BCS Literacy Vision

Grade		

Unit Overview

In this unit, students will read many examples of people discovering and defining themselves.

Students will be able to:

- Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- ***How do we define ourselves?***

Anchor Text(s)

- Historical Perspectives: **Focus Period 1798-1832: *An Era of Change***
- Anchor Text, Poetry Collection 1: ***Lines Composed a Few Miles Above Tintern Abbey,*** William Wordsworth (NP)
- Anchor Text, Poetry Collection 1**: *from The Prelude,*** William Wordsworth (NP)
- Anchor Text, Poetry Collection 2: ***Ode to a Nightingale,*** John Keats (NP)
- Anchor Text, Poetry Collection 2: ***Ode to the West Wind,*** Percy Bysshe Shelley (NP)
- Anchor Text, Novel Excerpt: ***from Frankenstein,*** Mary Wollstonecraft Shelley (1040)

Related Texts

Informational Texts

- Science Journalism: ***The Most Forgetful Man in the World, from Moonwalking With Einstein,*** Joshua Foer (1450)
- Newspaper Article: ***Seeing Narcissists Everywhere,*** Douglas Quenqua (1300L)
- Newspaper Article: ***A Year in a Word: Selfie,*** Gautam Malkani (1150L)
- Essay: ***from Time and Free Will,*** Henri Bergson (1300)

Literary Texts

- Novel Excerpt: ***from Mrs. Dalloway,*** Virginia Woolf (780L)
- Poetry Collection 3: ***Apostrophe to the Ocean, from Childe Harold's Pilgrimage ,*** George Gordon, Lord Byron (NP)
- Poetry Collection 3: ***The World Is Too Much With Us,*** William Wordsworth (NP)
- Poetry Collection 3: ***London, 1802,*** William Wordsworth (NP)
- Novel Excerpt: ***The Madeleine from Remembrance of Things Past,*** Marcel Proust
- Novel Excerpt: ***from The Portrait of a Lady,*** Henry James (1240L)

Nonprint Texts

- Media, Radio Broadcast; ***When Memories Never Fade, the Past Can Poison the Present, from All things Considered,*** Alix Spiegel (1060)

End-of-Unit Assessment:

Part 1: Writing to Sources: 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):	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. • Students will: ○ Read "*Early Dismissal".* They will then be able to participate in discussions about self-discovery. ○ 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):	Student Learning Target**:** **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. • Students will: ○ 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	Student Learning Target**:** **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. • Students will: ○ Read quotes that relate to the key events of the focus period, namely Bonaparte's ideas about leadership. ○ Discuss the domestic, social, and political upheavals leading up to the Romantic period. ○ Read about literature addressing the ideas about the ways in which we define ourselves and how those definitions might change over time.

Day 4	Instructional Plan
Text(s): Anchor Text **Lines Composed a Few Miles Above Tintern Abbey/from The Prelude** William Wordsworth	Student Learning Target**:** **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. • Students will: ○ **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. ○ Research something interesting from the poems.

Day 5	Instructional Plan
Text(s): Anchor Text **Lines Composed a Few Miles Above Tintern Abbey/from The Prelude** William Wordsworth	Student Learning Target**:** **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. • Students will: ○ 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
Text(s): **Lines Composed a Few Miles Above Tintern Abbey/from The Prelude** William Wordsworth	Student Learning Target**:** **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.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.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. • Students will: ○ Complete activities related to the Concept Vocabulary words: tranquil; sublime; serene; harmony; bliss; desire ○ Use dictionaries to find synonyms and explain nuances of the words.

	○ Identify structural elements Wordsworth uses in the poems. ○ Mark pronouns from excerpts from the play. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 7	**Instructional Plan**
Text(s): Anchor Text **Ode to a Nightingale** John Keats **Ode to the West Wind** Percy Bysshe Shelley	Student Learning Target**:** **11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. **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. • Students will: ○ **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 poems OR research the fireside poets. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 8	**Instructional Plan**
Text(s): Anchor Text **Ode to a Nightingale** John Keats **Ode to the West Wind** Percy Bysshe Shelley	Student Learning Target**:** **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.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. • Students will: ○ Identify elements of an ode evident in the poems. ○ Complete activities related to the Concept Vocabulary words: hemlock; requiem; corpse; decaying; dirge; sepulcher ○ Complete activities relating to the Latin root *–corp*. ○ Add new words to their Word Network as they read texts in the unit.

