11th Grade	Quarter 1 Curriculum Map	Weeks 1-9

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a *guide,* not a *script*, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:

- It is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.
- HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.
- All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.
- The HS English Companion Guide also outlines a "text talk" process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.
- The HS English Companion Guide emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

11th Grade	Quarter 1 Curriculum Map	Weeks 1-9

Guidance for ELA Lessons and Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Guidance on Assessments and Tasks

Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.
- LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com)
- Facing History and Ourselves Teaching Strategies
- EL Education Protocols

Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/assessment/tcap-writing-rubrics.html

Daily instruction helps students read and understand text and express that understanding. Within the maps, **daily tasks** have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task

The **culminating task** expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

To assess mastery at a deeper level of understanding, students may also complete **cold-read tasks**. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

Some units include an **extension task**. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

11th Grade	Quarter 1 Curriculum Map	Weeks 1-9
	SCS Instructional Framework	

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The 2017-18 Coaching Guide can be **found here.** The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

HS ELA Resource Toolkit			
Literacy Shifts	**Reading**	**Writing**	**Speaking and Listening**
• College- and Career-Ready Shifts in ELA / Literacy • Key Shifts in ELA • Using Evidence From the Text • Evidence Sentence Starters • Reading Complex Text • Close Reading • Text Complexity and Vocabulary Analysis • Close Reading Poetry • Determine a Deeper meaning of the text • How do the materials support all learners?	• Word Choice and Tone • Reading with Purpose and understanding • Reading with accuracy, rate, and expression • Annotating Text • Jigsaw • Notice and Note Signposts • SOAPstone • TP-CASST • Reading Log	• Opinion Writing • Argumentative Writing • Informational Writing • Narrative Writing • Parts of Speech • Verb and Pronoun Agreement • Capitalization and Punctuation • Sentence Structure • Tenses • Word Choice and Stone • Research Skills • Transitions	• Discussion Reflection • Reading with accuracy, rate, and expression • Conversation Guide • Evidence Sentence Starters • Accountable Talk • Gallery Walk • Philosophical Chairs Debate • Student-led Discussions (Socratic Seminar, Fishbowl)
Language	**Vocabulary**	**Scaffolding**	**Differentiation**
• ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation • 11th Grade Language Standard Expectations: • Grammar – Parts of Speech: • Grammar – Subject/Verb and Pronoun/Antecedent Agreement: • Grammar – Capitalization and Punctuation: • Grammar – Sentence Structure: • Grammar – Tenses: • Grammar – Word Choice, Tone, Style:	• 15 Free Resources for Teaching High Frequency Vocabulary (TESOL) • Adlit.org – Improving Literacy Instruction in the Classroom • Vocabulary Based Activities for the High School Classroom • NEA Spelling and Vocabulary for Grades 9-12 • Edutopia: Tips for Teaching Vocabulary • Effective Strategies for Teaching Vocabulary • Teaching Vocabulary Skills • Paper: Effective Vocabulary Instruction	• Writing and Grammar Interventions • Using Evidence from the Text • Research Skills • Reading with Purpose and Understanding • Reading with Accuracy, Rate, and Expression • Teaching Vocabulary in Context • 20 Vocabulary Lesson Ideas • Complete ACT Grammar and Punctuation Rules • Grammar Exercises at MyEnglishGrammar • GrammarBook.com – English Grammar Rules	• Writing and Grammar Interventions • Using Evidence from the Text • OTHER/ESL: Duolingo • ESL/ELL Resources to Succeed in School • 50 Essential Sources for ESL Students • 43 Excellent Resources for ESL Students • Reading Rockets – Teaching Vocabulary • Grammar Alive: pdf book text (includes resource for non-native speakers) • Perfect English Grammar

• **Basic Grammar Guide** • **Capella University – Grammar Handbook** • **Grammar Alive – pdf book text** • **Purdue Writing Lab – Grammar Exercises** • **Grammar Exercises at ChompChomp** • **Merriam Webster Online Dictionary** • **Merriam Webster – Word of the Day** • **Merriam Webster – Grammar Check**	• **Paper: A "word" about Vocabulary Considerations Packets**	• **Merriam Webster: 8 Grammar Terms You Knew But Forgot** • **Basic English Grammar Rules with Example Sentences**	
Intervention/ Remediation	**ACT/ PSAT**	**State and District Resources**	**Other Resources**
• **RTI** • **Student Supports** • **Dropout Prevention** • **Remediation Strategies**	• **TDOE ACT and SAT Resources –** • **ACT Standards Connections** • **ACT ELA Readiness Writing Standards** • **ACT Reading Standards** • **ACT English Standards** • **ACT/SAT Prep** • **Khan Academy-SAT** • **Official ACT Practice Tests** • **Power Score** • **SAT Connections-** • **SAT Teacher Implementation Guide**	• **State Standards** • **State Blueprint** • **Writing Rubrics** • **TNReady Assessment**	• **Edugoodies** • **Clever** • **Learnzillion Resources** • **Discovery Education** • **Schoology** • **TedED** • **Classroom Management** • **Edutopia**

