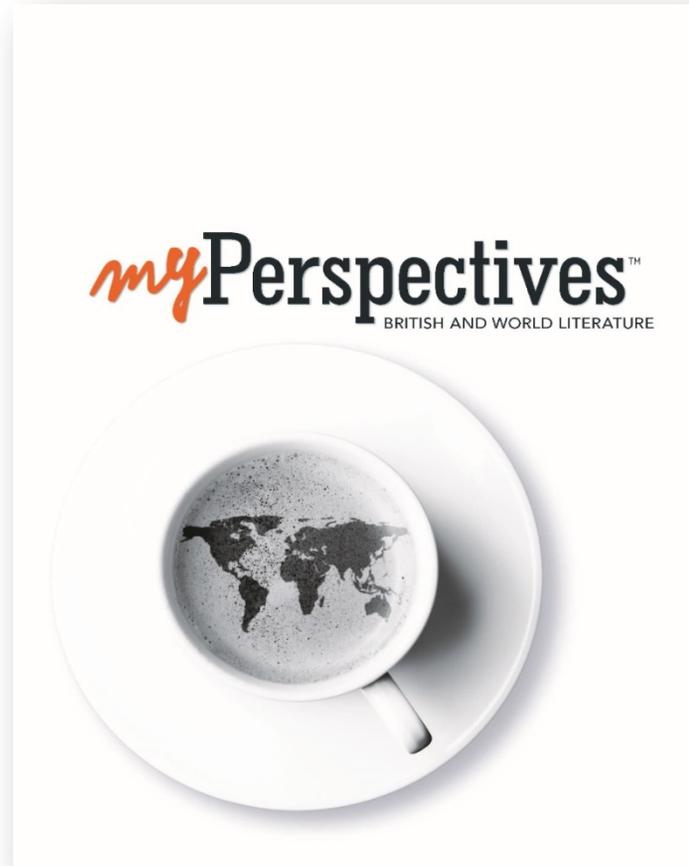




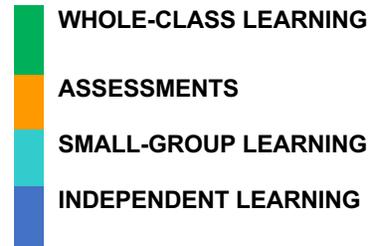
Grade 12 Unit Planning Guide



myPerspectives Unit Planning Guide

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

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- **myPerspectives Plus** also provides 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*

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- 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
<p>UNIT INTRODUCTION</p> <p>SE pp 2-9</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SE pp 10-11</p>	<p>SELECTION Historical Perspectives Focus Period: 750-1066</p> <p>SE pp 12-15</p>	<p>SELECTION Anchor Text From Beowulf Burton Raffel</p> <p>SE pp 16-30</p>	<p>SELECTION Anchor Text From Beowulf Burton Raffel</p> <p>SE pp 31-43</p>
<p>Unit Goals Students will deepen their perspective on the nature of heroism by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary purport, credible, assertion, presume, contradictory</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p>Launch Text Students will read “A World of Heroes.” They will then be able to participate in discussions about heroes.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity</p>	<p>Essential Question <i>What makes a hero?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>ANCIENT WARRIORS</p> <p>Voices of the Period Students read quotations and state main ideas and details about the voices of the time.</p> <p>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.</p> <p>Literature Selections Students preview the selections titles and note how they reflect the hopes and fears of the people of the time.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary lair; stalked; gorge; gruesome; writhing; loathsome</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Beowulf: Accessible Text</p> <p>STANDARDS RL.11-12.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Beowulf: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something that interests them from the text and formulate a research question.</p> <p>STANDARDS RL.11-12.1.10</p>

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<p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.11-12.6</p>				
myPerspectives ELL Support				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 6)</p> <p>Personalize for Learning English Language Support: Expanding Vocabulary (TE p 9)</p>		<p>Personalize for Learning English Language Support: Figurative Language (TE p 12)</p> <p>Personalize for Learning English Language Support: Vocabulary (TE p 14)</p>	<p> Audio Summary</p> <p> from Beowulf: Accessible Text</p> <p>Personalize for Learning English Language Support: Sentences vs. Lines in Poetry (TE p 23)</p> <p>Personalize for Learning English Language Support: Context Clues (TE p 28)</p>	<p>Personalize for Learning English Language Support: Analyze Meaning (TE p 33)</p> <p>Personalize for Learning English Language Support: Vowel Sounds (TE p 36)</p> <p>Personalize for Learning English Language Support: Making Connections to the Text (TE p 38)</p>

ELD Companion Support				
<p>Unit 1, Lesson 1</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Nouns without Plurals Word Study: Introduce Related Words</p>	<p>Unit 1, Lesson 1</p> <p>Whole Group Identify and Evaluate Argument and Claims</p> <p>Work Time Instruction Reteach: Related Words</p> <p>Work Time Assignments Word Study: Related Words Interactive Reader</p>	<p>Unit 1, Lesson 2</p> <p>Vocabulary Selection: <i>artillery, civilians</i> Academic: <i>fares, models, real, reliable</i></p> <p>Read Aloud, Think Aloud “He Stood Alone.”</p> <p>Classroom Conversation Collaborative Conversation</p>	<p>Unit 1, Lesson 3</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Nouns without Plurals Word Study: Introduce Structure for Parts of Speech</p>	<p>Unit 1, Lesson 3</p> <p>Whole Group Introduce: Write an Argumentative Essay</p> <p>Work Time Instruction Reteach: Multisyllabic Words Argumentative Essay: Brainstorm Ideas and Prewrite</p> <p>Work Time Assignments Word Study: Structure for Parts of Speech Argumentative Essay: Plan</p>



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

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<p>English Language Support: Using Archetypal Plots (TE p 45)</p> <p> English Language Support Lesson: Archetypal Plots (On Realize)</p>			<p>English Language Support: Signaling Comparison or Contrast (TE p 48)</p>	
ELD Companion Support				
<p>Unit 1, Lesson 4</p> <p>Vocabulary Selection: <i>oppression, transformation</i> Academic: <i>insisted, judge, status, unique</i></p> <p>Read Aloud, Think Aloud “The Meaning of Courage”</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 1, Lesson 5</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Related Words Word Study: Introduce Structure for Parts of Speech</p>	<p>Unit 1, Lesson 5</p> <p>Whole Group Use Sentence Variety</p> <p>Work Time Instruction Word Study Reader: The Secrets of Caves Argumentative Essay: Draft</p> <p>Work Time Assignments Word Study: Related Words Word Study: Structure for parts of Speech Argumentative Essay: Draft</p>	<p>Unit 1, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Pronouns as Subjects and Objects Word Study: Introduce Suffixes <i>-ion, -ity, and -ive</i></p>	<p>Unit 1, Lesson 6</p> <p>Work Time Instruction Reteach: Suffixes <i>-ion, -ity, and -ive</i></p> <p>Work Time Assignments Word Study: Suffixes <i>-ion, -ity, and -ive</i> Interactive Reader</p>

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

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 Audio Summary  from Beowulf Personalize for Learning English Language Support: Pronunciation (TE p 51) Personalize for Learning English Language Support: Translation (TE p 53) Personalize for Learning English Language Support: Imagery (TE p 56)	Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 52) Personalize for Learning English Language Support: Background (TE p 55)	Personalize for Learning English Language Support: Supporting a Claim (TE p 60)		Personalize for Learning English Language Support: Rhetorical Questions (TE p 66) Personalize for Learning English Language Support: Complex Syntax (TE p 67)
ELD Companion Support				
Unit 1, Lesson 7 Vocabulary Selection: <i>enlist, yearning</i> Academic: <i>operation, policy, procedure, terminology</i> Read Aloud, Think Aloud “Deborah Sampson: America’s First Known Female War Hero” Classroom Conversation Collaborative Conversation	Unit 1, Lesson 8 Time to Read Read Independently Vocabulary Oops: Pronouns as Subjects and Objects Word Study: Introduce Multisyllabic Words	Unit 1, Lesson 8 Work Time Instruction Reteach: Multisyllabic Words Argumentative Essay: Evaluate Work Time Assignments Word Study: Multisyllabic Words	Unit 1, Lesson 9 Vocabulary Selection: <i>incarcerated, oppressors</i> Academic: <i>archetype, threatened, truly</i> Read Aloud, Think Aloud “Aung San Suu Kyi: Freedom Fighter” Classroom Conversation Small-Group Discussion	Unit 1, Lesson 10 Time to Read Read Independently Vocabulary Word Study: Introduce Suffixes <i>-ion, -ity,</i> and <i>-ive</i> Word Study: Introduce Multisyllabic Words

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 70-73</p>	<p>SELECTION To Lucasta, on Going to the Wars Richard Lovelace</p> <p>The Charge of the Light Brigade Alfred, Lord Tennyson</p> <p>SE pp 74-80</p>	<p>SELECTION To Lucasta, on Going to the Wars Richard Lovelace</p> <p>The Charge of the Light Brigade Alfred, Lord Tennyson</p> <p>SE p 81</p>	<p>SELECTION To Lucasta, on Going to the Wars Richard Lovelace</p> <p>The Charge of the Light Brigade Alfred, Lord Tennyson</p> <p>SE p 82</p>	<p>SELECTION To Lucasta, on Going to the Wars Richard Lovelace</p> <p>The Charge of the Light Brigade Alfred, Lord Tennyson</p> <p>SE p 83</p>
<p>Essential Question <i>What makes a hero?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary embrace; adore; honor</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> To Lucasta/The Charge of the Light Brigade: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> To Lucasta/The Charge of the Light Brigade: Accessible Text: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail from the poems and research.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: embrace; adore; honor</p> <p>Word Study: Latin Prefix: ad-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin prefix: -ad (RP)</p> <p>Word Network</p>	<p>MAKING MEANING</p> <p>Analyze Craft & Structure Word Choice and Theme Students will point out strong examples of diction.</p> <p> Analyze Craft and Structure: Word Choice and Theme</p> <p> Analyze Craft and Structure: Word Choice and Theme (RP)</p> <p>STANDARDS RL.11-12.2; RL.11-12.4</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Coordinating Conjunctions</p> <p> Conventions and Style: Coordinating Conjunctions</p> <p> Conventions and Style: Coordinating Conjunctions (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: Poetry Collection 1</p> <p>STANDARDS L.11-12.1; L.11-12.2; L.11-12.3</p>

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	<p>Students research the English Civil War of 1642-1651.</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p>Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.11-12.4.b; L.11-12.4.c</p>		
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	<p> Audio Summary</p> <p> To Lucasta/The Charge of the Light Brigade: Accessible Text</p> <p>Personalize for Learning English Language Support: Archaic English (TE p 77)</p>	<p> Word Study: Latin prefix: -ad (RP) (TE p 81)</p>	<p> Analyze Craft and Structure: Word Choice and Theme (RP) (TE p 82)</p> <p> English Language Support Lesson: Word Choice (On Realize)</p>	<p> Conventions and Style: Coordinating Conjunctions (RP) (TE p 83)</p> <p>Personalize for Learning English Language Support: Using Coordinating Conjunctions (TE p 83)</p> <p> English Language Support Lesson: Coordinating Conjunctions (On Realize)</p>
ELD Companion Support				
<p>Unit 1, Lesson 10</p> <p>Work Time Instruction Word Study Reader: Boyan Slat Argumentative Essay: Revise</p> <p>Work Time Assignments Word Study: Suffix Word Study: Multisyllabic Words</p>	<p>Unit 1, Lesson 11</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Noun-Pronoun Agreement Word Study: Introduce Multiple Meaning Words</p>	<p>Unit 1, Lesson 11</p> <p>Whole Group Common Writing Mistakes</p> <p>Work Time Instruction Reteach: Multiple Meaning Words Argumentative Essay: Edit</p> <p>Work Time Assignments Word Study: Multiple Meaning Words Interactive Reader</p>	<p>Unit 1, Lesson 12</p> <p>Vocabulary Selection: <i>engulfed, foundation</i> Academic: <i>adversities, discipline, netted, precision</i></p> <p>Read Aloud, Think Aloud “Ex-Child Soldier Raps About Hellish Life”</p> <p>Classroom Conversation Partner Discussion</p>	<p>Unit 1, Lesson 13</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Noun-Pronoun Agreement Word Study: Introduce Prefixes <i>en-</i>, <i>re-</i>, and <i>in-</i></p>

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

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<p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p>L.11-12.4.c; L.11-12.5; L.11-12.5.b</p>			<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Critical Analysis Students write a brief critical analysis of the website. Writing to Sources: Critical Analysis</p> <p>Research: Research Overview Students research World War I and how it differed from previous wars. Research: Research Overview</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.11-12.10; W.11-12.2; W.11-12.7; W.11-12.8; L.11-12.6</p>
<p>myPerspectives ELL Support</p>				
<p> Audio Summary Song of the Mud/Dulce et Decorum Est: Accessible Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 88)</p>	<p> Word Study: Denotation and Connotation (RP) (TE p 91)</p>	<p> Analyze Craft and Structure: Word Choice and Theme (RP) (TE p 92) Conventions and Style: Types of Phrases (RP) (TE p 93)</p> <p>Personalize for Learning English Language Support: Using Prepositions (TE p 93)</p>	<p>Personalize for Learning English Language Support: Transitional Words and Phrases (TE p 94)</p>	<p> Audio Summary How Did Harry Patch Become an Unlikely WWI Hero</p> <p>Personalize for Learning English Language Support: Describing Location (TE p 97)</p>

