

BCS Literacy Vision**Grade 12****Unit Overview**

In this unit,

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.

Essential Questions:

- *How do people come to have different views of society?*

Anchor Text(s)

- 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

Related Texts**Informational Texts**

- Historical Account: *from The Worms of the Earth Against the Lions*, from *A Distant Mirror*, Barbara W. Tuchman (1380L)
- Essay: *Shakespeare's Sister*, Virginia Woolf (1120L)
- Public Document: *Passenger Manifest for the MV Empire Windrush*
- 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)

Literary Texts

- Essay/Poetry: *On Seeing England for the First Time*, Jamaica Kincaid (1190L)
- Essay/Poetry: *XXIII from Midsummer*, Derek Walcott (NP)
- 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

End-of-Unit 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.

Week 1	
Day 1	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Read "Standing Up to Absolute Power". They will then be able to participate in discussions about challenging accepted social practices.○ Add new words to their Word Network as they read texts in the unit.○ Write a summary of the Launch Text.○ Write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?:○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	<p><u>Instructional Plan</u></p>

Day 3	Instructional Plan
Text(s): Historical Perspectives Focus Period: 1066-1485	<p><u>Student Learning Target:</u> 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Analyze what the listed quotations reveal about society's values during this important time in British history.○ Discuss which groups were battling for power and representation and how this might have affected the founding father of the U.S..○ Compare and contrast the genres of fiction and nonfiction.

Day 4	Instructional Plan
<p>Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer</p>	<p><u>Student Learning Target:</u> 11-12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the text
Day 5	Instructional Plan
<p>Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer</p>	<p><u>Student Learning Target:</u> 11-12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete comprehension questions. Research one unfamiliar detail from the text OR research to find out more about the role of the church in English society of Chaucer’s day.

Week 2

Day 6	Instructional Plan
<p>Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer</p>	<p><u>Student Learning Target:</u> 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Examine examples of characterization and social commentary.

Day 7	Instructional Plan
Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer	<u>Student Learning Target:</u> 11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: valiantly; personable; sincerity; eminent; discreet; diligent ○ Complete activities related to the Latin suffix-able-. ○ Add new words to their Word Network as they read texts in the unit.
Day 8	Instructional Plan
Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer	<u>Student Learning Target:</u> 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities identifying word choice.
Day 9	Instructional Plan
Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer	<u>Student Learning Target:</u> 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a response in which they agree or disagree with Condren's take on Chaucer.
Day 10	Instructional Plan
Text(s): The Prologue from The Canterbury Tales Geoffrey Chaucer	<u>Student Learning Targets:</u> 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Prepare and deliver a presentation choosing an occupation from daily life. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 3

Day 11	Instructional Plan
Text(s): Media The Prologue From The Canterbury Tales: The Remix Patience Agbabi	<u>Student Learning Target:</u> 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the media vocabulary words: delivery; gesture; audience reaction ○ Watch: who speaks, what they say, and how they say it. ○ Note: elements that they find interesting and want to revisit ○ Connect: ideas in the video to other media they've experienced, texts they've read, or images they've seen ○ Respond: Complete Comprehension check ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Choose something interesting from the video and formulate a research question.
Day 12	Instructional Plan
Text(s): Media The Prologue From The Canterbury Tales: The Remix Patience Agbabi	<u>Student Learning Target:</u> 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch the video again and write down new observations. ○ Respond to questions about the broadcast. ○ Complete activities related to the media Vocabulary words: ○ Delivery; gesture; audience reaction

	<p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Write an argument using Chaucer's Prologue and Agbabi's "remix" as the basis for a conclusion.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	<p>Instructional Plan</p>
Text(s):	<p><u>Student Learning Target:</u></p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>11-12.W.TTP.2.c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>11-12.W.TTP.2.f Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>1-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Write an explanatory essay discussing how Chaucer finds humor in the difference between the ideas and the real in characters from the story.○ Brainstorm, write a thesis statement, and connect across texts.○ Organize and write a first draft.
Day 15	<p>Instructional Plan</p>
Text(s):	<p><u>Student Learning Targets:</u></p> <p>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>11-12.W.TTP.2.f Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

	<p>11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Practice using hyphenation in sentences. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their essays and share in small groups. ○ Reflect on their essay.
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Week 4

Day 16	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u></p> <p>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 17	Instructional Plan
Text(s): from The Worms of the Earth Against the Lions Barbara W. Tuchman	<p><u>Student Learning Targets:</u></p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: the general ideas of the text. What is it about? Who is involved? ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check. ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research.