11th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	*The Scarlet Letter*	*The Scarlet Letter* by Nathaniel Hawthorne	Social Studies, Early American Culture
2	9 weeks	*Our Town*	*Our Town* by Thornton Wilder	Social Studies, Government
3	6 weeks	*A More Perfect Union*	Excerpt from *My Bondage and My Freedom* by Frederick Douglass	Social Studies, Civic Engagement
3	3 weeks	*Transcendentalism*	Excerpt from *Walden* by Henry David Thoreau	Science, Conservation
4	9 weeks	*The American Dream*	*The Great Gatsby* by F. Scott Fitzgerald	Social Studies, 20th Century America

Social Emotional Learning

Central to the HS ELA curriculum, is a focus on students becoming effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, patience, self-management, responsibility, perseverance, collaboration); becoming ethical people, treating others well and standing up for what is right (e.g., morality, justice, empathy, integrity, respect, compassion); and working to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In the 11th grade, students focus on the importance and role of religion in the *Scarlet Letter* unit. They learn about the importance of community in the *Our Town* unit. Finally, students study themes related to equality of opportunity in the A More Perfect Union and American Dream Units.

You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are highlighted in blue. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Grade 11	*The Scarlet Letter*	9 Weeks

Unit Overview

Students read various foundational literary and informational texts to understand the role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity. Students express their understanding by evaluating the impact of symbolism, including religious symbolism, on the development of multiple themes in *The Scarlet Letter*. Students also research the challenges to and limits of the First Amendment.

Text Use: Examine foundational literary works, speeches, and documents; build historical knowledge

Essential Questions:

- How has religion influenced the American identity?
- How do varying levels of religious influence on governments dictate moral and ethical law?
- How does society's definition of "sin" influence or affect the individual?
- Can we have complete religious independence and political freedom in a democracy?
- How are civil rights and religious opinions connected in America?
- How do hypocrisy and conformity interact in society?
- How does an author develop characters, setting, and plot to reveal two or more central ideas?

Anchor Text	Qualitative Analysis of Anchor Text
The Scarlet Letter by Nathaniel Hawthorne, 1280L	To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric. a. Knowledge Demands – Very Complex b. Text Structure – Slightly Complex c. Language Features – Slightly Complex d. Meaning – Exceedingly Complex e. Overall Complexity – Very Complex

Related Texts/ Anchor Text Connections

Build Knowledge: The texts (print and non-print) listed below build student knowledge around the topic (Religion, America, etc.) to make the anchor text accessible for students.

Informational Texts
- *Wisconsin v. Yoder* (No. 70-110), Supreme Court of the United States, 1190L

Nonprint Texts (Fiction or Nonfiction)
- Gallup Poll Results on Religion
- "Americans Say More Religion in US Would Be Positive" from *Gallup*, Frank Newport (Video)

Make Connections: The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.

Literary Texts
- "The Minister's Black Veil" by Nathaniel Hawthorne, 1260L
- "The Devil and Tom Walker" by Washington Irving, 1120L

Informational Texts
- "Sinners in the Hands of an Angry God" by Jonathan Edwards, 1210L
- "How Religion in the United States Avails Itself of Democratic Tendencies" from *Democracy in America*, by Alexis de Tocqueville, 1360L
- John Brown's Speech to the Court at His Trial, 1160L
- December 23, 1776, entry from *The Crisis, No. 1* by Thomas Paine, 1180L
- "A Model of Christian Charity" by John Winthrop, 1170L

End-of-Unit Assessment:

The Scarlet Letter contains a number of significant symbols. Write a literary analysis that examines how Hawthorne's choices in character development, setting development, and the structure of events contribute to the development of two central ideas of The Scarlet Letter. In the analysis, focus on how word choice, tone, and symbolism contribute to the development of characters, setting, and events of the novel. Provide strong and thorough textual evidence that is integrated while maintaining the flow of ideas and including proper citation.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature
11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RL.IKI.7, 11-12.RL IKI.9, 11.RL.RRTC.10

Reading: Informational Texts
11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.CS.4, 11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.9, 11.RI.RRTC.10

Writing
11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.RBPK.7, 11-12.W.RBPK.8, 11-12.W.RBPK.9, 11-12.W.RW.10

Language
11-12.L.KL.3

Speaking and Listening
11-12.SL.CC.1

August 12, 2019-August 16, 2019

August 12, 2019	Instructional Plan
	Flex Day Teachers may use this time to: • Build classroom community using student data • Focus on components of SEL. o What is SEL?

	o SEL in HS ELA Instruction
	o Sample Teaching Activities to Support the Core Competencies of SEL
	o Social Emotional Learning
	• Practice close reading using LZ mini lessons found here.
	• Review and discuss summer reading assignments
	    o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
	       ▪ What is the central idea of the text? How is it developed?
	       ▪ What is the structure of the text? How does it impact the meaning of the text?
	       ▪ Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
	       ▪ What major events or details contribute to the overall meaning.
	       ▪ Why did the author write this text? How is the purpose developed?