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		 English Language Support Lesson: Prepositions (On Realize)		
ELD Companion Support				
<p>Unit 1, Lesson 13</p> <p>Work Time Instruction Reteach: Prefixes <i>en-</i>, <i>ri-</i> <i>in-</i></p> <p>Work Time Assignments Word Study: Prefixes <i>en-</i>, <i>ri-</i> <i>in-</i> Argumentative Essay: Present</p>	<p>Unit 1, Lesson 14</p> <p>Vocabulary Selection: <i>swaddled</i>, <i>smuggled</i> Academic: <i>receiver</i>, <i>similar</i>, <i>statistics</i>, <i>typical</i></p> <p>Read Aloud, Think Aloud “Irena Sendler: The Smuggler”</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 1, Lesson 15</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Multiple Meaning Words Word Study: Introduce Prefixes <i>en-</i>, <i>ri-</i> <i>in-</i></p>	<p>Unit 1, Lesson 15</p> <p>Work Time Instruction Word Study Reader: Outdoor Art Argumentative Essay: Present</p> <p>Work Time Assignments Word Study: Multiple Meaning Words Word Study: Prefixes <i>en-</i>, <i>ri-</i> <i>in-</i></p>	<p>Time to Read Read Independently Book Club</p>

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE pp 100-101</p> <p>PERFORMANCE TASK</p> <p>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</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize the presentation.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve timing, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS W.11-12.6; SL.11-12.1; SL.11-12.1.d; SL.11-12.5</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 102-103</p> <p>Essential Question <i>What makes a hero?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 104-106</p> <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p> <p>Evidence Log</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 107-109</p> <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument answering the question: Which contributes more to heroism – sacrifice or success?</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.1.a-f; W.11-12.9; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 110-111</p> <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Speech Students will use their argument to prepare a speech.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a</p>

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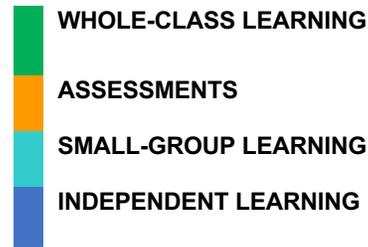
		Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Using Appropriate Language (TE p 101)		Personalize for Learning English Language Support: Skim, Predict, and Use a KWL Chart (TE p 104)  Accessible Levelled Texts for Independent Learning Selections (On Realize)		
ELD Companion Support				
Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club

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**IMPORTANT NOTES**

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- **myPerspectives Plus** also provides 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)

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- Essay: *Shakespeare's Sister*, Virginia Woolf (1120L)
- Essay/Poetry: *On Seeing England for the First Time*, Jamaica Kincaid (1190L)
- Essay/Poetry: *XXIII from Midsummer*, Derek Walcott (NP)
- Public Document: *Passenger Manifest for the MV Empire Windrush*

Independent Learning

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

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay answering the following question:

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

Part 2 – Speaking & Listening: Video Explanation

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

Unit Reflection

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Historical Perspectives Focus Period: 1066-1485	SELECTION Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer	SELECTION Anchor Text The Prologue from The Canterbury Tales Geoffrey Chaucer
SE pp 112-119	SE pp 120-121	SE pp 122-125	SE pp 126-140	SE pp 141-153
<p>Unit Goals Students will deepen their perspective of differing points of view in society by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary annotation; theoretical; prescribe; conviction; tenacious</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p>Launch Text Students will read “<i>Standing Up to Absolute Power</i>”. They will then be able to participate in discussions about challenging accepted social practices.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p>	<p>Essential Question <i>How do people come to have different views of society?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>ENGLAND: THE BEGINNINGS</p> <p>Voices of the Period Students analyze what the listed quotations reveal about society’s values during this important time in British history.</p> <p>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.</p> <p>Literature Selections Students compare and contrast the genres of fiction and nonfiction.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary valiantly; personable; sincerity; eminent; discreet; diligent</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Prologue from The Canterbury Tale: Accessible Text</p> <p>STANDARDS RL.11-12.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Prologue from The Canterbury Tale: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Prologue from The Canterbury Tale: Accessible Text</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research to find out more about the role of the church in English society of Chaucer’s day.</p> <p>STANDARDS RL.11-12.10</p>

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<p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.11-12.6</p>				
myPerspectives ELL Support				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 115)</p> <p>Personalize for Learning English Language Support: QuickWrite Vocabulary (TE p 119)</p>		<p>Personalize for Learning English Language Support: Words in Context (TE p 122)</p> <p>Personalize for Learning English Language Support: Persuasive Writing (TE p 124)</p>	<p> Audio Summary</p> <p> The Prologue from The Canterbury Tale: Accessible Text</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 133)</p> <p>Personalize for Learning English Language Support: Choral Reading (TE p 136)</p>	<p> Audio Summary</p> <p> The Prologue from The Canterbury Tale: Accessible Text</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 143)</p> <p>Personalize for Learning English Language Support: Unfamiliar Syntax (TE p 147)</p>

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				Personalize for Learning English Language Support: Unfamiliar Words (TE p 151)
ELD Companion Support				
<p>Unit 2, Lesson 1</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Possessive Pronouns Word Study: Introduce Connotation</p>	<p>Unit 2, Lesson 1</p> <p>Whole Group Write Expository Nonfiction</p> <p>Work Time Instruction Reteach: Connotations Expository Article: Brainstorming</p> <p>Work Time Assignments Word Study: Connotations Interactive Reader Expository Essay: Plan</p>	<p>Unit 2, Lesson 2</p> <p>Vocabulary Selection: <i>disposable, contaminating</i> Academic: <i>definitely, injured, visions</i></p> <p>Read Aloud, Think Aloud "Why I Lived with My Garbage for a Year"</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 2, Lesson 3</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Possessive Pronouns Word Study: Introduce Word Families</p>	<p>Unit 2, Lesson 3</p> <p>Whole Group Research Expository Article</p> <p>Work Time Instruction Reteach: Word Families Expository Article: Research the Topic</p> <p>Work Time Assignments Word Study: Word Families Expository Essay: Plan</p>

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

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<p> Analyze Craft and Structure: Character Development (RP) (TE p 155)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 154)</p> <p>Personalize for Learning English Language Support: Using Indirect Characterization (TE p 155)</p> <p> English Language Support Lesson: Indirect Characterization (On Realize)</p>	<p> Word Study: Latin Suffix: <i>-able-</i> (RP) (TE p 156)</p>	<p> Conventions and Style: Author's Choices: Structure (RP) (TE p 157)</p>	<p> Writing to Sources: Response to Criticism (RP) (TE p 158)</p>	<p> Speaking and Listening: Narrative Presentation (RP) (TE p 159)</p> <p>Personalize for Learning English Language Support: Choral Reading (TE p 159)</p>
ELD Companion Support				
<p>Unit 2, Lesson 4</p> <p>Vocabulary Selection: <i>exposure, digital</i> Academic: <i>increase, inflate, intend, interfere</i></p> <p>Read Aloud, Think Aloud “Cracking the Desire Code”</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 2, Lesson 5</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Connotations Word Study: Introduce Word Families</p>	<p>Unit 2, Lesson 5</p> <p>Whole Group Organize and Outline</p> <p>Work Time Instruction Word Study Reader: Video Games Expository Article: Organize Your Writing</p> <p>Work Time Assignments Word Study: Connotations and Word Families Expository Essay: Plan</p>	<p>Unit 2, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Singular Nouns Word Study: Introduce Acronyms and Initialisms</p>	<p>Unit 2, Lesson 6</p> <p>Whole Group Write with Sentence Variety</p> <p>Work Time Instruction Reteach: Acronyms and Initialisms Expository Article: Draft</p> <p>Work Time Assignments Word Study: Acronyms and Initialisms Interactive Reader Expository Essay: Write</p>

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

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<p>Students choose something interesting from the video and formulate a research question.</p> <p>STANDARDS RL.11-12.10</p>				
<p>myPerspectives ELL Support</p>				
<p> Audio Summary</p> <p> The Prologue From The Canterbury Tales: The Remix</p> <p>Personalize for Learning English Language Support: Taking Notes (TE p 160)</p>		<p>Personalize for Learning English Language Support: Unfamiliar Language (TE p 164)</p>	<p>Personalize for Learning English Language Support: Difficult Concepts (TE p 167)</p> <p>Personalize for Learning English Language Support: Cliches (TE p 170)</p>	
<p>ELD Companion Support</p>				
<p>Unit 2, Lesson 7</p> <p>Vocabulary Selection: <i>industrialization, consumption</i> Academic: <i>affect, certain, relation, variable</i></p> <p>Read Aloud, Think Aloud “The Birth of Consumerism in the United States”</p> <p>Classroom Conversation Partner Conversation</p>	<p>Unit 2, Lesson 8</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Singular Nouns Word Study: Introduce Influence of Arabic on English</p>	<p>Unit 2, Lesson 8</p> <p>Whole Group Narrative Essay: Write a Satisfying Conclusion</p> <p>Work Time Instruction Reteach: The Influence of Arabic on English Expository Article: Writing Tips</p> <p>Work Time Assignment Word Study: The influence of Arabic on English</p>	<p>Unit 2, Lesson 9</p> <p>Vocabulary Selection: <i>sequel, debut</i> Academic: <i>apply, balance, inclined, probe</i></p> <p>Read Aloud, Think Aloud “The Ultimate Merchandising Vehicle”</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 2, Lesson 10</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Acronyms and Initialisms Word Study: Acronyms and Initialisms</p>

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 174-177</p>	<p>SELECTION from The Worms of the Earth Against the Lions Barbara W. Tuchman</p> <p>SE pp 178-185</p>	<p>SELECTION from The Worms of the Earth Against the Lions Barbara W. Tuchman</p> <p>SE pp 186-187</p>	<p>SELECTION from The Worms of the Earth Against the Lions Barbara W. Tuchman</p> <p>SE p 188</p>	<p>SELECTION from The Worms of the Earth Against the Lions Barbara W. Tuchman</p> <p>SE p 189</p>
<p>Essential Question <i>How do people come to have different views of society?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary demagogue; animosity; provoke</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The Worms of the Earth Against the Lions: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The Worms of the Earth Against the Lions: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>STANDARDS RI.11-12.10; L.11-12.4; L.11-12.4.d</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: demagogue; animosity; provoke</p> <p>Word Study: Greek Root Word: <i>agogos</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Greek Root Word: <i>agogos</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Historical Writing Students will analyze Tuchman’s Historical Account.</p> <p> Analyze Craft and Structure: Historical Writing</p> <p> Analyze Craft and Structure: Historical Writing (RP)</p> <p>STANDARDS RI.11-12.1; RI.11-12.3; L.11-12.4.c</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Author’s Choices: Text Structure Students complete activities identifying causes and effects.</p> <p> Conventions and Style: Author’s Choices: Text Structure</p> <p> Conventions and Style: Author’s Choices: Text Structure (RP)</p> <p>STANDARDS RI.11-12.3</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Discussion Students participate in a class discussion about issues of social justice and social order raised by the selection.</p> <p> Speaking and Listening: Discussion</p> <p> Speaking and Listening: Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: The Worms of the Earth Against the Lions</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.1.b</p>

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myPerspectives ELL Support				
	<p> Audio Summary  from The Worms of the Earth Against the Lions: First Read Extension Questions</p> <p>Personalize for Learning English Language Support: Unfamiliar Sentence Structure (TE p 181)</p>	<p> Word Study: Greek Root Word: <i>agogos</i> (RP) (TE p 186)</p> <p> Analyze Craft and Structure: Historical Writing (RP) (TE p 187)</p> <p>Personalize for Learning English Language Support: Writing Objectively and With Bias (TE p 187)</p> <p> English Language Support Lesson: Bias and Objectivity (On Realize)</p>	<p> Conventions and Style: Author's Choices: Text Structure (RP) (TE p 188)</p>	<p> Speaking and Listening: Discussion (RP) (TE p 189)</p>
ELD Companion Support				
<p>Unit 2, Lesson 10</p> <p>Whole Group Revise and Edit</p> <p>Work Time Instruction Word Study Reader: Acronyms and Initialisms and The Influence of Arabic on English Expository Essay: Revise</p> <p>Work Time Assignments Word Study: Real-World Reading Expository Article: Revise</p>	<p>Unit 2, Lesson 11</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Plural Nouns Word Study: Introduce Connotations</p>	<p>Unit 2, Lesson 11</p> <p>Whole Group Deliver a Presentation</p> <p>Work Time Instruction Reteach: Connotations Expository Article: Revise and Edit</p> <p>Work Time Assignments Word Study: Connotations Interactive Reader Expository Essay: Present</p>	<p>Unit 2, Lesson 12</p> <p>Vocabulary Selection: <i>pursued</i> Academic: <i>detect, exert, resists, specific</i></p> <p>Read Aloud, Think Aloud "The Happy Man's Shirt"</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 2, Lesson 13</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Plural Nouns Word Study: Introduce Greek Roots</p>

