

BCS Literacy Vision

Grade**Unit Overview**

In this unit,

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.

Essential Questions:

- *What does it mean to call a place home?*

Anchor Text(s)

- **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)

Related Texts**Informational Texts**

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Literary Texts

- History: *from A History of the English Church and People*, Bede, translated by Leo Sherley-Price (1280L)
- 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)
- 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)

Nonprint Texts

- Media, Website: *from History of Jamaica*, Encyclopaedia Britannica

End-of-Unit 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.

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"> ○ Will deepen their perspective of the meaning of home by reading, writing, speaking, listening, and presenting. ○ Read “<i>Home Away From Home</i>”. They will then be able to participate in discussions about seeing things new. ○ 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: Which matters more – the present or the future? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s):	<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.
Day 3	Instructional Plan
Text(s): Historical Perspective Focus Period: 1901-Present	<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"> ○ Read quotes that focus on war. ○ Discuss how this period in history saw much growth as governments became more democratic and industrialization allowed more people to prosper. ○ Reflect on the qualities of home as both a physical place and a psychological concept.

Day 4	Instructional Plan
<p>Text(s):</p> <p>Anchor Text Back to My Own Country: An Essay Andrea Levy</p>	<p><u>Student Learning Target:</u> 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"> ○ 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 selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR research something interesting from the text.
Day 5	Instructional Plan
<p>Text(s):</p> <p>Anchor Text Back to My Own Country: An Essay Andrea Levy</p>	<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"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Week 2	
Day 6	Instructional Plan
<p>Text(s):</p> <p>Back to My Own Country: An Essay Andrea Levy</p>	<p><u>Student Learning Target:</u> 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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Determine the author's point of view from the reading.

Day 7	Instructional Plan
<p>Text(s):</p> <p>Back to My Own Country: An Essay Andrea Levy</p>	<p><u>Student Learning Target:</u> 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. 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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: assimilate; entitlement; upbringing; myriad; indigenous; hybrid ○ Complete activities relating to the word <i>myriad</i>. ○ Add new words to their Word Network as they read texts in the unit.
Day 8	Instructional Plan
<p>Text(s):</p> <p>Back to My Own Country: An Essay Andrea Levy</p>	<p><u>Student Learning Target:</u> 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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze examples of the techniques the author uses to convey a unique voice. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 9	Instructional Plan
<p>Text(s):</p> <p>Shooting an Elephant George Orwell</p>	<p><u>Student Learning Target:</u> 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 by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text.

Day 10	Instructional Plan
<p>Text(s):</p> <p>Shooting an Elephant George Orwell</p>	<p><u>Student Learning Targets:</u> 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"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Analyze the way the narrative element leads to situational irony
Week 3	
Day 11	Instructional Plan
<p>Text(s):</p> <p>Shooting an Elephant George Orwell</p>	<p><u>Student Learning Target:</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.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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: imperialism; supplant; despotic; conventionalized; resolute; pretext ○ Complete activities relating to word origins and connotations. ○ Add new words to their Word Network as they read texts in the unit.
Day 12	Instructional Plan
<p>Text(s):</p> <p>Shooting an Elephant George Orwell</p>	<p><u>Student Learning Target:</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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Identify examples of formal and informal language.

Day 13	Instructional Plan
<p>Text(s):</p> <p>Shooting an Elephant George Orwell</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. 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. 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.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. 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. 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 essay analyzing the two works. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p>	<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. 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. 11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented. 11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension. 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. 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 essay that answers the question: How did British colonialism complicate the idea of home? ○ Conduct research, gather evidence, and connect across texts. ○ Organize and write a first draft.

