

BCS Literacy Vision

Grade 11

Unit Overview

In this unit, students will read many examples of people facing their fears.

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about fear.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay that has clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use pronouns to add variety to your writing and presentations.
- Use irony to add a level of meaning to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *How do we respond when challenged by fear?*

Anchor Text(s)

- Anchor Text, Drama: *The Crucible, Act I*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act II*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act III*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act IV*, Arthur Miller (NP)

Related Texts

Informational Texts

- **Historical Perspectives: Focus Period 1920-1960: Times of Trouble**
- Autobiography: *from Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (1040L)
- Magazine Article: "What You Don't Know Can Kill You," Jason Daley (1390L)
- Essay: "What Are You So Afraid Of?", Akiko Busch (1280L)

Literary Texts

- Short Story: "Antojos", Julia Alvarez (980L)
- Poetry: **Runagate Runagate**, Robert Hayden (NP)
- Poetry Collection: **1-800-FEAR**, Jody Gladding (NP)
- Poetry Collection: **Bears at Raspberry Time**, Hayden Carruth (NP)
- Poetry Collection: **For Black Women Who Are Afraid**, TOI Derricotte (NP)

Nonprint Texts

- Media, Audio Performance: *The Crucible*, L.A. Theater Works
- Media, Video: **Interview With George Takei**, Archive of American Television

End-of-Unit Assessment:

Part 1: Writing to Sources:

Students will write an argumentative essay on the following question: Is fear always a harmful emotion?

Part 2: Speaking & Listening:

After completing the final draft of their essay, students will present a video commentary based on the final draft of their argument.

Week 1

Day 1	Instructional Plan
Text(s): UNIT INTRODUCTION SE pp 544-551	Student Learning Target: 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"> ○ Deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting. ○ Read "Is It Foolish to Fear?". They will then be able to discuss facing fears. ○ 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: When does the journey matter more than the destination? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s): Whole-Class Learning SE pp 552-553	Student Learning Target: Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Essential Question: How do we respond when challenged by fear? Students will: <ul style="list-style-type: none"> ○ Listen actively ○ Clarify by asking questions ○ Monitor understanding ○ Interact and share ideas
Day 3	Instructional Plan
Text(s): Historical Perspective Focus Period: 1920-1960 SE pp 554-557	Student Learning Target: Essential Question: How do we respond when challenged by fear? <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Read quotes that relate to the key events of the focus period. ○ Discuss the extreme swings that occurred during the focus time and what these tell us about our nation ○ Discuss fear and its effect during the focus period

Day 4	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act I</i> Arthur Miller</p> <p>SE pp 560-596</p>	<p><u>Student Learning Target:</u> 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</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 by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text.
Day 5	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act I</i> Arthur Miller</p> <p>SE pp 597-599</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. 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> <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: vindictive; calumny; defamation ○ Activities related to the Latin root -fama- ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to analyze the structure of drama including dialogue, stage directions, and dramatic exposition. ○ Mark pronouns from excerpts from the play. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test

Week 2

Day 6	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act II</i> Arthur Miller</p>	<p><u>Student Learning Target:</u> 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed</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

SE pp 600-625	<ul style="list-style-type: none"> ○ 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 something interesting 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
Text(s): Anchor Text <i>The Crucible, Act II</i> Arthur Miller SE pp 625-627	<p><u>Student Learning Target:</u></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.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.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>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"> ○ Complete activities related to the Concept Vocabulary words :condemnation; magistrates; proceeding ○ Look for words in the text that are examples of legal terminology. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to analyze examples of internal and external conflict ○ Discuss whether Mary Warren will defend or condemn Elizabeth Proctor in court. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test
Day 8	Instructional Plan
Text(s): Anchor Text <i>The Crucible, Act III</i> Arthur Miller SE pp 628-657	<p><u>Student Learning Target:</u></p> <p>11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</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 by writing a brief summary of the selection Complete comprehension questions. ○ Research something interesting from the text. ○ Review the Close Read Model and complete the close read sections in the selection.

Day 9	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act III</i> Arthur Miller</p> <p>SE pp 657-659</p>	<p><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.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.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: remorseless; effrontery; callously ○ Complete activities writing synonyms and connotations. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to identify examples of characterization. ○ Locate examples of irony. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test
Day 10	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act IV</i> Arthur Miller</p> <p>SE pp 660-680</p>	<p><u>Student Learning Targets:</u> 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</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 by writing a brief summary of the selection Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research something interesting from the text. ○ Respond to questions about the text, citing textual evidence.
Week 3	
Day 11	Instructional Plan
<p>Text(s): Anchor Text <i>The Crucible, Act IV</i> Arthur Miller</p> <p>SE pp 680-685</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.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.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. 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. 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</p>

	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete activities related to the Concept Vocabulary words: conciliatory; adamant; disputation Complete activities writing definitions and researching Greek origins of words. Add new words to their Word Network as they read texts in the unit. Complete activities to identify literal and symbolic meanings of specific passages. Complete activities to identify biblical allusions of specific passages. Identify and describe examples of dramatic elements presented in a realistic way. Complete Selection Test
Day 12	Instructional Plan
Text(s): The Crucible (Audio) SE pp 686-689	<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. 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"> Listen: Note who is speaking, what they're saying, and how they're saying it. Note: Elements that you find interesting and want to revisit. Connect: Ideas in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check Complete comprehension questions Research something interesting from the text. Listen to the performance again and record any new observations. Respond to questions about the audio, citing evidence.
Day 13	Instructional Plan
Text(s): The Crucible (Audio) SE pp 689-691	<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. 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"> Complete activities related to the Media Vocabulary words: audio play; inflection; expression Write a critical review of the L.A. Theatre Works production of Act I of The Crucible. Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	Instructional Plan
Text(s): PERFORMANCE TASK: WRITING FOCUS Write an Argument	<p><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. 11-12.W.TTP.1.a Introduce precise claim(s).</p>