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

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<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary gifted; taste; fancy</p> <p>Word Study: Multiple-Meaning Words Students complete activities related to multiple-meaning words.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Interaction and Development of Ideas Students will identify details about how William Shakespeare's life, as described by Woolf.</p>	<p>Students research the history of British rule in Antigua or the Brixton riots of April 1981.</p> <p>STANDARDS RL.11-12.10; RI.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p>Author's Perspective: Historical Context Students will identify details about the historical contexts of the texts.</p> <p> Analyze Craft and Structure: Historical Context</p> <p> Analyze Craft and Structure: Historical Context (RP)</p> <p>STANDARDS L.11-12.4.b</p>	<p>  Selection Test: On Seeing England for the First Time/ "XXIII" from <i>Midsummer</i></p> <p>STANDARDS RL.11-12.6; RI.11-12.4; RI.11-12.6; SL.11-12.4; SL.11-12.5</p>	<p>Students research the <i>Empire Windrush</i> or another ship that transported immigrants to England or another country.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Text Features rows; headings; statistics</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Profile Students create a profile of a typical passenger on the famous 1948 voyage of the <i>Empire Windrush</i> from Kingston to London.</p> <p> Research: Profile</p> <p> Research: Profile (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>
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<p> Analyze Craft and Structure: Interaction and Development of Ideas</p> <p> Analyze Craft and Structure: Interaction and Development of Ideas (RP)</p> <p>Conventions and Style: Changing Usage Students research the histories and meaning words.</p> <p> Conventions and Style: Changing Usage</p> <p> Conventions and Style: Changing Usage (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Argument Students prepare an argument defend a claim and responding to a counterclaim.</p> <p> Writing to Sources: Argument</p> <p> Writing to Sources: Argument (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: Shakespeare's Sister</p> <p>STANDARDS</p>				<p>SELECTION TEST</p> <p>  Selection Test: Passenger Manifest for the <i>MV Empire Windrush</i></p> <p>STANDARDS RI.11-12.5; RI.11-12.7; W.11-12.2; W.11-12.7; W.11-12.9.b; L.11-12.6</p>
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<p>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</p>				
<p>myPerspectives ELL Support</p>				
<p> Audio Summary</p> <p> Shakespeare's Sister: Accessible Leveled Text</p> <p> Word Study: Multiple-Meaning Words (RP) (TE p 194)</p> <p> Analyze Craft and Structure: Interaction and Development of Ideas (RP) (TE p 195)</p> <p> Conventions and Style: Changing Usage (RP) (TE p 196)</p> <p> Writing to Sources: Argument (RP) (TE p 197)</p> <p>Personalize for Learning English Language Support: Creating Thought Experiments (TE p 197)</p> <p> English Language Support Lesson: Thought Experiments (On Realize)</p>	<p> Audio Summary</p> <p> On Seeing England for the First Time/XXIII from Midsummer: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 201)</p>	<p> Word Study: Latin Prefix: <i>sub-</i> (RP) (TE p 212)</p> <p> Analyze Craft and Structure: Historical Context (RP) (TE p 212)</p>	<p> Conventions and Style: Stylistic Devices (RP) (TE p 214)</p> <p> Speaking and Listening: Digital Presentation (RP) (TE p 215)</p> <p>Personalize for Learning English Language Support: Making Allusions (TE p 214)</p> <p> English Language Support Lesson: Allusions (On Realize)</p>	<p> Research: Profile (RP) (TE p 223)</p> <p>Personalize for Learning English Language Support: Cause and Effect (TE p 217)</p> <p>Personalize for Learning English Language Support: Using Verbs and Verb Phrases (TE p 220)</p>
<p>ELD Companion Support</p>				
<p>Unit 2, Lesson 13</p> <p>Work Time Instruction Reteach: Greek Roots</p>	<p>Unit 2, Lesson 14</p> <p>Vocabulary</p>	<p>Unit 2, Lesson 15</p> <p>Time to Read Read Independently</p>	<p>Unit 2, Lesson 15</p> <p>Work Time Instruction</p>	<p>Time to Read Read Independently Book Club</p>

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<p>Expository Article: Present</p> <p>Work Time Assignments Word Study: Greek Roots</p>	<p>Selection: <i>intertwining, elaborate</i> Academic: <i>calculated, instantaneous, navigate, stationary</i></p> <p>Read Aloud, Think Aloud “Animals and Self-Expression”</p> <p>Classroom Conversation Partner Conversation</p>	<p>Vocabulary Word Study: Introduce Connotations Word Study: Introduce Greek Roots</p>	<p>Word Study Reader: Connotations and Greek Roots</p> <p>Work Time Assignments Word Study: Mario Molino</p>	
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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Reader's Theater</p> <p>SE pp 224-225</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 226-227</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 228-230</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 231-233</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 234-235</p>
<p>PERFORMANCE TASK</p> <p>Present a Reader's Theater As a group, students present a scene addressing which aspects of English society would they change or keep.</p> <p>Plan With Your Group Students will analyze the text, choose a setting and situation, gather evidence and organize the presentation.</p> <p>Rehearse With Your Group Students practice the presentation, fine-tune the content and brush up on presentation techniques.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.11-12.1.b; SL.11-12.4</p>	<p>Essential Question <i>How do people come to have different views of society?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Explanatory Essay Students will write an explanatory essay describing what factors led to people criticizing their society rather than accepting it.</p> <p>Explanatory Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.2.a-f; W.11-12.9; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Video Explanation Students a movie-making program to create a video explanation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.5</p>

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		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)
ELD Companion Support				
Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club

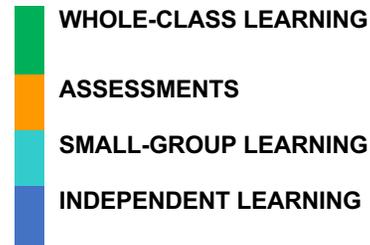
GRADE 12 | UNIT 3: Facing the Future, Confronting the Past

ESSENTIAL QUESTION: *How do our attitudes toward the past and future shape our actions?*

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- **myPerspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 3 Overview

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

Unit Goals

Students will be able to:

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

Selections & Media

Launch Text

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

Whole-Class Learning

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

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- 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 Jon 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 SE pp 236-243	OVERVIEW Whole-Class Learning SE pp 244-245	SELECTION Historical Perspective Focus Period 1485-1625 SE pp 246-257	SELECTION Anchor Text The Tragedy of Macbeth, Act I William Shakespeare SE pp 258-277	SELECTION Anchor Text The Tragedy of Macbeth, Act I William Shakespeare SE pp 277-279
Unit Goals Students will deepen their perspective on the topic of the passage of time by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary proficient; justify; diverse; catalyst; assertion  Home Connection Letter  Spanish Home Connection Letter  Unit 3 Answer Key Launch Text Students will read “Better Never to Have Met at All” and participate in discussions about facing the future and confronting the past. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity	Essential Question <i>How do our attitudes toward the past and future shape our actions?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	RENAISSANCE AND REFORMATION: A CHANGING ENGLAND Voices of the Period Students analyze the words of key people during the Renaissance and Reformation, including Martin Luther, Elizabeth I, and Sir Walter Raleigh. History of the Period Students discuss what motivations might have caused radical decisions and what lessons the founders of the U.S. may have learned from England’s past. Literature Selections Students explore how the literature of the time pertains to how our attitudes toward time shape our actions. LITERATURE AND CULTURE: THE TRAGEDY OF MACBETH Literary History Students read about and discuss Elizabethan Theater and Shakespeare in performance. William Shakespeare, Poet and Playwright	MAKING MEANING Concept Vocabulary revolt; captivity; assault; flout; rebellious; treasons First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  The Tragedy of Macbeth, Act I: Accessible Text Comprehension Check Students complete comprehension questions.  The Tragedy of Macbeth, Act I: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students research to find representations of Macbeth or Lady Macbeth in a work of visual art.	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: revolt; captivity; assault; flout; rebellious; treasons Word Study: Latin Root: -bell- Students complete activities related to the Latin Root -bell-.  Concept Vocabulary and Word Study  Word Study: Latin Root: -bell- (RP) Word Network Students add new words to their Word Network as they read texts in the unit. MAKING MEANING Analyze Craft and Structure: Author’s Choices: Structures Students will explore why Shakespeare uses a soliloquy.  Analyze Craft and Structure: Author’s Choices: Structures

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<p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.11-12.6</p>		<p>Students learn about the life of Shakespeare and how to read his plays.</p>	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.11-12.10</p>	<p> Analyze Craft and Structure: Author's Choices: Structures (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Soliloquy Students prepare and deliver a soliloquy either supporting or discouraging the murder of King Duncan.</p> <p> Speaking and Listening: Soliloquy</p> <p> Speaking and Listening: Soliloquy (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: The Tragedy of Macbeth, Act I</p> <p>STANDARDS SL.11-12.1.a; SL.11-12.6; L.11-12.4.c</p>
<p>myPerspectives ELL Support</p>				
<p>Personalize for Learning English Language Support: Cognates (TE p 239)</p> <p>Personalize for Learning English Language Support: Supporting Opinions (TE p 243)</p>		<p>Personalize for Learning English Language Support: Vocabulary in Context (TE p 247)</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 253)</p>	<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act I: Accessible Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 271)</p>	<p> Word Study: Latin Root: <i>-bell-</i> (RP) (TE p 277)</p> <p> Analyze Craft and Structure: Author's Choices: Structures (RP)</p>

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		<p>Personalize for Learning English Language Support: Idioms (TE p 255)</p>	<p>Personalize for Learning English Language Support: Making Inferences (TE p 273)</p> <p>Personalize for Learning English Language Support: Analyze Language (TE p 271)</p>	<p> Analyze Craft and Structure: Author's Choices: Structures (RP) (TE p 278)</p> <p> Speaking and Listening: Soliloquy (RP) (TE p 279)</p> <p>Personalize for Learning English Language Support: Using Cause and Effect in Tragedies (TE p 278)</p> <p> English Language Support Lesson: Cause and Effect (On Realize)</p>
ELD Companion Support				
Unit 3, Lesson 1	Unit 3, Lesson 1	Unit 3, Lesson 2	Unit 3, Lesson 3	Unit 3, Lesson 3
<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Proper Nouns Word Study: Introduce Related Words</p>	<p>Work Time Instruction Reteach: Related Words</p> <p>Work Time Assignments Word Study: Related Words Interactive Reader</p>	<p>Vocabulary Selection: <i>transcends, tormentor</i> Academic: <i>civil, concept, discrimination, individual</i></p> <p>Read Aloud, Think Aloud "The Kingdom of Night"</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Articles with Proper Nouns Word Study: Introduce Multisyllabic Words</p>	<p>Work Time Instruction Reteach: Multisyllabic Words</p> <p>Work Time Assignments Word Study: Multisyllabic Words</p>

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

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<p>Students research something from the text that interests them.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.11-12.10</p>	<p> Analyze Craft and Structure: Structure</p> <p> Analyze Craft and Structure: Structure (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Psychological Report Students write a psychological report on either Macbeth or Lady Macbeth.</p> <p> Writing to Sources: Psychological Report</p> <p> Writing to Sources: Psychological Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: The Tragedy of Macbeth, Act II</p> <p>STANDARDS W.11-12.1; L.11-12.2.b; L.11-12.4.b</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: foully; rancors; incensed; malice; enrages; malevolence</p> <p>Word Study: Latin Prefix: mal- Students complete activities related to the Latin Prefix <i>mal-</i>.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: <i>mal-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>MAKING MEANING</p> <p>Analyze Craft and Structure: Structure</p>	<p>Students research the weapons and armaments used in Scotland and Europe during the eleventh century.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.11-12.10</p>	<p> Analyze Craft and Structure: Imagery and Archetypes</p> <p> Analyze Craft and Structure: Imagery and Archetypes (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Exclamatory Phrases Students look for examples of exclamatory phrases in Act IV.</p> <p> Conventions and Style: Exclamatory Phrases</p> <p> Conventions and Style: Exclamatory Phrases (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: The Tragedy of Macbeth, Act IV</p> <p>STANDARDS RL.11-12.1; RL.11-12.3; L.11-12.3; L.11-12.4.c; L.11-12.5</p>
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		<p>Students will identify events that are part of the play's rising action.</p> <ul style="list-style-type: none">  Analyze Craft and Structure: Structure  Analyze Craft and Structure: Structure (RP) <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Recitation Students choose a speech from this act and present it to the class.</p> <ul style="list-style-type: none">  Speaking and Listening Oral Recitation and Discussion  Speaking and Listening Oral Recitation and Discussion (RP) <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <ul style="list-style-type: none">   Selection Test: The Tragedy of Macbeth, Act III <p>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</p>		
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myPerspectives ELL Support				
<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act II: Accessible Text</p> <p>Personalize for Learning English Language Support: Punctuation (TE p 281)</p> <p>Personalize for Learning English Language Support: Make Inferences (TE p 285)</p>	<p> Word Study: Suffixes <i>-ous</i> and <i>-ance</i> (RP) (TE p 293)</p> <p> Analyze Craft and Structure: Structure (RP) (TE p 294)</p> <p>Personalize for Learning English Language Support: Writing an Argument Based on Behavior (TE p 295)</p> <p> English Language Support Lesson: Argument Based on Behavior (On Realize)</p>	<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act III: Accessible Text</p> <p> Word Study: Latin Prefix: <i>mal-</i> (RP) (TE p 311)</p> <p> Analyze Craft and Structure: Structure (RP) (TE p 312)</p> <p> Speaking and Listening Oral Recitation and Discussion (RP) (TE p 313)</p> <p>Personalize for Learning English Language Support: Scaffolding the Text (TE p 297)</p> <p>Personalize for Learning English Language Support: Clarify Vocabulary (TE p 298)</p> <p>Personalize for Learning English Language Support: Using Cause and Effect (TE p 312)</p> <p> English Language Support Lesson: Cause and Effect (On Realize)</p>	<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act IV: Accessible Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 319)</p>	<p> Word Study: Antonyms (RP) (TE p 331)</p> <p> Analyze Craft and Structure: Imagery and Archetypes (RP) (TE p 332)</p> <p> Conventions and Style: Exclamatory Phrases (RP) (TE p 333)</p> <p>Personalize for Learning English Language Support: Using Imagery (TE p 332)</p> <p> English Language Support Lesson: Imagery (On Realize)</p>
ELD Companion Support				
<p>Unit 3, Lesson 4</p> <p>Vocabulary Selection: <i>nomadic, girth, enlightened</i></p>	<p>Unit 3, Lesson 5</p> <p>Time to Read Read Independently</p>	<p>Unit 3, Lesson 5</p> <p>Work Time Instruction Word Study Reader: The Science of Basketball</p>	<p>Unit 3, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary</p>	<p>Unit 3, Lesson 6</p> <p>Work Time Instruction Reteach: Compound Words</p> <p>Work Time Assignments</p>