August 13, 2019	**Instructional Plan**

	Flex Day
	
	Teachers may use this time to:
	• Build classroom community using student data
	• Focus on components of SEL.
	    o What is SEL?
	    o SEL in HS ELA Instruction
	    o Sample Teaching Activities to Support the Core Competencies of SEL
	    o Social Emotional Learning
	• Practice close reading using LZ mini lessons found here.
	• Review and discuss summer reading assignments
	    o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
	       ▪ What is the central idea of the text? How is it developed?
	       ▪ What is the structure of the text? How does it impact the meaning of the text?
	       ▪ Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
	       ▪ What major events or details contribute to the overall meaning.
	       ▪ Why did the author write this text? How is the purpose developed?

August 14, 2019	**Instructional Plan**
	Flex Day Teachers may use this time to: • Build classroom community using student data • Focus on components of SEL.

<table>
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- o What is SEL?
- o SEL in HS ELA Instruction
- o Sample Teaching Activities to Support the Core Competencies of SEL
- o Social Emotional Learning
- Practice close reading using LZ mini lessons found here.
- Review and discuss summer reading assignments
  - o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
    - What is the central idea of the text? How is it developed?
    - What is the structure of the text? How does it impact the meaning of the text?
    - Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
    - What major events or details contribute to the overall meaning.
    - Why did the author write this text? How is the purpose developed?

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<tr><td>**August 15, 2019**</td><td>**Instructional Plan**</td></tr>
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Teachers may use this time to:
- Build classroom community using student data
- Focus on components of SEL.
  - o What is SEL?
  - o SEL in HS ELA Instruction
  - o Sample Teaching Activities to Support the Core Competencies of SEL
  - o Social Emotional Learning
- Practice close reading using LZ mini lessons found here.
- Review and discuss summer reading assignments
  - o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
    - What is the central idea of the text? How is it developed?
    - What is the structure of the text? How does it impact the meaning of the text?
    - Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
    - What major events or details contribute to the overall meaning.
    - Why did the author write this text? How is the purpose developed?

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<tr><td>**August 16, 2019**</td><td>**Instructional Plan**</td></tr>
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Teachers may use this time to:
- Build classroom community using student data
- Focus on components of SEL.
  - What is SEL?
  - SEL in HS ELA Instruction
  - Sample Teaching Activities to Support the Core Competencies of SEL
  - Social Emotional Learning
- Practice close reading using LZ mini lessons found here.
- Review and discuss summer reading assignments
  - Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
    - What is the central idea of the text? How is it developed?
    - What is the structure of the text? How does it impact the meaning of the text?
    - Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
    - What major events or details contribute to the overall meaning.
    - Why did the author write this text? How is the purpose developed?

August 19, 2019- August 23, 2019

Instructional Focus

Reading: Literature

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.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.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.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.

Reading: Informational Texts

11-12.RI.KID.2   Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

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.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.

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.

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.
Lesson 1	**Instructional Plan**
High-Quality Text(s): **Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)** Materials: Pen/paper Anchor Text in GuideBooks **Question Stems handout** "Sinners and Veils" handout (GB) All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/14931-lesson-1-unit-introduction-and-analyzing-sinners-in-the-hands-of-an-angry-god-part-1/additional-materials	Guiding Question: How does Hawthorne develop characters, setting, and plot in The Scarlet Letter to reveal two or more central ideas? Learning Targets • Read excerpts from a sermon to determine the multiple central ideas. (11-12.RI.KID.2) • Discuss ways that the excerpt from the sermon by Edwards uses rhetoric to elicit an emotional response. (11-12.RI.CS.5) Agenda • Lesson 1: Unit Introduction and Analyzing "Sinners in the Hands of an Angry God," Part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/14931-lesson-1-unit-introduction-and-analyzing-sinners-in-the-hands-of-an-angry-god-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Note: The paragraphs to be read from "Sinners in the Hands of an Angry God" are not included in the Pearson textbook. Please use the materials provided in the student copy of the GuideBook (GB). • Follow the lesson plan provided. When you get to Slide 11, read it aloud. • Read aloud the excerpts from "Sinners in the Hands of an Angry God" to the class. • As you are reading, pause and ask the TDQs listed below to aid in student comprehension as is necessary. • Divide students into pairs using an established classroom routine. • Have students complete Activity One: Analyzing a Prompt on their Sinners and Veil handout. • Close the lesson with Slide 13. Text-Dependent/Text-Specific Questions: (Sample) **Slide 11** • After reading paragraph 18 ask: What is Edwards trying to communicate to his congregation? • After reading paragraph 21 ask: What does Edwards say in this paragraph will keep a man out of Hell? • After reading paragraph 27 ask: What is the intended effect here of Edwards description of God's action and Hell? • After reading paragraph 30 ask: What does Edwards insist is the only thing keeping people from descending into Hell this very moment? • After reading paragraph 42 ask: Who specifically does Edwards say is going to Hell in this paragraph? Daily Writing Practice Students will complete Activity 1 by analyzing a writing prompt.
Lesson 2	**Instructional Plan**