SE pp 692-696	<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.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</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> <p>Students will:</p> <ul style="list-style-type: none"> ○ Write an argumentative essay defending their position on whether any of the characters in <i>The Crucible</i> could have done more to end the hysteria. ○ Ask questions and gather evidence. ○ Organize and write a first draft.
Day 15	Instructional Plan
<p>Text(s): PERFORMANCE TASK: WRITING FOCUS Write an Argument SE pp 697-699</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.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.</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.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>○ Students will:</p> <ul style="list-style-type: none"> ○ Incorporate indefinite pronouns to improve writing. ○ Evaluate and revise draft utilizing peer reviews ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their essay and place in classroom folder. ○ Reflect on their argumentative essays.

Week 4

Day 16	Instructional Plan
<p>Text(s): OVERVIEW Small-Group Learning</p> <p>SE pp 700-703</p>	<p><u>Student Learning Targets:</u> Essential Question: How do we respond when challenged by fear?</p> <p>Students will:</p> <ul style="list-style-type: none"> ○ Prepare ○ Participate Fully ○ Support Others ○ Clarify ○ Work as a Team: ○ Take a position, <ul style="list-style-type: none"> ▪ List your rules, ▪ Apply the rules, ▪ Name your group, ▪ Create a communication plan ▪ Make a schedule with group for completing tasks. ▪ Choose specific roles for each member.
Day 17	Instructional Plan
<p>Text(s): from <i>Farewell to Manzanar</i> Jeanne Wakatsuki Houston and James D. Houston SE pp 704-712</p>	<p><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.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</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 and write a brief summary of the text ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text.

Day 18	Instructional Plan
<p>Text(s): from <i>Farewell to Manzanar</i> Jeanne Wakatsuki Houston and James D. Houston SE pp 713-714</p>	<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.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or 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 the Concept Vocabulary words: collaborator; conspirators; espionage ○ Complete activities using the Latin Suffix –or ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to record details about Papa's behavior during important episodes in the text and make inferences.
Day 19	Instructional Plan
<p>Text(s): from <i>Farewell to Manzanar</i> Jeanne Wakatsuki Houston and James D. Houston SE p 715</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. 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.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"> ○ Compile notes on the shifting perspective in the selection. ○ Complete Selection Test
Day 20	Instructional Plan
<p>Text(s): Interview With George Takai SE pp 716-719</p>	<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. 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 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.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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch: Who speaks, what they say, and how they say it ○ Note: Elements that you find interesting and want to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete comprehension questions ○ Revisit the video interview and record any new observations. ○ Respond to questions about the video, citing evidence. ○ Complete activities related to the Media Vocabulary words: documentary; eyewitness account; framing

Week 5

Day 21	Instructional Plan
Text(s): Interview With George Takai SE pp 720-721	<p><u>Student Learning Target:</u> 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media. 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.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 using the interview. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 22	Instructional Plan
Text(s): Antojos Julia Alvarez SE pp 722-733	<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.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</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. ○ Research one unfamiliar detail from the text. ○ Research an aspect of the text they find interesting.
Day 23	Instructional Plan
Text(s): Antojos Julia Alvarez SE pp 734-735	<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.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</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: cantina; cabana; machetes

	<ul style="list-style-type: none"> ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze Alvarez's use of plot devices in the story.
Day 24	Instructional Plan
Text(s): Antojos Julia Alvarez SE p 736	Student Learning Targets: 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. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Read and analyze pronouns and antecedents.
Day 25	Instructional Plan
Text(s): Antojos Julia Alvarez SE p 737	Student Learning Targets: 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. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Research and create a timeline, a map, or a field-guide. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test
Week 6	
Day 26	Instructional Plan
Text(s): Speaking and Listening Focus Present an Argument SE pp 738-739	Student Learning Target: 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 th - 12 th 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. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Plan a debate asking if people usually learn from their fear? ○ Will analyze the prompt, gather evidence and media examples, and organize their debate. ○ Practice the debate, fine-tune the content, improve the debate form, and brush up on presentation technique ○ Present as a group and use checklist items to evaluate.

Day 27	Instructional Plan
<p>Text(s): INDEPENDENT LEARNING</p> <p>SE pp 740-741</p>	<p><u>Student Learning Target:</u> Essential Question: How do we respond when challenged by fear?</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Create a Schedule ○ Practice what you have learned ○ Take Notes
Day 28	Instructional Plan
<p>Text(s): INDEPENDENT LEARNING</p> <p>SE pp 742-744</p>	<p><u>Student Learning Target:</u> 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 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, Annotate, Connect, Respond as they read the selection the first time. ○ 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 fear. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
<p>Text(s): PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 745-747</p>	<p><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. 11-12.W.TTP.1.a Introduce precise claim(s). 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. 11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented. 11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 11-12.W.TTP.1.f Establish and maintain a formal style and objective tone. 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Students will:</p> <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 argumentative essay that responds to the question – Is fear always a harmful emotion?

	<ul style="list-style-type: none">○ Use the rubric to guide their revisions.
Day 30	Instructional Plan
<p>Text(s): PERFORMANCE-BASED ASSESSMENT SE pp 748-749</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>Students will:</p> <ul style="list-style-type: none">○ Prepare a speech to present their argument○ Reflect on Unit goals, learning strategies, and the text.