Day 9	Instructional Plan
Text(s): Anchor Text **Ode to a Nightingale** John Keats **Ode to the West Wind** Percy Bysshe Shelley	Student Learning Target**:** **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.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.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. **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. • Students will: o Gather details that suggest symbolic meanings in the poems. o Write an essay comparing the historical context and settings of the early Romantic Poems with those of the later Romantic poems. o Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 10	Instructional Plan
Text(s): Anchor Text **from Frankenstein** Mary Wollstonecraft Shelley	Student Learning Targets**:** **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.IKI.8** Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. **11-12.RI.IKI.9** Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features. • Students will: o **Notice:** Who or what is "speaking" the poem and whether the poem tells a story or describes a single moment. o **Annotate:** Mark vocabulary and key passages to revisit. o **Connect:** Ideas within selection to what you already know and have read. o **Respond:** Complete Comprehension check o Complete comprehension questions. o Research the Declaration of Independence to find similarities with the monster.

Week 3	
Day 11	**Instructional Plan**
Text(s): **from Frankenstein** Mary Wollstonecraft Shelley	Student Learning Target**:** **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.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. • Students will: ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Find gothic elements in the readings.
Day 12	**Instructional Plan**
Text(s): **from Frankenstein** Mary Wollstonecraft Shelley	Student Learning Target**:** **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.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.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. • Students will: ○ Complete activities related to the Concept Vocabulary words: hideous; odious; despair; dread; consternation; malicious ○ Complete activities relating to the Latin root *–mal-*. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to identify elliptical sentences.
Day 13	**Instructional Plan**
Text(s): **from Frankenstein** Mary Wollstonecraft Shelley	Student Learning Target: **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.2** Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. **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.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **11-12.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. **11-12.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. • Students will: o Write a personal narrative describing events that led to achieving insight of their own identity or self-awareness OR create a presentation that surveys the range of Frankenstein adaptations. o Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	**Instructional Plan**
Text(s):	Student Learning Target: **11-12.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **11-12.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. **11-12.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. **11-12.W.TTP.3.c** Create a smooth progression of experiences or events. **11-12.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. **11-12.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: o Write a personal narrative that addresses this question: How does the world around us contribute to our sense of self? o Choose the topic, gather details, and connect across text. o Organize and write a first draft.

Day 15	Instructional Plan
Text(s):	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. **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.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. **11-12.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. **11-12.W.TTP.3.c** Create a smooth progression of experiences or events. **11-12.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. **11-12.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **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.) • Students will: ○ Review spelling rules for prefixes and suffixes. ○ Evaluate and revise draft utilizing peer reviews ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their narrative and place in classroom folder. ○ Reflect on their personal narratives.

Week 4

Day 16	Instructional Plan
Text(s):	Student Learning Targets: **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. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 17	Instructional Plan
Text(s): from **Mrs. Dalloway** James D. Houston Virginia Woolf	Student Learning Targets: **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. **11-12.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.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. • Students will: o **Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do. o **Annotate:** Mark vocabulary and key passages to revisit. o **Connect:** Ideas within selection to what you already know and have read. o **Respond:** Complete Comprehension check o Complete comprehension questions. o Research one unfamiliar detail from the text OR research the Bloomsbury Group. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Complete activities related to the Concept Vocabulary words: solemnity; leaden; dejected o Complete activities using the Anglo Saxon Suffix: *–en* o Add new words to their Word Network as they read texts in the unit. o Complete activities to record details about Papa's behavior during important episodes in the text and make inferences.

Day 18	Instructional Plan
Text(s): from **Mrs. Dalloway** James D. Houston Virginia Woolf	Student Learning Target: **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. **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. • Students will: o Analyze how to use dashes to create a particular effect. o Create a presentation using one of several options: panel discussion, debate, or response to literature.