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<p>Academic: <i>demonstration, logic, scheme, strategy</i></p> <p>Read Aloud, Think Aloud "Waking Up"</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Vocabulary Word Study: Introduce Related Words Word Study: Introduce Multisyllabic Words</p>	<p>Work Time Assignments Word Study: Related Words and Multisyllabic Words</p>	<p>Oops: Forms of the Verb "Be" Word Study: Introduce Compound Words</p>	<p>Word Study: Compound Words Interactive Reader</p>
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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text The Tragedy of Macbeth, Act V, Scene i William Shakespeare</p> <p>SE pp 334-349</p>	<p>SELECTION Anchor Text The Tragedy of Macbeth, Act V, Scene i William Shakespeare</p> <p>SE pp 350-353</p>	<p>SELECTION Media: The Tragedy of Macbeth, Act V, Scene i L.A. Theatre Works/LibriVox</p> <p>SE pp 354-359</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 360-362</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 363-367</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary perturbation; agitation; purge; antidote; pristine; usurper</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Tragedy of Macbeth, Act V: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Tragedy of Macbeth, Act V: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: perturbation; agitation; purge; antidote; pristine; usurper</p> <p>Word Study: Latin Root: -turb- Students complete activities related to the Latin Root: -turb-.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -turb- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Hyphenation of Compound Adjectives Students mark compound adjectives in Act V.</p>	<p>MAKING MEANING</p> <p>Media Vocabulary sound effects; editing; pacing</p> <p> Media Vocabulary</p> <p>First Review Students Listen, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media-Audio</p> <p>View the Selection</p> <p> Selection Audio</p> <p>  The Tragedy of Macbeth, Act V, Scene i</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the two versions of Act V, Scene i.</p> <p>Research to Explore Students research something from the audio presentations that interests them and</p>	<p>PERFORMANCE TASK</p> <p>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?</p> <p>PreWriting/Planning Students write a claim, consider possible counterclaims, gather evidence and consider audience and purpose.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.11-12.1.a-f; W.11-12.10</p>	<p>LANGUAGE DEVELOPMENT: AUTHOR'S STYLE</p> <p>Establish Voice: Formal Style Students use rhetorical devices, appeals, analogies, and case studies to improve their writing.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their arguments and share in small groups.</p> <p>Reflecting Students reflect on their arguments.</p> <p>STANDARDS 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</p>

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<p>Students research something from the text that interests them.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Shakespearean Tragedy Students will identify Macbeth's tragic flaws.</p> <p> Analyze Craft and Structure: Shakespearean Tragedy</p> <p> Analyze Craft and Structure: Shakespearean Tragedy (RP)</p> <p>STANDARDS RL.11-12.1; RL.11-12.3; RL.11-12.5; RL.11-12.10</p>	<p> Conventions and Style: Hyphenation of Compound Adjectives</p> <p> Conventions and Style: Hyphenation of Compound Adjectives (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Character Profile Students write a character profile examining Macbeth's character and decision making.</p> <p> Writing to Sources: Character Profile</p> <p> Writing to Sources: Character Profile (RP)</p> <p>Speaking and Listening: News Report Students write a news report about the battle in Macbeth.</p> <p> Speaking and Listening: News Report</p> <p> Speaking and Listening: News Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: The Tragedy of Macbeth, Act V</p> <p>STANDARDS</p>	<p>formulate a research question.</p> <p>Close Review Students will listen to the audio performance again and write down new observations.</p> <p> Close-Review Guide: Media-Audio</p> <p>Analyze the Media Students will respond to questions about the interview.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: sound effects; editing; pacing</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Comparison-and-Contrast Essay Students will write a compare-and-contrast essay analyzing the interpretations of Act V, Scene I, of Macbeth.</p> <p> Writing to Sources: Compare-and-Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>		
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	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	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				
<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act V: Accessible Text</p> <p> Analyze Craft and Structure: Shakespearean Tragedy (RP) (TE p 349)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 335)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 340)</p> <p>Personalize for Learning English Language Support: Difficult Syntax (TE p 341)</p> <p>Personalize for Learning English Language Support: Drama Reading (TE p 344)</p>	<p> Word Study: Latin Root: <i>-turb-</i> (RP) (TE p 350)</p> <p> Conventions and Style: Hyphenation of Compound Adjectives (RP) (TE p 351)</p> <p> Writing to Sources: Character Profile (RP) (TE p 352)</p> <p> Speaking and Listening: News Report (RP) (TE p 353)</p> <p>Personalize for Learning English Language Support: Evaluating a Profile (TE p 352)</p> <p> English Language Support Lesson: Profile (On Realize)</p>	<p> Audio Summary</p> <p> The Tragedy of Macbeth, Act V, Scene i</p>	<p>Personalize for Learning English Language Support: Idioms (TE p 361)</p> <p>Personalize for Learning English Language Support: Using Transitions (TE p 362)</p>	<p>Personalize for Learning English Language Support: Peer Review (TE p 367)</p>
ELD Companion Support				
Unit 3, Lesson 7	Unit 3, Lesson 8	Unit 3, Lesson 8	Unit 3, Lesson 9	Unit 3, Lesson 10
<p>Vocabulary Selection: <i>prevail, abolished, divisive</i> Academic: <i>method, principle, route, technique</i></p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Forms of the Verb “Be”</p>	<p>Work Time Instruction Reteach: Collocations</p> <p>Work Time Assignments Word Study: Collocations</p>	<p>Vocabulary Selection: <i>distinction, indigenous</i> Academic: <i>culture, income, issue, passively</i></p>	<p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Compound Words</p>

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<p>Read Aloud, Think Aloud “Slavery and the Antislavery Movement”</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Word Study: Introduce Collocations</p>		<p>Read Aloud, Think Aloud “Protecting Human Rights”</p> <p>Classroom Conversation Partner Conversation</p>	<p>Word Study: Introduce Collocations</p>
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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 368-371</p>	<p>SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser</p> <p>SE pp 372-377</p>	<p>SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser</p> <p>SE pp 378-380</p>	<p>SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser</p> <p>SE p 381</p>	<p>SELECTION Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser</p> <p>SE p 382</p>
<p>Essential Question <i>How do our attitudes toward the past and future shape our actions?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary toil; assay; devise</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Poetry Collection 1: Accessible Text</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Poetry Collection 1: First Read Extension Questions</p> <p>Research to Clarify Students choose something interesting from the poems and research.</p> <p>Research to Explore Students research to locate media interpretations of the poems.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Analyze Craft & Structure: Development of Theme Students will analyze a sonnet's structure helps to develop them.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>STANDARDS RL.11-12.2; RL.11-12.5</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Word Choice Students find examples of figurative language.</p> <p> Conventions and Style: Word Choice</p> <p> Conventions and Style: Word Choice (RP)</p> <p>STANDARDS RL.11-12.4; L.11-12.5; L.11-12.5.a</p>

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		<p>Students complete activities related to the Concept Vocabulary words: toil; assay; devise</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.11-12.4</p>		
myPerspectives ELL Support				
	<p> Audio Summary</p> <p> Poetry Collection 1: Accessible Text</p> <p>Personalize for Learning English Language Support: Image and Meaning (TE p 376)</p>	<p> Word Study: Multiple-Meaning Words (RP) (TE p 380)</p> <p>Personalize for Learning English Language Support: Main Ideas (TE p 378)</p>	<p> Analyze Craft and Structure: Development of Theme (RP)</p>	<p> Conventions and Style: Word Choice (RP) (TE p 382)</p> <p>Personalize for Learning English Language Support: Practicing Correct Word Choice (TE p 382)</p>
ELD Companion Support				
Unit 3, Lesson 10	Unit 3, Lesson 11	Unit 3, Lesson 11	Unit 3, Lesson 12	Unit 3, Lesson 13
<p>Work Time Instruction Reteach: Mapping Our World</p> <p>Work Time Assignments Word Study: Compound Words and Collocations</p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Past Tense Verbs Word Study: Introduce Closed Syllable Patterns</p>	<p>Work Time Instruction Reteach: Closed Syllable Pattern</p> <p>Work Time Assignments Word Study: Closed Syllable Patterns Interactive Reader</p>	<p>Vocabulary Selection: <i>embedded, skepticism</i> Academic: <i>estimate, lecture, potential, responsive</i></p> <p>Read Aloud, Think Aloud “That’s Advertainment”</p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Past Tense Verbs Word Study: Introduce Open Syllable Patterns</p>

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

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	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.d</p>	<p>STANDARDS RI.11-12.2; L.11-12.4.b</p>		
myPerspectives ELL Support				
<p> Writing to Sources: Response to Literature (RP) (TE p 383)</p>	<p> Audio Summary</p> <p> from The Naked Babe and from Macbeth: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Sexist Language (TE p 386)</p> <p>Personalize for Learning English Language Support: Word Study: Oracular (TE p 391)</p> <p>Personalize for Learning English Language Support: Be-All and End-All (TE p 394)</p>	<p> Word Study: Patterns of Word Changes (RP) (TE p 396)</p> <p> Analyze Craft and Structure: Analyze Arguments (RP) (TE p 397)</p> <p>Personalize for Learning English Language Support: Titles (TE p 397)</p>	<p> Conventions and Style: Quotations (RP) (TE p 398)</p>	<p> Speaking and Listening: Panel Discussion (RP) (TE p 399)</p> <p>Personalize for Learning English Language Support: Having a Panel Discussion (TE p 399)</p> <p> English Language Support Lesson: Panel Discussion (On Realize)</p>
ELD Companion Support				
Unit 3, Lesson 13	Unit 3, Lesson 14	Unit 3, Lesson 15	Unit 3, Lesson 15	Time to Read
Work Time Instruction	Vocabulary	Time to Read	Work Time Instruction	Read Independently Book Club

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<p>Reteach: Open Syllable Patterns</p> <p>Work Time Assignments Word Study: Open Syllable Patterns</p>	<p>Selection: <i>discrimination, affects</i> Academic: <i>achievement, confirmation, establish, submit</i></p> <p>Read Aloud, Think Aloud "The Persistence of African-American Poverty"</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Read Independently</p> <p>Vocabulary Word Study: Introduce Closed Syllable Patterns</p>	<p>Word Study Reader: Cameras Through Time</p> <p>Work Time Assignments Word Study: Open and Closed Syllable Patterns</p>	
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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE pp 400-401</p> <p>PERFORMANCE TASK</p> <p>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?</p> <p>Plan with Your Group Students analyze the text, gather evidence, and organize ideas for the presentation.</p> <p>Rehearse with Your Group Students practice the discussion, fine-tune the content, improve referrals to text, and brush-up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.3; SL.11-12.4; SL.11-12.4.b; SL.11-12.6</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 402-403</p> <p>Essential Question <i>How do our attitudes toward the past and future shape our actions?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 404-406</p> <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 407-409</p> <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>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?</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.1.a-f; W.11-12.9; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 410-411</p> <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: TV Commentary Students will present their ideas as a TV commentary that might appear on a talk show.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.4.b</p>

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		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1</p>		
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)
ELD Companion Support				
<p>Time to Read Read Independently Book Club</p>	<p>Read Aloud, Think Aloud Supplemental</p>	<p>Time to Read Read Independently Book Club</p>	<p>Read Aloud, Think Aloud Supplemental</p>	<p>Time to Read Read Independently Book Club</p>

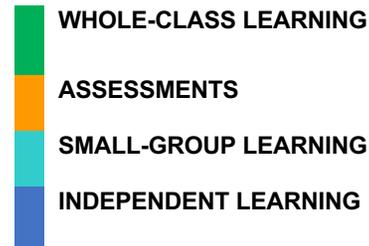
GRADE 12 | UNIT 4: **Seeing Things New**

ESSENTIAL QUESTION: *Why are both vision and disillusion necessary?*

PERFORMANCE BASED ASSESSMENT: **Narrative Reflection**

NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- **myPerspectives Plus** also provides 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

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Audio |



Video |



Downloadable / Printable Document |



Online Assessment |



EL Highlights

- 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 SE pp 412-419	OVERVIEW Whole-Class Learning SE pp 420-421	SELECTION Historical Perspective Focus Period: 1625-1798 SE pp 422-425	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE pp 426-433	SELECTION A Valediction: Forbidding Mourning/Holy Sonnet 10 John Donne SE pp 434-435
Unit Goals Students will deepen their understanding of the concepts of vision and disillusion by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary engender; transformation; incorporate; artifice; inexorable  Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key Launch Text Students will read “The Assignment of My Life”. They will then be able to discuss seeing things new. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity	Essential Question <i>Why are both vision and disillusion necessary?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	A TURBULENT TIME Voices of the Period Students read quotes that relate to the focus period and paraphrase the main ideas and most intriguing details. History of the Period Students discuss how this was a period of change and uncertain futures and how the visions of the rulers and the common people were different. Literature Selections Students discuss how the selections pertain to the concepts of vision and disillusion.	MAKING MEANING Concept Vocabulary virtuous; laity; delivery; profanation; dreadful; eternally First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry Read the Selection <ul style="list-style-type: none">  Selection Audio  A Valediction/Holy Sonnet: Accessible Text Comprehension Check Students complete comprehension questions.  A Valediction/Holy Sonnet: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: virtuous; laity; delivery; profanation; dreadful; eternally Word Study: Latin Suffix: -ous Students complete activities relating to the Latin root suffix -ous  Concept Vocabulary and Word Study  Word Study: Latin Suffix: -ous (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Conventions and Style: Varying Syntax: Periodic Sentences Students identify types of sentences and mark dependent and independent clauses.  Conventions and Style: Varying Syntax: Periodic Sentences

