

BCS Literacy Vision**Grade****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 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.

Essential Questions:

- ***How do our attitudes toward the past and future shape our actions?***

Anchor Text(s)

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

Related Texts**Informational Texts**

- 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)
- Science Articles: **What's Your Time Perspective?**, Jane Collingwood (1100L)
- Science Articles: **Does Time Pass, Does Time Pass?** (1150L)

Literary Texts

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

Nonprint Texts

- 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

End-of-Unit 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:

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

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 "Better Never to Have Met at All" and participate in discussions about facing the future and confronting the past.○ Add new words to their Word Network as they read texts in the unit.○ Write a summary of the Launch Text.○ Participate in an activity related to the unit theme.○ Write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	<p><u>Instructional Plan</u></p> <p>Text(s):</p> <p><u>Student Learning Target:</u> 11-12.RL.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 3	Instructional Plan
Text(s): Historical Perspective Focus Period 1485-1625	<p><u>Student Learning Target:</u> 11-12.RL.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 the words of key people during the Renaissance and Reformation, including Martin Luther, Elizabeth I, and Sir Walter Raleigh.○ Discuss what motivations might have caused radical decisions and what lessons the founders of the U.S. may have learned from England's past.○ Explore how the literature of the time pertains to how our attitudes toward time shape our actions.○ Read about and discuss Elizabethan Theater and Shakespeare in performance.○ Learn about the life of Shakespeare and how to read his plays.
Day 4	Instructional Plan
Text(s): The Tragedy of Macbeth, Act I William Shakespeare	<p><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.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do.○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check and writing a brief summary of the selection○ Complete comprehension questions○ Research one unfamiliar detail from the text OR research to find representations of Macbeth or Lady Macbeth in a work of visual art.○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.

Day 5	Instructional Plan
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act I William Shakespeare</p>	<p><u>Student Learning Target:</u> 11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 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.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: revolt; captivity; assault; flout; rebellious; treasons ○ Complete activities related to the Latin Root –<i>bell-</i>. ○ Add new words to their Word Network as they read texts in the unit. ○ Explore why Shakespeare uses a soliloquy. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 2

Day 6	Instructional Plan
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act II William Shakespeare</p>	<p><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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and writing a brief summary of the selection ○ Complete comprehension questions ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 7	Instructional Plan
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act II William Shakespeare</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.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.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: allegiance; stealthy; equivocate; sacrilegious; counterfeit; breach ○ Complete activities related to patterns of word changes. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze the structure of lines from the play. ○ Write a psychological report on either Macbeth or Lady Macbeth. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 8	Instructional Plan
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act III William Shakespeare</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> <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.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> <p>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> <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.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and writing a brief summary of the selection ○ Complete comprehension questions ○ Research one unfamiliar detail from the text.

	<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 the Concept Vocabulary words: foully; rancors; incensed; malice; enrages; malevolence○ Complete activities related to the Latin Prefix <i>mal</i>.○ Add new words to their Word Network as they read texts in the unit.○ Identify events that are part of the play's rising action.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 9	Instructional Plan
Text(s): The Tragedy of Macbeth, Act IV William Shakespeare	<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">○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do.○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check and writing a brief summary of the selection○ Complete comprehension questions○ Research one unfamiliar detail from the text.○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.
Day 10	Instructional Plan
Text(s): The Tragedy of Macbeth, Act IV William Shakespeare	<u>Student Learning Targets:</u> 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. 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. 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. 11-12.RL.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. 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. <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Complete activities related to the Concept Vocabulary words: pernicious; laudable; treacherous; avaricious; integrity; sanctity○ Add new words to their Word Network as they read texts in the unit.○ Locate examples of imagery in the play.○ Look for examples of exclamatory phrases in Act IV.