Day 19	Instructional Plan
Text(s): **Apostrophe to the Ocean** George Gordon, Lord Byron **The World is Too Much With Us/London, 1802** William Wordsworth	Student Learning Target: **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.c** Consult reference materials, both print and digital, to find the pronunciation 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.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. **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. • Students will: ○ **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 choose something interesting from the poems to research. ○ Complete activities related to the Concept Vocabulary words: torrid; sordid; stagnant ○ Complete activities related to cognates. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify examples of figurative language in the poems.
Day 20	**Instructional Plan**
Text(s): **Apostrophe to the Ocean** George Gordon, Lord Byron **The World is Too Much With Us/London, 1802** William Wordsworth	Student Learning Target: **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.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. **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. • Students will: ○ Analyze how to use dashes to create a particular effect. ○ Conduct a research report that relates historical events of the period to the three poems. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 5	
Day 21	**Instructional Plan**
Text(s): **The Madeleine** Marcel Proust	Student Learning Target: **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. **11-12.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.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.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. • Students will: ○ **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 ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR research an aspect of the text they find interesting. ○ Will 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: innocuous; illusory; impalpable ○ Add new words to their Word Network as they read texts in the unit ○ Analyze passages that appeal to the senses.
Day 22	**Instructional Plan**
Text(s): **The Madeleine** Marcel Proust	Student Learning Target: **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.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. • Students will: ○ Read and analyze anaphora in the passages. ○ Write a narrative based on The Madeleine. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 23	Instructional Plan
Text(s): **The Most Forgetful Man in the World** Joshua Foer	Student Learning Target: **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.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. • Students will: o **Notice**: whom the story is about, what happens, where and when it happens, and why those involved react as they do. o **Annotate**: Mark vocabulary and key passages to revisit. o **Connect**: Ideas within selection to what you already know and have read. o **Respond**: Complete Comprehension check o Complete comprehension questions. o Research one unfamiliar detail from the text OR research an aspect of the text they find interesting.
Day 24	**Instructional Plan**
Text(s): **The Most Forgetful Man in the World** Joshua Foer	Student Learning Targets: **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.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11-12.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **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. • Students will: o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Complete activities related to the Vocabulary words: cognitive; amnesia; pathological o Add new words to their Word Network as they read texts in the unit. o Analyze passages that demonstrate purpose. o Identify examples of similes and metaphors. o Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 25	Instructional Plan
Text(s): **When Memories Never Fade, the Past Can Poison the Present** Alix Spiegel	Student Learning Targets: **11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media. **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.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.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.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. • Students will: ○ Complete activities related to the Media Vocabulary words: host; correspondent; interviewee ○ Write an essay assessing which disorder has a more profound effect on the individual's sense of self and relationship to society. ○ 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 a Narrative	Student Learning Target: **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.2** Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. **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. • Students will: ○ Plan a narrative to answer: What does it mean to find or lose oneself? ○ Analyze the text, gather details and examples, and organize their narrative. ○ Practice with the group, fine-tune the content, improve the presentation form, and brush up on presentation technique. ○ Present as a group and use checklist items to evaluate.

Day 27	Instructional Plan
Text(s): **INDEPENDENT LEARNING**	Student Learning Target: **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. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 28	**Instructional Plan**

Text(s):
 	
INDEPENDENT LEARNING
	Student Learning Target:
	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.
	
	• Students will:
	  ○ **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
	  ○ 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**	Student Learning Target: **11-12.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **11-12.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. **11-12.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. **11-12.W.TTP.3.c** Create a smooth progression of experiences or events. **11-12.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

	11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
	
	• Students will:
	  ○ Evaluate the strength of their evidence
	  ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
	  ○ Write a narrative that answers the question –What types of experiences allow us to discover who we really are?
	  ○ Use the rubric to guide their revisions.

Day 30	**Instructional Plan**

Text(s):
 	
PERFORMANCE-BASED ASSESSMENT
	Student Learning Target:
	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.
	
	• Students will:
	  ○ Using their narrative, condense the main ideas into an elevator introduction.
	  ○ Reflect on Unit goals, learning strategies, and the text.