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<p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.11-12.6</p>			<p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Impact of Word Choice Students complete activities to analyze conceit, paradox, and irony in the poems.</p> <p> Analyze Craft and Structure: Impact of Word Choice</p> <p> Analyze Craft and Structure: Impact of Word Choice (RP)</p> <p>STANDARDS RL.11-12.1; RL.11-12.10; L.11-12.5.a</p>	<p> Conventions and Style: Varying Syntax: Periodic Sentences (RP)</p> <p>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</p>
myPerspectives ELL Support				
<p>Personalize for Learning English Language Support: Cognates (TE p 415)</p> <p>Personalize for Learning English Language Support: Vocabulary (TE p 416)</p> <p>Personalize for Learning English Language Support: Development of Ideas (TE p 419)</p>		<p>Personalize for Learning English Language Support: Vocabulary Help (TE p 423)</p>	<p> Audio Summary</p> <p> A Valediction/Holy Sonnet 10: Accessible Text</p> <p> Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 433)</p> <p>Personalize for Learning English Language Support: Concept Reinforcement (TE p 429)</p> <p>Personalize for Learning English Language Support: Poetic Devices</p>	<p> Word Study: Latin Suffix: -ous (RP) (TE p 434)</p> <p> Conventions and Style: Varying Syntax: Periodic Sentences (RP) (TE p 435)</p> <p>Personalize for Learning English Language Support: Using Independent and Dependent Clauses (TE p 435)</p> <p> English Language Support Lesson: Independent</p>

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			(TE p 433)	and Dependent Clauses (On Realize)
ELD Companion Support				
Unit 4, Lesson 1 Time to Read Read Independently Vocabulary Oops: Progressive Tense Verbs Word Study: Introduce Structure for Parts of Speech	Unit 4, Lesson 1 Work Time Instruction Reteach: Structure for Parts of Speech Work Time Assignments Word Study: Structure for Parts of Speech Interactive Reader	Unit 4, Lesson 2 Vocabulary Selection: <i>indifference, embody, grudgingly</i> Academic: <i>creative, distribute, evidence, primary</i> Read Aloud, Think Aloud "The Price and the Promise" Classroom Conversation Small-Group Discussion	Unit 4, Lesson 3 Time to Read Read Independently Vocabulary Oops: Progressive Tense Verbs Word Study: Introduce Latin Roots	Unit 4, Lesson 3 Work Time Instruction Reteach: Latin Roots Work Time Assignments Word Study: Latin Roots

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

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		<p>Catholic and Anglican churches and the Nonconformists.</p> <p>STANDARDS RL.11-12.10; PII.1</p>		<p> Conventions and Style: Participial and Gerund Phrases (RP)</p> <p>STANDARDS L.11-12.1; L.11-12.3; L.11-12.3.a; L.11-12.4.c; L.11-12.4.d</p>
myPerspectives ELL Support				
<p> Writing to Sources: Narrative Scene (RP) (TE p 436)</p>	<p> Speaking and Listening: Comparison of Poetry (RP) (TE p 437)</p>	<p> Audio Summary  from Gulliver's Travels: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 441)</p> <p>Personalize for Learning English Language Support: Cause-and-Effect Relationships (TE p 445)</p>	<p> Analyze Craft and Structure: Author's Point of View: Satire (RP) (TE p 447)</p> <p>Personalize for Learning English Language Support: Read Aloud (TE p 446)</p> <p>Personalize for Learning English Language Support: Using Irony (TE p 447)</p> <p> English Language Support Lesson: Irony (On Realize)</p>	<p> Word Study: Latin Root <i>-dict-</i> (RP) (TE p 448)</p> <p> Conventions and Style: Participial and Gerund Phrases (RP) (TE p 449)</p>
ELD Companion Support				
<p>Unit 4, Lesson 4</p> <p>Vocabulary Selection: <i>sophisticated, option, maimed</i> Academic: <i>promote, resolution, restraint, survive</i></p> <p>Read Aloud, Think Aloud "Should Military Recruiters Be Allowed in High Schools?"</p>	<p>Unit 4, Lesson 5</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Structure for Parts of Speech Word Study: Introduce Latin Roots</p>	<p>Unit 4, Lesson 5</p> <p>Work Time Instruction Word Study Reader: Lasers</p> <p>Work Time Assignments Word Study: Structure for Parts of Speech and Latin Roots</p>	<p>Unit 4, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Subject-Verb Agreement Word Study: Introduce Multiple Meaning Words</p>	<p>Unit 4, Lesson 6</p> <p>Work Time Instruction Reteach: Multiple Meaning Words</p> <p>Work Time Assignments Word Study: Multiple Meaning Words</p>

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Classroom Conversation Whole Class Discussion				
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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION from Gulliver's Travels Jonathan Swift</p> <p>SE pp 450-451</p>	<p>SELECTION from Gulliver's Travels Among the Lilliputians and the Giants Georges Melies</p> <p>Gulliver's Travels Cover Art</p> <p>SE pp 452-456</p>	<p>SELECTION from Gulliver's Travels Among the Lilliputians and the Giants Georges Melies</p> <p>Gulliver's Travels Cover Art</p> <p>SE pp 457-459</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write a Reflective Narrative</p> <p>SE pp 460-462</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write a Reflective Narrative</p> <p>SE pp 463-467</p>
<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Satiric Narrative Students write a satiric narrative modeled on the excerpt from Gulliver's Travels.</p> <p> Writing to Sources: Satiric Narrative</p> <p> Writing to Sources: Satiric Narrative (RP)</p> <p>Speaking and Listening: Reflective Narrative Students develop and present a narrative telling about an event or situation from a unique perspective.</p> <p> Speaking and Listening: Reflective Narrative</p> <p> Speaking and Listening: Reflective Narrative (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p>	<p>MAKING MEANING</p> <p>Media Vocabulary cinematography; superimposition; mime</p> <p>First Review Students Look, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media-Video and Art/Photography</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Gulliver's Travels: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the selections.</p> <p>STANDARDS RL.11-12.7; RL.11-12.10</p>	<p>MAKING MEANING</p> <p>Close Review Students will revisit the film and book covers and record any new observations.</p> <p> Close-Review Guide: Media-video/Art and Photography</p> <p>Analyze the Media Students will respond to questions about the artwork.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: cinematography; superimposition; mime</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Critical Evaluation Students write a critical evaluation of the artistic representations of Swift's text.</p>	<p>PERFORMANCE TASK</p> <p>Write a Reflective Essay Students write a narrative addressing this question: When do we need a new vision of thing?</p> <p>PreWriting/Planning Students develop the narrator, gather evidence from sources, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.11-12.3.a-e; W.11-12.10; L.11-12.2; L.11-12.3; L.11-12.3.a</p>	<p>LANGUAGE DEVELOPMENT: STYLE</p> <p>Sentence Variety: Varying Syntax Students look for ways to expand their sentences with phrases and clauses that add specific information.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their narratives.</p> <p>STANDARDS W.11-12.3.b; W.11-12.3.c; W.11-12.3.d; W.11-12.3.e; W.11-12.5; L.11-12.2; L.11-12.3; L.11-12.3.a</p>

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  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		 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)
ELD Companion Support				
Unit 4, Lesson 7 Vocabulary Selection: <i>diagnosis, duplicates</i> Academic: <i>grant, major, project, reject</i> Read Aloud, Think Aloud “The Future is Now” Classroom Conversation Whole Class Discussion	Unit 4, Lesson 8 Time to Read Read Independently Vocabulary Oops: Subject-Verb Agreement Word Study: Introduce Suffixes <i>-ful, -ic, and -ist</i>	Unit 4, Lesson 8 Whole Group Revise Work Time Instruction Reteach: Suffixes <i>-ful, -ic, and -ist</i> Work Time Assignments Word Study: Suffixes <i>-ful, -ic, and -ist</i>	Unit 4, Lesson 9 Vocabulary Selection: <i>endurance, dormitory</i> Academic: <i>featuring, performed, results, returned</i> Read Aloud, Think Aloud “The Computer and Technology Revolutions” Classroom Conversation Partner Conversation	Unit 4, Lesson 10 Time to Read Read Independently Vocabulary Word Study: Introduce Multiple Meaning Words Word Study: Introduce Suffixes <i>-ful, -ic, and -ist</i>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 468-471</p>	<p>SELECTION To His Coy Mistress Andrew Marvell</p> <p>SE pp 473-479</p>	<p>SELECTION To the Virgins, to Make Much of Time Robert Herrick</p> <p>Youth's the Season Made for Joy John Gay</p> <p>SE pp 480-485</p>	<p>SELECTION To the Virgins, to Make Much of Time Robert Herrick</p> <p>Youth's the Season Made for Joy John Gay</p> <p>SE pp 485-487</p>	<p>SELECTION To the Virgins, to Make Much of Time Robert Herrick</p> <p>Youth's the Season Made for Joy John Gay</p> <p>SE pp 488-489</p>
<p>Essential Question <i>Why are both vision and disillusion necessary?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary sport; languish</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> To His Coy Mistress: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> To His Coy Mistress: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the poem.</p> <p>Research to Explore Students research other works by Andrew Marvell.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary succeed; prime; season</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> To the Virgins/Youth's the Season: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> To the Virgins/Youth's the Season: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research something interesting from the text and</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: succeed; prime; season</p> <p>Word Study: Latin Root: -prim- Students complete activities relating to the Latin root -prim-.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -prim- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>MAKING MEANING</p> <p>Analyze Craft and Structure: Development of Theme Students find examples of style, tone, images, and themes.</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Critical Essay Students write an essay exploring evaluating the three poems' treatments of a similar theme.</p> <p> Writing to Compare: Explanatory Text</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.11-12.2; W.11-12.1; W.11-12.4; W.11-12.9.a</p>

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<p>Students choose specific roles for each member.</p>	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sport; languish</p> <p>Word Study: Changing Usage</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Changing Usage (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Development of Theme Students analyze tone and imagery in the poems and how they contribute to theme.</p>	<p>formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.b; L.11-12.4.c</p>	<p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Varying Syntax: Balanced Sentences Students identify types of sentences.</p> <p> Conventions and Style: Varying Syntax: Balanced Sentences</p> <p> Conventions and Style: Varying Syntax: Balanced Sentences (RP)</p> <p>SELECTION TEST</p> <p>  Selection Test: Poetry Collection 2</p> <p>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</p>	
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	<p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Expressing Theme With Verb Moods Students identify verb mood in the poem.</p> <p> Conventions and Style: Expressing Theme With Verb Moods</p> <p> Conventions and Style: Expressing Theme With Verb Moods (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: To His Coy Mistress</p> <p>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</p>			
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myPerspectives ELL Support				
	<p> Audio Summary</p> <p> To His Coy Mistress: Accessible Text</p> <p> Word Study: Changing Usage (RP) (TE p 477)</p> <p> Analyze Craft and Structure: Development of Theme (RP) (TE p 478)</p> <p> Conventions and Style: Expressing Theme With Verb Moods (RP) (TE p 479)</p> <p>Personalize for Learning English Language Support: Using Verb Moods (TE p 479)</p> <p> English Language Support Lesson: Verb Moods (On Realize)</p>	<p> Audio Summary</p> <p> To the Virgins/Youth's the Season: Accessible Text</p> <p>Personalize for Learning English Language Support: Carpe Diem (TE p 482)</p>	<p> Word Study: Latin Root: -prim- (RP) (TE p 485)</p> <p> Analyze Craft and Structure: Development of Theme (RP) (TE p 486)</p> <p> Conventions and Style: Varying Syntax: Balanced Sentences (RP) (TE p 487)</p> <p>Personalize for Learning English Language Support: Finding the Theme (TE p 486)</p> <p> English Language Support Lesson: Theme (On Realize)</p>	
ELD Companion Support				
Unit 4, Lesson 10	Unit 4, Lesson 11	Unit 4, Lesson 11	Unit 4, Lesson 12	Unit 4, Lesson 13
<p>Work Time Instruction Word Study Reader: Comics and Animation</p> <p>Work Time Assignments Word Study: Multiple Meaning Words and Suffixes <i>-ful</i>, <i>-ic</i>, and <i>-ist</i></p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Time, Money, Distance, and Weight Word Study: Introduce Word Families</p>	<p>Work Time Instruction Reteach: Word Families</p> <p>Work Time Assignments Word Study: Word Families Interactive Reader</p>	<p>Vocabulary Selection: <i>breadth</i> Academic: <i>access</i>, <i>contrary</i>, <i>despite</i>, <i>instance</i></p> <p>Read Aloud, Think Aloud "How Do I Love Thee?" and "On Love"</p> <p>Classroom Conversation Partner Conversation</p>	<p>Time to Read Read Independently</p> <p>Vocabulary Oops: Time, Money, Distance, and Weight Word Study: Introduce Related Words</p>