Day 15	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p>	<p><u>Student Learning Targets:</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.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.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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Look for ways to use a variety of appropriate transitions in their writing. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their essay and share in small groups. ○ Reflect on their essays.
Week 4	
Day 16	Instructional Plan
<p>Text(s):</p>	<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
<p>Text(s):</p> <p>from A History of the English Church and People Bede, translated by Leo Sherley-Price</p>	<p><u>Student Learning Targets:</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.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.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>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. ○ Research one unfamiliar detail from the text OR research one aspect of the text they find interesting. ○ 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: breadth; abounding; innumerable ○ Add new words to their Word Network as they read texts in the unit. ○ Note examples of Bede’s approach to historical writing. ○ Identify the words separated by serial commas in sentences. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
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Day 18	Instructional Plan
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<p>Text(s):</p> <p>from History of Jamaica Encyclopedia Britannica</p>	<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.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.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</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> <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.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"> ○ Explore: the interactive media to learn about the ideas it presents. ○ Note: elements you find interesting and want to revisit. ○ Connect: ideas in the interactive media to other media you’ve experienced, texts you’ve read, or images you’ve seen ○ Respond: Complete Comprehension check ○ Complete comprehension questions.
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	<ul style="list-style-type: none"> ○ Research one unfamiliar detail from the text OR research one aspect of the text they find interesting. ○ Review the article and record any new observations. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the media Vocabulary words: entry; cross-reference; hyperlink ○ Write a comparison essay explaining how Bede’s history of England and the Encyclopaedia Britannica’s history of Jamaica are similar and different. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
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Day 19	Instructional Plan
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<p>Text(s):</p> <p>The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p>	<p><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. 11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 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: 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 ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR conduct research on Anglo-Saxon seafaring.
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Day 20	Instructional Plan
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<p>Text(s):</p> <p>The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p>	<p><u>Student Learning Target:</u> 11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase. 11-12.RL.KID.2 Determine multiple themes or 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"> ○ 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: desolation; fervent; blanch ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze specific details about each poem’s subject and identify universal and culturally specific themes.
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Week 5	
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Day 21	Instructional Plan
<p>Text(s):</p> <p>The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p>	<p><u>Student Learning Target:</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.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"> ○ Analyze forms of address in the poems.
Day 22	Instructional Plan
<p>Text(s):</p> <p>The Seafarer Burton Raffel</p> <p>Dover Beach Matthew Arnold</p> <p>Escape From the Old Country Adrienne Su</p>	<p><u>Student Learning Target:</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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Create a podcast. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 23	Instructional Plan
<p>Text(s):</p> <p>The Widow at Windsor Rudyard Kipling</p> <p>From Lucy: Englan’ Lady James Berry</p>	<p><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. 11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a 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. 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.

	<ul style="list-style-type: none"> ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check 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. ○ Complete activities related to the Concept Vocabulary words: cavalry; stores; rank ○ Add new words to their Word Network as they read texts in the unit.
Day 24	Instructional Plan
<p>Text(s):</p> <p>The Widow at Windsor Rudyard Kipling</p> <p>From Lucy: Englan' Lady James Berry</p>	<p><u>Student Learning Targets:</u></p> <p>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.</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> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Record details about each dramatic monologue. ○ Analyze examples of dialect that Kipling and Berry use in their poems
Day 25	Instructional Plan
<p>Text(s):</p> <p>The Widow at Windsor Rudyard Kipling</p> <p>From Lucy: Englan' Lady James Berry</p>	<p><u>Student Learning Targets:</u></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.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.e Use appropriate formatting, graphics, and multimedia to aid comprehension</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Write a formal analysis of the key features of dramatic monologues. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 6	
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Day 26	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: Speaking and Listening Focus Present a Panel Discussion</p>	<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. 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. 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"> ○ Hold a panel discussion to answer this question: What makes a place important enough to write about? ○ Analyze the text, gather evidence and examples, and organize your presentation. ○ Practice the discussion, fine-tune the content, improve use of media, and brush-up on your presentation techniques. Present as a group and use checklist items to evaluate.
Day 27	Instructional Plan
<p>Text(s):</p> <p>INDEPENDENT LEARNING</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"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 28	Instructional Plan
<p>Text(s):</p> <p>INDEPENDENT LEARNING</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. 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.</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 they already know and have read.

	<ul style="list-style-type: none"> ○ Respond: Complete Comprehension check complete comprehension questions. ○ 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.
<p>Day 29</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>PERFORMANCE-BASED ASSESSMENT</p>	<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.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 content. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an essay explaining different perspectives on the concept of home. ○ Use the rubric to guide their revisions.

Day 30	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE-BASED ASSESSMENT</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> <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">○ Use their informative essay as the basis for a media presentation.○ Reflect on Unit goals, learning strategies, and the text.