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

Week 3

Day 11	Instructional Plan
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act V William Shakespeare</p>	<p>Student Learning Target:</p> <p>11-12.RL.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.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> <p>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.</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> <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do.○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check and writing a brief summary of the selection○ Complete comprehension questions○ Research one unfamiliar detail from the text OR research to find representations of Macbeth or Lady Macbeth in a work of visual art.○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.
<p>Text(s):</p> <p>The Tragedy of Macbeth, Act V William Shakespeare</p>	<p>Student Learning Target:</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.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.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</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.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</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.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Complete activities related to the Concept Vocabulary words: perturbation; agitation; purge; antidote; pristine; usurper○ Complete activities related to the Latin Root:-turb-.○ Add new words to their Word Network as they read texts in the unit.○ Mark compound adjectives in Act V.○ Write a character profile examining Macbeth's character and decision making or write a news report about the battle in <i>Macbeth</i>.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 13	Instructional Plan
Text(s): Media: The Tragedy of Macbeth, Act V, Scene i L.A. Theatre Works/LibriVox	<p><u>Student Learning Target:</u></p> <p>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> <p>11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</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.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.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">○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do.○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check and writing a brief summary of the selection○ Complete comprehension questions○ Research one unfamiliar detail from the text OR research something from the audio presentations that interests them and formulate a research question○ Listen to the audio performance again and write down new observations.○ Respond to questions about the interview.○ Complete activities related to the media Vocabulary words: sound effects; editing; pacing○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 14	Instructional Plan
<p>Text(s): PERFORMANCE TASK: WRITING FOCUS Write an Argument</p>	<p>Student Learning Target:</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 concerns.</p> <p>11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.</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"> ○ Write an argument answering the question: In what ways does Macbeth attempt to control the future and to bury the past? ○ Write a claim, consider possible counterclaims, gather evidence and consider audience and purpose. ○ Organize and write a first draft.
Day 15	Instructional Plan
<p>Text(s): PERFORMANCE TASK: WRITING FOCUS Write an Argument</p>	<p>Student Learning Targets:</p> <p>11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <p>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> <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.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.</p> <p>11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</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">○ Use rhetorical devices, appeals, analogies, and case studies to improve their writing.○ Evaluate and revise draft utilizing peer reviews.○ Edit for conventions and proofread for accuracies.○ Create a final version of their arguments and share in small groups.○ Reflect on their arguments.
Week 4	
Day 16	Instructional Plan
Text(s): 	<u>Student Learning Targets:</u> 11-12.RL.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. <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.○ Make a schedule with group for completing tasks.○ Choose specific roles for each member.
Day 17	Instructional Plan
Text(s): Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	<u>Student Learning Targets:</u> 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. 11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 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">○ 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 18	Instructional Plan
Text(s): Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	<u>Student Learning Target:</u> 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. <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Complete comprehension questions.○ Choose something interesting from the poems and research.○ Research to locate media interpretations of the poems.○ 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 the Concept Vocabulary words: toil; assay; devise○ Add new words to their Word Network as they read texts in the unit.
Day 19	Instructional Plan
Text(s): Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	<u>Student Learning Target:</u> 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 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">○ Analyze a sonnet's structure.
Day 20	Instructional Plan
Text(s): Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	<u>Student Learning Target:</u> 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. 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. <ul style="list-style-type: none">● Students will:<ul style="list-style-type: none">○ Find examples of figurative language.

Week 5

Day 21	Instructional Plan
Text(s): Poetry Collection 1 William Shakespeare, Mary Wroth, Edmund Spenser	<p><u>Student Learning Target:</u> 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. 11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a response that compares and contrasts ideas from these sonnets. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 22	Instructional Plan
Text(s): from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode	<p><u>Student Learning Target:</u> 11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase. 11-12.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: General ideas of the text. What is it about? Who is involved? ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and write a brief summary of the text ○ Complete comprehension questions. ○ Choose something interesting from the poems and research. ○ Research to locate media interpretations of the poems. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 23	Instructional Plan
Text(s): from The Naked Babe and the Cloak of Madness Cleanth Brooks	<p><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.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words:

from Macbeth Frank Kermode	<ul style="list-style-type: none"> ○ Perception; unambiguous; idiosyncratic ○ Add new words to their Word Network as they read texts in the unit.
Day 24	Instructional Plan
Text(s): from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode	<u>Student Learning Targets:</u> 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. 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Find examples of quotations in the reading.
Day 25	Instructional Plan
Text(s): from The Naked Babe and the Cloak of Madness Cleanth Brooks from Macbeth Frank Kermode	<u>Student Learning Targets:</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. <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Hold a discussion about <i>The Tragedy of Macbeth</i>. ○ 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 Focus Present an Argument	<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.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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. 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	<ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ As a group, 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?○ Analyze the text, gather evidence, and organize ideas for the presentation.○ Practice the discussion, fine-tune the content, improve referrals to text, and brush-up on presentation technique.○ Present as a group and use checklist items to evaluate.
Day 27	Instructional Plan
Text(s): INTRODUCE INDEPENDENT LEARNING	<u>Student Learning Target:</u> <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.○ Select and read a story from selections available online
Day 28	Instructional Plan
Text(s): INDEPENDENT LEARNING	<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. 11-12.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. 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. <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do○ Annotate: Mark vocabulary and key passages to revisit○ Connect: Ideas within selection to what you already know and have read○ Respond: Complete Comprehension check and write a brief summary of the text○ Review the Close Read Model and complete the close read sections in the selection.○ Respond to questions about the text, citing textual evidence.○ Write about a paragraph that grabbed their interest.○ 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	<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. a. Introduce precise claim(s).

	<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 concerns.</p> <p>11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.\</p> <p>11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.</p> <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> <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 argument in the form of a response to answer: What is the relationship of human beings to time?○ 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.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">○ Present their ideas as a TV commentary that might appear on a talk show.○ Reflect on Unit goals, learning strategies, and the text.