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DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION from the Divine Comedy: Inferno Dante Alighieri</p> <p>The Second Coming William Butler Yeats</p> <p>SE pp 492-500</p>	<p>SELECTION from the Divine Comedy: Inferno Dante Alighieri</p> <p>The Second Coming William Butler Yeats</p> <p>SE pp 500-503</p>	<p>SELECTION Araby James Joyce</p> <p>SE pp 504-512</p>	<p>SELECTION Araby James Joyce</p> <p>SE pp 512-515</p>	<p>SELECTION The Explosion Philip Larkin</p> <p>Old Love Francesca Beard</p> <p>SE pp 516-525</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary juttid; converged; entwining</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from the Divine Comedy/The Second Coming: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from the Divine Comedy/The Second Coming: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: juttid; converged; entwining</p> <p>Word Study: Latin Prefix: con-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: con- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Author's Choices: Symbolism Students note possible meanings for symbols and identify symbolic elements from each poem.</p> <p> Analyze Craft and Structure: Author's Choices: Symbolism</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary tedious; chafed; intolerable</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Araby: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Araby: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research something interesting from the text and</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: tedious; chafed; intolerable</p> <p>Word Study: Word Families</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Families (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Author's Choices: Narrative Structure Students describe inferences they draw from passages.</p> <p> Analyze Craft and Structure: Author's Choices: Narrative Structure</p> <p> Analyze Craft and Structure: Author's Choices: Narrative Structure (RP)</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary dimmed; prismatic; wavered</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Explosion/Old Love: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Explosion/Old Love : First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p>

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<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.1-12.4.a</p>	<p> Analyze Craft and Structure: Author's Choices: Symbolism (RP)</p> <p>Conventions and Style: Rhetorical Devices Students analyze rhetorical devices such as periphrasis and allusion.</p> <p> Conventions and Style: Rhetorical Devices</p> <p> Conventions and Style: Rhetorical Devices (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Presentation with Graphics Students research the historical context of the readings and present the results.</p> <p> Research: Presentation with Graphics</p> <p> Research: Presentation with Graphics (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: Poetry Collection 3</p> <p>STANDARDS RL.11-12.1; RL.11-12.3; RL.11-12.4; W.11-12.6; W.11-</p>	<p>formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.d</p>	<p>Conventions and Style: Varying Sentences: Loose Sentences Students identify loose sentences.</p> <p> Conventions and Style: Varying Sentences: Loose Sentences</p> <p> Conventions and Style: Varying Sentences: Loose Sentences (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Compare-and-Contrast Essay Students write an essay comparing authors.</p> <p> Writing to Sources: Compare-and-Contrast Essay</p> <p> Writing to Sources: Compare-and-Contrast Essay (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: Araby</p> <p>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;</p>	<p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: dimmed; prismatic; wavered</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Impact of Word Choice Students analyze examples of imagery and sound devices in the poems.</p> <p> Analyze Craft and Structure: Impact of Word Choice</p>
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	<p>SL.11-12.5; L.11-12.4.b; L.11-12.4.c; L.11-12.5.a</p>		<p>L.11-12.3.a; L.11-12.4.b; L.11-12.5</p>	<p> Analyze Craft and Structure: Impact of Word Choice (RP)</p> <p>Conventions and Style: Meter and Free Verse Students mark stressed and unstressed syllables in the excerpts.</p> <p> Conventions and Style: Meter and Free Verse</p> <p> Conventions and Style: Meter and Free Verse (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Response to Literature Students participate in a panel discussion a poetry reading or a multimedia presentation.</p> <p> Speaking and Listening: Response to Literature</p> <p> Speaking and Listening: Response to Literature (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: Poetry Collection 4</p> <p>STANDARDS</p>
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				RL.11-12.4; RL.11-12.5; RL.11-12.10; SL.11-12.1; SL.11-12.1.a; SL.11-12.1.c; SL.11-12.5; L.11-12.4; L.12.5
myPerspectives ELL Support				
<p> Audio Summary</p> <p> from the Divine Comedy/The Second Coming: Accessible Text</p> <p>Personalize for Learning English Language Support: A Analyzing an Image (TE p 492)</p> <p>Personalize for Learning English Language Support: Choral Reading (TE p 497)</p>	<p> Word Study: Latin Prefix: <i>con-</i> (RP) (TE p 500)</p> <p> Analyze Craft and Structure: Author's Choices: Symbolism (RP) (TE p 501)</p> <p> Conventions and Style: Rhetorical Devices (RP) (TE p 502)</p> <p> Research: Presentation with Graphics (RP) (TE p 503)</p> <p>Personalize for Learning English Language Support: Writing With Periphrasis (TE p 502)</p> <p> English Language Support Lesson: Periphrasis (On Realize)</p> <p>Personalize for Learning English Language Support: Presentation (TE p 503)</p>	<p> Audio Summary</p> <p> Araby: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Adjectives (TE p 508)</p> <p>Personalize for Learning English Language Support: Writing Literary Texts (TE p 511)</p>	<p> Word Study: Word Families (RP) (TE p 512)</p> <p> Analyze Craft and Structure: Narrative Structures (RP) (TE p 513)</p> <p> Conventions and Style: Varying Sentences: Loose Sentences (RP) (TE p 514)</p> <p> Writing to Sources: Compare-and-Contrast Essay (RP) (TE p 515)</p> <p>Personalize for Learning English Language Support: Writing with Implications (TE p 513)</p> <p> English Language Support Lesson: Implications (On Realize)</p> <p>Personalize for Learning English Language Support: Organizing a Compare-and-Contrast Essay (TE p 515)</p>	<p> Audio Summary</p> <p> The Explosion/Old Love: Accessible Text</p> <p> Word Study: Multiple-Meaning Words (RP) (TE p 522)</p> <p> Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 523)</p> <p> Conventions and Style: Meter and Free Verse (RP) (TE p 524)</p> <p> Speaking and Listening: Response to Literature (RP) (TE p 525)</p> <p>Personalize for Learning English Language Support: Thought Process (TE p 520)</p> <p>Personalize for Learning English Language Support: Using Alliteration (TE p 523)</p> <p> English Language Support Lesson: Alliteration (On Realize)</p>

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ELD Companion Support				
<p>Unit 4, Lesson 13</p> <p>Work Time Instruction Reteach: Related Words</p> <p>Work Time Assignments Word Study: Related Words</p>	<p>Unit 4, Lesson 14</p> <p>Vocabulary Selection: <i>obscene, legislation</i> Academic: <i>capacity, parallel, range, uniformity</i></p> <p>Read Aloud, Think Aloud "Is There a Law in Cyberspace?"</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 4, Lesson 15</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Word Families Word Study: Introduce Related Words</p>	<p>Unit 4, Lesson 15</p> <p>Work Time Instruction Word Study Reader: Jacob Lawrence</p> <p>Work Time Assignments Word Study: Word Families and Related Words</p>	<p>Time to Read Read Independently Book Club</p>

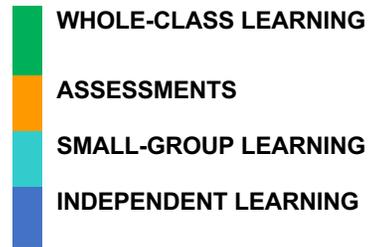
DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Reflective Essay</p> <p>SE pp 526-527</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 528-529</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 530-532</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 533-535</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 536-537</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present a Reflective Essay Students plan and give a reflective narrative.</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize the narrative.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve the presentation form, and brush up on presentation techniques.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.11-12.1; SL.11-12.4.a</p>	<p>Essential Question <i>Why are both vision and disillusion necessary?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for a Narrative Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Reflective Narrative Students will write a narrative answering the question: When can the way we look at things lead to growth – and when can it hold us back?</p> <p>Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.3.a-e; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Dramatic Reading Students use their narrative to prepare a dramatic reading.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.4.a</p>

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		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1</p>		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Writing for a Listening Audience (TE p 527)		 Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Analyzing Language Choices (TE p 534)	
ELD Companion Support				
Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club

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

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- *myPerspectives Plus* also provides 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)

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- 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)
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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 SE pp 538-545	OVERVIEW Whole-Class Learning SE pp 546-547	SELECTION Historical Perspective Focus Period: 1798-1832 SE pp 548-551	SELECTION Anchor Text Lines Composed a Few Miles Above Tintern Abbey/from The Prelude William Wordsworth SE pp 552-563	SELECTION Anchor Text Above Tintern Abbey/from The Prelude William Wordsworth 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 “ <i>Early Dismissal</i> ”. 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.	Essential Question <i>How do we define ourselves?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	AN ERA OF CHANGE Voices of the Period Students read quotes that relate to the key events of the focus period, namely Bonaparte’s ideas about leadership. History of the Period Students discuss the domestic, social, and political upheavals leading up to the Romantic period. Literature Selections Students will read about literature addressing the ideas about the ways in which we define ourselves and how those definitions might change over time. STANDARDS PI.6	MAKING MEANING Concept Vocabulary tranquil; sublime; serene; harmony; bliss; desire First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry Read the Selection <ul style="list-style-type: none">  Selection Audio  Lines Composed a Few Miles Above Tintern Abbey/from The Prelude: Accessible Text Comprehension Check Students complete comprehension questions.  Lines Composed a Few Miles Above Tintern Abbey/from The Prelude: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore	MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft and Structure: Literary Movement: Romanticism Students analyze examples of Romantic poetry.  Analyze Craft and Structure: Literary Movement: Romanticism  Analyze Craft and Structure: Literary Movement: Romanticism (RP) STANDARDS RL.11-12.2; RL.11-12.4

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

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ELD Companion Support				
<p>Unit 5, Lesson 1</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Prepositions with Time Word Study: Introduce Multisyllabic Words</p>	<p>Unit 5, Lesson 1</p> <p>Whole Group Write a Narrative Essay</p> <p>Work Time Instruction Reteach: Multisyllabic Words Narrative Essay: Plan</p> <p>Work Time Assignments Word Study: Multisyllabic Words Interactive Reader Narrative Essay: Plan</p>	<p>Unit 5, Lesson 2</p> <p>Vocabulary Selection: <i>endurance,</i> <i>forbearance</i> Academic: <i>behalf, display,</i> <i>federal, reveal</i></p> <p>Read Aloud, Think Aloud “But Since You Finally Asked”</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 5, Lesson 3</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Prepositions with Time Word Study: Introduce Multiple Meaning Words</p>	<p>Unit 5, Lesson 3</p> <p>Whole Group Narrative Essay: Organize and Sequence a Narrative</p> <p>Work Time Instruction Reteach: Multiple Meaning Words Narrative Essay: Plan</p> <p>Work Time Assignments Word Study: Multiple Meaning Words</p>



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

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

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ELD Companion Support				
<p>Unit 5, Lesson 4</p> <p>Vocabulary Selection: <i>canvasses, limbo, adrenaline</i> Academic: <i>chapter, process, remove, transport</i></p> <p>Read Aloud, Think Aloud "Communication"</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 5, Lesson 5</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Multisyllabic Words Word Study: Introduce Multiple Meaning Words</p>	<p>Unit 5, Lesson 5</p> <p>Work Time Instruction Word Study Reader: Chess Narrative Essay: Write a First Draft</p> <p>Work Time Assignments Word Study: Multisyllabic Words and Multiple Meaning Words Narrative Essay: Write</p>	<p>Unit 5, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Prepositions with Location Word Study: Introduce the Influence of Arabic on English</p>	<p>Unit 5, Lesson 6</p> <p>Whole Group Narrative Essay: Analyze a Conclusion</p> <p>Work Time Instruction Reteach: Influence of Arabic on English Narrative Essay: Write a Conclusion</p> <p>Work Time Assignments Word Study: The Influence of Arabic on English Interactive Reader</p>