Day 18	Instructional Plan
<p>Text(s):</p> <p>from The Worms of the Earth Against the Lions Barbara W. Tuchman</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Complete activities related to the Concept Vocabulary words: demagogue; animosity; provoke○ Add new words to their Word Network as they read texts in the unit.○ Analyze Tuchman's Historical Account.
<p>Day 19</p> <p>Text(s):</p> <p>from The Worms of the Earth Against the Lions Barbara W. Tuchman</p>	<p><u>Student Learning Target:</u></p> <p>11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Complete activities identifying causes and effects.
<p>Day 20</p> <p>Text(s):</p> <p>from The Worms of the Earth Against the Lions Barbara W. Tuchman</p>	<p><u>Student Learning Target:</u></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Participate in a class discussion about issues of social justice and social order raised by the selection.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 5

Day 21	Instructional Plan
<p>Text(s): Shakespeare's Sister Virginia Woolf</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s).</p> <p>11-12.W.TTP.1.a. Introduce precise claim(s).</p> <p>11-12.W.TTP.1.b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Notice: the general ideas of the text. What is it about? Who is involved?○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check by writing a brief summary of the text○ Complete comprehension questions.○ Choose one unfamiliar detail of the text to research.○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.○ Complete activities related to multiple-meaning words.○ Add new words to their Word Network as they read texts in the unit.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 22	Instructional Plan
<p>Text(s):</p> <p>On Seeing England for the First Time Jamaica Kincaid</p> <p>XXIII from Midsummer Derek Walcott</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <p>12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Notice: new information or ideas you learn about the unit topic as you first read the texts ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research OR research the history of British rule in Antigua or the Brixton riots of April 1981.
Day 23	Instructional Plan
<p>Text(s):</p> <p>On Seeing England for the First Time Jamaica Kincaid</p> <p>XXIII from Midsummer Derek Walcott</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to multiple-meaning words. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify details about the historical contexts of the texts.
Day 24	Instructional Plan
<p>Text(s):</p> <p>On Seeing England for the First Time Jamaica Kincaid</p> <p>XXIII from Midsummer Derek Walcott</p>	<p><u>Student Learning Targets:</u></p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p> <p>11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p>

	<p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Find examples of amplification, allusion, and irony in the reading.○ Prepare and deliver a presentation on the essay and poem they have just read.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 25	Instructional Plan
Text(s): Passenger Manifest for the MV <i>Empire Windrush</i>	<p>Student Learning Targets:</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)</p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Notice: New information or ideas you learned about the unit topic as you first read this text.○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check○ Complete comprehension questions.○ Choose one unfamiliar detail of the text to research OR research the <i>Empire Windrush</i> or another ship that transported immigrants to England or another country.○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.○ Create a profile of a typical passenger on the famous 1948 voyage of the <i>Empire Windrush</i> from Kingston to London.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 6

Day 26	Instructional Plan
Text(s): PERFORMANCE TASK: Speaking and Listening Present a Reader's Theater	<p><u>Student Learning Target:</u> 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ As a group, present a scene addressing which aspects of English society would they change or keep.○ Analyze the text, choose a setting and situation, gather evidence and organize the presentation.○ Practice the presentation, fine-tune the content and brush up on presentation techniques.○ Present as a group and use checklist items to evaluate.
Day 27	Instructional Plan
Text(s): INDEPENDENT LEARNING	<p><u>Student Learning Target:</u> 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

	<ul style="list-style-type: none">○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
Text(s): PERFORMANCE-BASED ASSESSMENT	<p><u>Student Learning Target:</u></p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>11-12.W.TTP.2.c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>11-12.W.TTP.2.f Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>11-12.W.RPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Evaluate the strength of their evidence○ Add notes and evidence that will be used to inform the Performance-Based Assessment.○ Write an explanatory essay describing what factors led to people criticizing their society rather than accepting it.○ Use the rubric to guide their revisions.
Day 30	Instructional Plan
Text(s): PERFORMANCE-BASED ASSESSMENT	<p><u>Student Learning Target:</u></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Use a movie-making program to create a video explanation.○ Reflect on Unit goals, learning strategies, and the text.