARDS	evidence that will be used to		Analyze Craft and	Formal Analysis (RP)
RL.11-12.3; L.11-12.3	inform the Performance-	Read the Selection	Structure: Author's Choices:	Evidence Log
KL.11-12.3, L.11-12.3	Based Assessment.	Selection Audio	Structure (RP)	Students add notes and
	Dased Assessment.		Structure (IXI)	evidence that will be used to
	00	The Widow at	Conventions and Style:	inform the Performance-
	Selection Test: The	Windsor/From Lucy:	Dialect	Based Assessment.
	Seafarer: Dover Beach;	Accessible Text	Students analyze examples of	24004 / 10000011101111
	Escape From the Old Country		dialect that Kipling and Berry	@@
		Comprehension Check	use in their poems.	Selection Test: Poetry
	STANDARDS	Students complete		Collection 2
	SL.11-12.4	comprehension questions.	Conventions and Style:	
			Dialect	STANDARDS
		The Widow at	Conventions and Style:	W.11-12.2; W.11-12.2.e;
		Windsor/From Lucy: First	Dialect (RP)	L.11-12.3
		Read Extension Questions		
			STANDARDS	
		Research to Clarify	RL.11-12.4; RL.11-12.5	
		Students research one	,	
		unfamiliar detail from the text.		







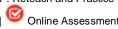




MAKING MEANING		
Close Read the Text Students will review the Read Model and comp close read sections in a selection. Close Read the Te	lete the the	
Analyze the Text Students will respond t questions about the tex citing textual evidence.	xt,	
LANGUAGE DEVELOPMENT		
Concept Vocabulary Students complete act related to the Concept Vocabulary words: cavalry; stores; rank		
Word Study: Multiple Meaning Words Concept Vocabular Word Study Word Study: Multip Meaning Words (RP)	ry and	
Word Network Students add new word their Word Network as read texts in the unit.		
STANDARDS RL.11-12.10; L.11-12.4 12.4.a; L.11-12.5	4; L.11-	







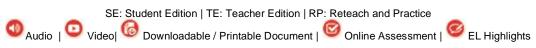


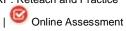
myPerspectives ELL Support				
Conventions and Style: Forms of Address (RP) (TE p 756) Personalize for Learning English Language Support: Writing to an Audience (TE p 756) English Language Support Lesson: Implied Audience (On Realize)	Speaking and Listening: Podcast (RP) (TE p 757)	Audio Summary From 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 Support Lesson: Dialect (On Realize)	Writing to Sources: Formal Analysis (RP) (TE p 767)

iLit ELL Level G				
Introduce: Understand Poetry	Introduce: Understand Poetry	iLit Library (selections by Kipling and Berry)	iLit Library (selections by Kipling and Berry)	iLit Library (selections by Kipling and Berry)
Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole	The Jungle Book	The Jungle Book	The Jungle Book
Group	Group	The Choice	The Choice	The Choice
С. 54.р	G. 54.P	Peter Pan	Peter Pan	Peter Pan
Characteristics of Poetry	Characteristics of Poetry		1 0.0.1	1 313. 1 4
Unit 7 Lesson 2: Work Time	Unit 7 Lesson 2: Work Time	Introduce: Understand Poetry	Introduce: Understand Poetry	Introduce: Understand Poetry
Text: "Silent Spring	Multimedia Presentation	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole	Unit 7 Lesson 1: Whole
Morning" (poem)	Unit 5 Lesson 1-10: all	Group	Group	Group
Unit 7 Lesson 2	activities	'	· '	· '
		Characteristics of Poetry	Characteristics of Poetry	Characteristics of Poetry
Text: (poem) "The Peace of Wild Things"		Unit 7 Lesson 2: Work Time	Unit 7 Lesson 2: Work Time	Unit 7 Lesson 2: Work Time
Unit 7 Lesson 3		Multiple Meaning Words	Prefixes (Examples)	Write an Explanatory
		(examples)	Unit 4 Lesson 39-40:	Paragraph/Essay
Text: (poem) "Waking Up"		Unit 4 Lesson 26, 30, 43:	Vocabulary	Unit 2 Lesson 15: Work Time
Unit 7 Lesson 4		Vocabulary	Unit 6 Lesson 27: Work Time	Unit 2 Lesson 35: Work Time
		Unit 4 Lesson 27: Work Time		
		Unit 6 Lesson 2, 4, 7, 12:		
		Vocabulary		
		<u> </u>		











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	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.	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

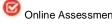
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Online Assessment | EL Highlights











		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 Unit 6 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 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 Unit 6 Lessons 6–10: Write an Explanatory Paragraph				

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