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

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	<p> Conventions and Style: Commas in Elliptical Sentences</p> <p> Conventions and Style: Commas in Elliptical Sentences (RP)</p> <p>STANDARDS L.11-12.1; L.11-12.2; L.11-12.4.c; L.11-12.4.d</p>	<p> Selection Test: from Frankenstein</p> <p>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</p>		
myPerspectives ELL Support				
<p> Analyze Craft and Structure: Literary Movements: Gothic Literature (RP) (TE p 599)</p> <p>Personalize for Learning English Language Support: Gothic Literature (TE p 598)</p> <p> English Language Support Lesson: Gothic Novel (On Realize)</p>	<p> Word Study: Latin Root: <i>-mal-</i> (RP) (TE p 600)</p> <p> Conventions and Style: Commas in Elliptical Sentences (RP) (TE p 601)</p>	<p> Speaking and Listening: Research Presentation (RP)</p> <p> Writing to Sources: Personal Narrative (RP)</p> <p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 602)</p> <p>Personalize for Learning English Language Support: Define Key Terms (TE p 603)</p>	<p>Personalize for Learning English Language Support: Story Maps (TE p 605)</p>	<p>Personalize for Learning English Language Support: Provide Spelling Practice (TE p 607)</p>
ELD Companion Support				
<p>Unit 5, Lesson 7</p> <p>Vocabulary Selection: <i>profundity, jibe, Academic: aspect, furthermore, nevertheless, structure</i></p> <p>Read Aloud, Think Aloud “Alice and the Fawn” and “Human Family”</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 5, Lesson 8</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Prepositions with Location Word Study: Introduce Prefixes <i>con-</i>, <i>dis</i>, and <i>trans-</i></p>	<p>Unit 5, Lesson 8</p> <p>Whole Group Narrative Essay: Word Choice</p> <p>Work Time Instruction Reteach: Prefixes <i>con-</i>, <i>dis</i>, and <i>trans-</i> Narrative Essay: Revise</p> <p>Work Time Assignments Word Study: Prefixes <i>con-</i>, <i>dis</i>, and <i>trans-</i></p>	<p>Unit 5, Lesson 9</p> <p>Vocabulary Selection: <i>improvisation, quell, transient Academic: channel, incentive, role, technically</i></p> <p>Read Aloud, Think Aloud “Why I Write”</p> <p>Classroom Conversation Partner Conversation</p>	<p>Unit 5, Lesson 10</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce the Influence of Arabic on English Word Study: Introduce Prefixes <i>con-</i>, <i>dis</i>, and <i>trans-</i></p>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 612-615</p>	<p>SELECTION from Mrs. Dalloway James D. Houston Virginia Woolf</p> <p>SE pp 616-621</p>	<p>SELECTION from Mrs. Dalloway James D. Houston Virginia Woolf</p> <p>SE pp 622-623</p>	<p>SELECTION Apostrophe to the Ocean George Gordon, Lord Byron</p> <p>The World is Too Much With Us/London, 1802 William Wordsworth</p> <p>SE pp 624-633</p>	<p>SELECTION Apostrophe to the Ocean George Gordon, Lord Byron</p> <p>The World is Too Much With Us/London, 1802 William Wordsworth</p> <p>SE pp 634-635</p>
<p>Essential Question <i>How do we define ourselves?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary solemnity; leaden; dejected</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Mrs. Dalloway: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Mrs. Dalloway: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research the Bloomsbury Group.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Using Dashes for Effect Students analyze how to use dashes to create a particular effect.</p> <p> Conventions and Style: Using Dashes for Effect</p> <p> Conventions and Style: Using Dashes for Effect (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Presentation Students create a presentation using one of several options: panel discussion, debate, or response to literature.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.1.b; L.11-12.2; L.11-12.3</p>	<p>MAKING MEANING torrid; sordid; stagnant</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Apostrophe to the Ocean/The World is Too Much/London, 1802: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Apostrophe to the Ocean/The World is Too Much/London, 1802: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Archaic Diction Students analyze how to use dashes to create a particular effect.</p> <p> Conventions and Style: Archaic Diction</p> <p> Conventions and Style: Archaic Diction (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Historical Investigative Research Students conduct a research report that relates historical events of the period to the three poems.</p> <p> Research: Historical Investigative Research</p> <p> Research: Historical Investigative Research (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p>

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	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: solemnity; leaden; dejected</p> <p>Word Study: Anglo-Saxon Suffix: -en Students complete activities using the Anglo Saxon Suffix: -en</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Anglo-Saxon Suffix: -en (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Author's Choices: Modernist Structures</p>		<p>Research to Explore Students choose something interesting from the poems to research.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: torrid; sordid; stagnant</p> <p>Word Study: Cognates Students complete activities related to cognates.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Cognates (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>  Selection Test: Poetry Collection 3</p> <p>STANDARDS W.11-12.7; W.11-12.8; L.11-12.1; L.11-12.1.a</p>
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	<p>Students complete activities to record details about Papa’s behavior during important episodes in the text and make inferences.</p> <ul style="list-style-type: none">  Analyze Craft and Structure: Author’s Choices: Modernist Structures  Analyze Craft and Structure: Author’s Choices: Modernist Structures (RP) <p>STANDARDS RL.11-12.3; RL.11-12.5; RL.11-10.10; L.11-12.4; L.11-12.4.b</p>		<p>Analyze Craft and Structure: Figurative Language Students identify examples of figurative language in the poems.</p> <ul style="list-style-type: none">  Analyze Craft and Structure: Figurative Language  Analyze Craft and Structure: Figurative Language (RP) <p>STANDARDS RL.11-12.4; RL.11-10.10; L.11-12.4; L.11-12.4.c; L.11-12.5; L.11-12.5.a</p>	
myPerspectives ELL Support				
	<ul style="list-style-type: none">  Audio Summary  from Farewell to Manzanar: Accessible Leveled Text  Word Study: Anglo-Saxon Suffix: <i>-en</i> (RP) (TE p 620)  Analyze Craft and Structure: Author’s Choices: Modernist Structures (RP) (TE p 621) <p>Personalize for Learning English Language Support: Writing in the Stream-of-Consciousness Style (TE p 621)</p>	<ul style="list-style-type: none">  Conventions and Style: Using Dashes for Effect (RP) (TE p 622)  Speaking and Listening: Oral Presentation (RP) (TE p 623) 	<ul style="list-style-type: none">  Word Study: Cognates (RP) (TE p 632)  Analyze Craft and Structure: Figurative Language (RP) (TE p 633) <p>Personalize for Learning English Language Support: Idioms (TE p 628)</p> <p>Personalize for Learning English Language Support: Sentence Starters (TE p 631)</p>	<ul style="list-style-type: none">  Conventions and Style: Archaic Diction (RP) (TE p 634)  Research: Historical Investigative Research (RP) (TE p 635) <p>Personalize for Learning English Language Support: Writing an Investigative Report (TE p 635)</p> <ul style="list-style-type: none">  English Language Support Lesson: Historical Investigative Research (On Realize)

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	 English Language Support Lesson: Stream-of-Consciousness (On Realize)			
ELD Companion Support				
Unit 5, Lesson 10 Whole Group Narrative Essay: Revise Your Writing Work Time Instruction Word Study Reader: Arabic to English Narrative Essay: Revise Work Time Assignments Word Study: The Influence of Arabic on English and the Prefixes <i>con-</i> , <i>dis-</i> , and <i>trans-</i>	Unit 5, Lesson 11 Time to Read Read Independently Vocabulary Oops: More Prepositions with Locations Word Study: Introduce Greek Roots	Unit 5, Lesson 11 Whole Group Narrative Essay: Edit Your Writing Work Time Instruction Reteach: Greek Roots Narrative Essay: Edit Work Time Assignments Word Study: Greek Roots Interactive Reader	Unit 5, Lesson 12 Vocabulary Selection: <i>traversing</i> , <i>quaint</i> , <i>broth</i> Academic: <i>appropriate</i> , <i>consulting</i> , <i>instructions</i> , <i>selective</i> Read Aloud, Think Aloud “The Last Leaf” Classroom Conversation Partner Conversation	Unit 5, Lesson 13 Time to Read Read Independently Vocabulary Oops: More Prepositions with Location Word Study: Introduce Influence of Spanish on English

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION The Madeleine Marcel Proust</p> <p>SE pp 636-643</p>	<p>SELECTION The Madeleine Marcel Proust</p> <p>SE pp 644-645</p>	<p>SELECTION The Most Forgetful Man in the World Joshua Foer</p> <p>SE pp 646-654</p>	<p>SELECTION The Most Forgetful Man in the World Joshua Foer</p> <p>SE pp 655-657</p>	<p>SELECTION When Memories Never Fade, the Past Can Poison the Present Alix Spiegel</p> <p>SE pp 658-663</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary innocuous; illusory; impalpable</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Madeleine: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Madeleine: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research an aspect of the text they find interesting.</p> <p>Close Read the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Rhetorical Devices Students read and analyze anaphora in the passages.</p> <p> Conventions and Style: Rhetorical Devices</p> <p> Conventions and Style: Rhetorical Devices (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Narrative Students write a narrative based on The Madeleine.</p> <p> Writing to Sources: Narrative</p> <p> Writing to Sources: Narrative (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: The Madeleine</p> <p>STANDARDS RL.11-12.5; W.11-12.3</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary cognitive; amnesia; pathological</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Most Forgetful Man in the World: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Most Forgetful Man in the World: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Technical Vocabulary Students complete activities related to the Vocabulary words: cognitive; amnesia; pathological</p> <p>Word Study: Greek Prefix: a-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Greek Prefix: a- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>MAKING MEANING</p> <p>Media Vocabulary host; correspondent; interviewee</p> <p>First Review Students Listen, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media Audio</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> When Memories Never Fade, the Past Can Poison the Present</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Explore Students research a highly superior autobiographical memory (HSAM)</p> <p>Close Review Students will listen to the broadcast again and record any new observations.</p> <p>Analyze the Media</p>

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<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: innocuous; illusory; impalpable</p> <p>Word Study: Latin Prefix: <i>in-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: <i>in-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Impact of Word Choice Students will analyze passages that appeal to the senses.</p>		<p>Students research an aspect of the text they find interesting.</p> <p>STANDARDS RI.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p>Analyze Craft & Structure: Science Journalism Students will analyze passages that demonstrate purpose.</p> <p> Analyze Craft and Structure: Science Journalism</p> <p> Analyze Craft and Structure: Science Journalism (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions and Style: Technical Writing and Audience Students identify examples of similes and metaphors.</p> <p> Conventions and Style: Technical Writing and Audience</p> <p> Conventions and Style: Technical Writing and Audience (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: The Most Forgetful Man in the World</p> <p>STANDARDS RI.11-12.4; RI.11-12.6; L.11-12.3; L.11-12.4.b</p>	<p>Students will respond to questions about the video, citing evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: host; correspondent; interviewee</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>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.</p> <p> Writing to Compare: Evaluative Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: When Memories Never Fade, the Past Can Poison the Present</p> <p>STANDARDS RI.11-12.7; W.11-12.1; W.11-12.1.a; W.11-12.9; W.11-</p>
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<p> Analyze Craft and Structure: Impact of Word Choice</p> <p> Analyze Craft and Structure: Impact of Word Choice (RP)</p> <p>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</p>				12.9.b; RI.11-12.10; SL.11-12.3; L.11-12.6
<p>myPerspectives ELL Support</p>				
<p> Audio Summary</p> <p> The Madeline: Accessible Leveled Text</p> <p> Word Study: Latin Prefix: <i>in-</i> (RP) (TE p 642)</p> <p> Analyze Craft and Structure: Impact of Word Choice (RP) (TE p 643)</p> <p>Personalize for Learning English Language Support: Sensory Language (TE p 643)</p>	<p> Conventions and Style: Rhetorical Devices (RP)</p> <p> Writing to Sources: Narrative (RP)</p> <p>Personalize for Learning English Language Support: Using Anaphora (TE p 644)</p> <p> English Language Support Lesson: Anaphora (On Realize)</p> <p>Personalize for Learning English Language Support: Connecting Ideas (TE p 645)</p>	<p> Audio Summary</p> <p> The Most Forgetful Man in the World: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Order of Events (TE p 650)</p>	<p> Word Study: Greek Prefix: <i>a-</i> (RP) (TE p 655)</p> <p> Analyze Craft and Structure: Science Journalism (RP) (TE p 656)</p> <p> Conventions and Style: Technical Writing and Audience (RP) (TE p 657)</p> <p>Personalize for Learning English Language Support: Finding the Purpose (TE p 656)</p> <p> English Language Support Lesson: Purpose (On Realize)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Transfer of First Language (TE p 662)</p>
<p>ELD Companion Support</p>				
<p>Unit 5, Lesson 13</p> <p>Work Time Instruction Reteach: Influence of Spanish on English</p>	<p>Unit 5, Lesson 14</p> <p>Vocabulary Selection: <i>wielded, morbid, acute</i></p>	<p>Unit 5, Lesson 15</p> <p>Time to Read Read Independently</p> <p>Vocabulary</p>	<p>Unit 5, Lesson 15</p> <p>Work Time Instruction Word Study Reader: Cameras Through Time</p>	<p>Time to Read Read Independently Book Club</p>

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<p>Work Time Assignments Word Study: Prefixes <i>en-</i>, <i>ri-</i>, <i>in-</i></p>	<p>Academic: <i>accommodations</i>, <i>acknowledge</i>, <i>legislative</i>, <i>schedule</i></p> <p>Read Aloud, Think Aloud “The Last Leaf”</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Word Study: Introduce Greek Roots Word Study: Introduce Influence of Spanish on English</p>	<p>Work Time Assignments Word Study: Greek Roots and The Influence of Spanish on English</p>	
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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Narrative</p> <p>SE pp 664-665</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 666-667</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 668-670</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 671-673</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 674-675</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present a Narrative Students plan a narrative to answer: What does it mean to find or lose oneself?</p> <p>Plan With Your Group Students will analyze the text, gather details and examples, and organize their narrative.</p> <p>Rehearse with Your Group Students practice with the group, fine-tune the content, improve the presentation form, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.11-12.1; SL.11-12.4</p>	<p>Essential Question <i>How do we define ourselves?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Notes for a Personal Narrative Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Personal Narrative Students will write a narrative that answers the question – What types of experiences allow us to discover who we really are?</p> <p>Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.3.a-e; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Elevator Introduction Using their narrative, students condense the main ideas into an elevator introduction.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.5</p>

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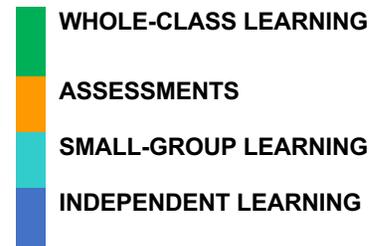
		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Key Vocabulary (TE p 672)	
ELD Companion Support				
<p>Time to Read Read Independently Book Club</p>	<p>Read Aloud, Think Aloud Supplemental</p>	<p>Time to Read Read Independently Book Club</p>	<p>Read Aloud, Think Aloud Supplemental</p>	<p>Time to Read Read Independently Book Club</p>

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**IMPORTANT NOTES**

- *ELD Companion* is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- **myPerspectives Plus** also provides 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

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- History: *from A History of the English Church and People*, Bede, translated by Leo Sherley-Price (1280L)
- Media, Website: *from History of Jamaica*, Encyclopaedia Britannica
- Poetry Collection 1: *The Seafarer*, translated by Burton Raffel (NP)
- Poetry Collection 1: *Dover Beach*, Matthew Arnold (NP)
- Poetry Collection 1: *Escape From the Old Country*, Adrienne Su (NP)
- Poetry Collection 2: *The Widow at Windsor*, Rudyard Kipling (NP)
- Poetry Collection 2: *From Lucy: Englan' Lady*, James Berry (NP)

Independent Learning

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

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay exploring the question:

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

Part 2 – Speaking & Listening: Media Presentation

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

Unit Reflection

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 676-683	OVERVIEW Whole-Class Learning SE pp 684-685	SELECTION Historical Perspective Focus Period: 1901-Present SE pp 686-689	SELECTION Anchor Text Back to My Own Country: An Essay Andrea Levy SE pp 690-699	SELECTION Anchor Text Back to My Own Country: An Essay Andrea Levy 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 “ <i>Home Away From Home</i> ”. 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. Launch Activity	Essential Question <i>What does it mean to call a place home?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	A CHANGING WORLD Voices of the Period Students read quotes that focus on war. History of the Period Students discuss how this period in history saw much growth as governments became more democratic and industrialization allowed more people to prosper. Literature Selections Students reflect on the qualities of home as both a physical place and a psychological concept.	MAKING MEANING Concept Vocabulary assimilate; entitlement; upbringing; myriad; indigenous; hybrid First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction Read the Selection <ul style="list-style-type: none">  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. Research to Explore Students conduct research on an aspect of the text they find interesting.	MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. STANDARDS RI.11-12.1

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

ELD Companion Support				
<p>Unit 6, Lesson 1</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Question Word Order Word Study: Introduce Connotations</p>	<p>Unit 6, Lesson 1</p> <p>Work Time Instruction Reteach: Connotations</p> <p>Work Time Assignments Word Study: Connotations Interactive Reader</p>	<p>Unit 6, Lesson 2</p> <p>Vocabulary Selection: <i>distended, alliance, electrified</i> Academic: <i>contribute, participate, transform, unaware</i></p> <p>Read Aloud, Think Aloud “An Odd Pair”</p> <p>Classroom Conversation Small-Group Discussion</p>	<p>Unit 6, Lesson 3</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Question Word Order Word Study: Introduce Suffixes <i>ence, -ment, and -ness</i></p>	<p>Unit 6, Lesson 3</p> <p>Work Time Instruction Reteach: Suffixes <i>-ence, -ment, and -ness</i></p> <p>Work Time Assignments Word Study: Suffixes <i>-ence, -ment, and -ness</i></p>

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

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myPerspectives ELL Support				
<p> Analyze Craft and Structure: Author's Point of View and Purpose (RP) (TE p 701)</p> <p>Personalize for Learning English Language Support: Evaluating an Essay (TE p 701)</p>	<p> Word Study: Etymology and Usage: <i>myriad</i> (RP) (TE p 702)</p>	<p> Conventions and Style: Voice and Development of Ideas (RP) (TE p 703)</p> <p>Personalize for Learning English Language Support: Asking Rhetorical Questions (TE p 703)</p> <p> English Language Support Lesson: Rhetorical Questions (On Realize)</p>	<p> Audio Summary</p> <p> Shooting an Elephant: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 709)</p>	<p> Analyze Craft and Structure: Situational Irony (RP) (TE p 713)</p> <p>Personalize for Learning English Language Support: Understanding Cohesion (TE p 712)</p>
ELD Companion Support				
<p>Unit 6, Lesson 4</p> <p>Vocabulary Selection: <i>envelops, moot, smoldered</i> Academic: <i>creepy, grouch, growly, prickly</i></p> <p>Read Aloud, Think Aloud "A Runner's Conscience"</p> <p>Classroom Conversation Partner Conversation</p>	<p>Unit 6, Lesson 5</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Connotations Word Study: Introduce Suffixes <i>-ence, -ment, and -ness</i></p>	<p>Unit 6, Lesson 5</p> <p>Work Time Instruction Word Study Reader: Famous Paintings</p> <p>Work Time Assignments Word Study: Connotations and the Suffixes <i>-ence, -ment, and -ness</i></p>	<p>Unit 6, Lesson 6</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Adverb in Sentences Word Study: Introduce Word Families</p>	<p>Unit 6, Lesson 6</p> <p>Work Time Instruction Reteach: Word Families</p> <p>Work Time Assignments Word Study: Word Families Interactive Reader</p>

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

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 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)	
ELD Companion Support				
Unit 6, Lesson 7 Vocabulary Selection: <i>diverse, apartheid</i> Academic: <i>conductor, conference, goal, publish</i> Read Aloud, Think Aloud “Struggles in Africa” Classroom Conversation Whole Class Discussion	Unit 6, Lesson 8 Time to Read Read Independently Vocabulary Oops: Adverbs in Sentences Word Study: Introduce Prefixes <i>per-</i> and <i>pro-</i>	Unit 6, Lesson 8 Work Time Instruction Reteach: Prefixes <i>per-</i> and <i>pro-</i> Narrative Essay: Revise Work Time Assignments Word Study: Prefixes <i>per-</i> and <i>pro-</i>	Unit 6, Lesson 9 Vocabulary Selection: <i>corny, devastated</i> Academic: <i>coordinating, equal, illegal, register</i> Read Aloud, Think Aloud “To My Daughter” Classroom Conversation Small-Group Discussion	Unit 6, Lesson 10 Time to Read Read Independently Vocabulary Word Study: Introduce Word Families Word Study: Introduce Prefixes <i>per-</i> and <i>pro-</i>

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 726-729</p>	<p>SELECTION from A History of the English Church and People Bede, translated by Leo Sherley-Price</p> <p>SE pp 730-737</p>	<p>SELECTION from History of Jamaica Encyclopaedia Britannica</p> <p>SE pp 738-743</p>	<p>SELECTION The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p> <p>SE pp 744-753</p>	<p>SELECTION The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p> <p>SE pp 754-755</p>
<p>Essential Question <i>What does it mean to call a place home?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary breadth; abounding; innumerable</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from A History of the English Church and People: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from A History of the English Church and People: First Read Extension Questions</p> <p>Research to Clarify</p>	<p>MAKING MEANING</p> <p>Media Vocabulary entry; cross-reference; hyperlink</p> <p>First Read Students Explore, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Interactive Media</p> <p>Read the Selection</p> <p> from History of Jamaica: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students conduct research on an aspect of the selection they find interesting.</p> <p>Close Review</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary desolation; fervent; blanch</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Seafarer/Dover Beach/Escape From the Old Country: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Seafarer/Dover Beach/Escape From the Old Country: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: desolation; fervent; blanch</p> <p>Word Study: Latin Root: -sol-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -sol- (RP)</p> <p>Word Network</p>

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<p>Working on Group Projects Students choose specific roles for each member.</p>	<p>Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research one aspect of the text they find interesting.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: breadth; abounding; innumerable</p> <p>Word Study: Anglo-Saxon Suffix: -th</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Anglo-Saxon Suffix: -th (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>Students will review the article and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the article, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: entry; cross-reference; hyperlink</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>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.</p> <p> Writing to Compare: Compare-and-Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: from History of Jamaica</p>	<p>Research to Explore Students conduct research on Anglo-Saxon seafaring.</p> <p>STANDARDS RI.11-12.10; L.11-12.4.a; L.11-12.4</p>	<p>Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Theme Students analyze specific details about each poem's subject and identify universal and culturally specific themes.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>STANDARDS RL.11-12.2; L.11-12.4.d</p>
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	<p>Analyze Craft & Structure: Author’s Choices: Elements of Historical Writing Students note examples of Bede’s approach to historical writing.</p> <p> Analyze Craft and Structure: Elements of Historical Writing</p> <p> Analyze Craft and Structure: Elements of Historical Writing (RP)</p> <p>Conventions and Style: Punctuation in Series Students identify the words separated by serial commas in sentences.</p> <p> Conventions and Style: Punctuation in Series</p> <p> Conventions and Style: Punctuation in Series (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: from A History of the English Church</p> <p>STANDARDS RI.11-12.1; RI.11-12.5; RI.11-12.10; L.11-12.1.a; L.11-12.1.b; L.11-12.2; L.11-12.4.b; L.11-12.4.c</p>	<p>STANDARDS RI.11-12.1; RI.11-12.7; RI.11-12.10; W.11-12.2; W.11-12.9.b; L.11-12.6</p>		
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	<p> Audio Summary</p> <p> from A History of the English Church: Accessible Leveled Text</p> <p> Word Study: Anglo-Saxon Suffix: <i>-th</i> (RP) (TE p 735)</p> <p> Analyze Craft and Structure: Elements of Historical Writing (RP) (TE p 736)</p> <p> Conventions and Style: Punctuation in Series (RP) (TE p 737)</p> <p>Personalize for Learning English Language Support: Using Hierarchies in Writing (TE p 736)</p> <p> English Language Support Lesson: Hierarchy (On Realize)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Taking Notes (TE p 742)</p>	<p> Audio Summary</p> <p> The Seafarer/Dover Beach/Escape From the Old Country: Accessible Text</p> <p>Personalize for Learning English Language Support: One Topic or Two? (TE p 748)</p> <p>Personalize for Learning English Language Support: Preteach Vocabulary (TE p 751)</p>	<p> Word Study: Latin Root: <i>-sol-</i> (RP) (TE p 754)</p> <p> Analyze Craft and Structure: Development of Theme (RP) (TE p 755)</p> <p>Personalize for Learning English Language Support: Universal/Universe (TE p 755)</p>
ELD Companion Support				
<p>Unit 6, Lesson 10</p> <p>Work Time Instruction Word Study Reader: Ice Hockey</p> <p>Work Time Assignments Word Study: Word Families and Introduce Prefixes <i>per-</i> and <i>pro-</i></p>	<p>Unit 6, Lesson 11</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Order of Adjectives Word Study: Introduce Acronyms and Initialism</p>	<p>Unit 6, Lesson 11</p> <p>Work Time Instruction Reteach: Acronyms and Initialism</p> <p>Work Time Assignments Word Study: Acronyms and Initialism Interactive Reader</p>	<p>Unit 6, Lesson 12</p> <p>Vocabulary Selection: <i>integrated, strife, famine</i> Academic: <i>ethnicity, immigrant, labor, version</i></p> <p>Read Aloud, Think Aloud "Social Issues in a Global World"</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 6, Lesson 13</p> <p>Time to Read Read Independently</p> <p>Vocabulary Oops: Order of Adjectives Word Study: Introduce Connotations</p>

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

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		<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: cavalry; stores; rank</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.5</p>		
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<p> Conventions and Style: Forms of Address (RP) (TE p 756)</p> <p>Personalize for Learning English Language Support: Writing to an Audience (TE p 756)</p> <p> English Language Support Lesson: Implied Audience (On Realize)</p>	<p> Speaking and Listening: Podcast (RP) (TE p 757)</p>	<p> Audio Summary</p> <p> From Lucy: Englan' Lady: Accessible Leveled Text</p> <p> Word Study: Multiple-Meaning Words (RP) (TE p 764)</p> <p>Personalize for Learning English Language Support: Poetic Language (TE p 762)</p>	<p> Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 765)</p> <p> Conventions and Style: Dialect (RP) (TE p 766)</p> <p>Personalize for Learning English Language Support: The Prefix <i>mono-</i> (TE p 765)</p> <p>Personalize for Learning English Language Support: Understanding Dialect (TE p 766)</p> <p> English Language Support Lesson: Dialect (On Realize)</p>	<p> Writing to Sources: Formal Analysis (RP) (TE p 767)</p>
ELD Companion Support				
<p>Unit 6, Lesson 13</p> <p>Work Time Instruction Reteach: Connotations</p> <p>Work Time Assignments Word Study: Connotations</p>	<p>Unit 6, Lesson 14</p> <p>Vocabulary Selection: <i>pesticides, precipitation</i> Academic: <i>complex, financial, sum, traditionally</i></p> <p>Read Aloud, Think Aloud "Development and the Environment"</p> <p>Classroom Conversation Whole Class Discussion</p>	<p>Unit 6, Lesson 15</p> <p>Time to Read Read Independently</p> <p>Vocabulary Word Study: Introduce Acronyms and Initialisms Word Study: Introduce Connotations</p>	<p>Unit 6, Lesson 15</p> <p>Work Time Instruction Word Study Reader: Four Teens Who Made a Difference</p> <p>Work Time Assignments Word Study: Acronyms and Initialisms and Connotations</p>	<p>Time to Read Read Independently Book Club</p>

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Panel Discussion</p> <p>SE pp 768-769</p> <p>PERFORMANCE TASK</p> <p>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?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and examples, and organize your presentation.</p> <p>Rehearse with Your Group Students practice the discussion, fine-tune the content, improve use of media, and brush-up on your presentation techniques.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.c; SL.11-12.4; SL.11-12.5; SL.11-12.6</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 770-771</p> <p>Essential Question <i>What does it mean to call a place home?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 772-774</p> <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide Close-Read Guide  First-Read Guide Close-Read the Text</p> <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>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.</p> <p>Evidence Log</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 775-777</p> <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their content.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an essay explaining different perspectives on the concept of home.</p> <p>Informative Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.11-12.2.a-f; W.11-12.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 778-779</p> <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Media Presentation After use their informative essay as the basis for a media presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.5</p>

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		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)	
ELD Companion Support				
Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club	Read Aloud, Think Aloud Supplemental	Time to Read Read Independently Book Club