High-Quality Text(s):	Guiding Question: What is Edwards's central idea in the text? What is his stated purpose?
Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB) Materials: Pen/paper Anchor Text in GuideBooks Dictionaries Highlighters **Tone Words Handout**	Learning Targets • Continue reading "Sinners in the Hands of an Angry God." (11.RI.RRTC.10) • Use this text to examine word choice, point of view, imagery, and rhetorical devices as tools to develop central ideas. (11-12.RI.CS.4) Agenda • Lesson 2: Analyzing Style in "Sinners in the Hands of an Angry God," Part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/14932-lesson-2-analyzing-style-in-sinners-in-the-hands-of-an-angry-god-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Note: The lesson suggests the use of dictionaries. Only one per group is needed. Consider using technology in the classroom, like dictionary.com, if hard copy dictionaries are unavailable. • Slide 5 asks that the teacher model how to complete the first section of Activity Two. Teachers should ask students to record responses during this modeling. Text-Dependent/Text-Specific Questions: (Sample) **Slide 9** • How does Edwards seem to view God? Religion? Do members of his congregation likely have the same beliefs? **Slide 10** • What is Edwards' purpose in delivering this sermon? • What kind of diction, imagery, and figurative language does he use? Daily Writing Practice Students will complete Activity Three by writing a statement that communicates Edwards's overall purpose.
Lesson 3	**Instructional Plan**
High-Quality Text(s): **Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)** Materials: Pen/paper Anchor Text in GuideBooks	Guiding Question: What makes Edwards's style effective or ineffective? Learning Targets • Use this text to examine word choice, point of view, imagery, and rhetorical devices as tools to develop central ideas. (11-12.RI.CS.4) • Discuss ways that the excerpt from the sermon by Edwards uses rhetoric to elicit an emotional response. (11-12.RI.CS.5) • Analyze Edwards's purpose and tone to determine his point of view. (11-12.RI.CS.6) Agenda

Highlighters Notecards Chart Paper Note Paper	• Lesson 3: Analyzing Edwards' Style and Practicing Reading Fluency with a Foundational Text (Link: https://scsk12.learnzillion.com/lesson_plans/14933-lesson-3-analyzing-edwards-style-and-practicing-reading-fluency-with-a-foundational-text/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Remind students that when Jonathan Edwards actually delivered this sermon that he did it "straight-faced," showing no emotion. He did not passionately act out the words as most ministers do in today's sermons. Push students to use the enunciation of words instead of acting out to convey meaning and to push them to work on fluency. Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** • What is Edwards' style? • What literary elements (diction, figurative language, etc.) does he use to convey that style? Daily Writing Practice Writing Task on Slide 5: Write an 8-10 sentence paragraph with the group evaluating Edwards's style in the anchor text.
Lesson 4	**Instructional Plan**
High-Quality Text(s): **"The Minister's Black Veil" by Nathaniel Hawthorne (GB)** Materials: Pen/paper Anchor Text in GuideBooks Dictionaries Highlighters Note Cards	Guiding Question: What is the central idea of "The Minister's Black Veil"? Learning Targets • Determine Hawthorne's central idea in the text. (11-12.RL.KID.2) • Explain how the symbolism and foreshadowing in "The Minister's Black Veil" help to develop Parson Hooper's character. (11-12.RL.KID.3) Agenda • Lesson 4: Analyzing Style in "The Minister's Black Veil," Part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/14934-lesson-4-analyzing-style-in-the-minister-s-black-veil-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • This text is in the GuideBook. Allow students to annotate the text during the read aloud, but be sure to set a purpose for the annotating. The purpose in the LearnZillion lesson is to have students identify unfamiliar words, substitute familiar synonyms for those words, and reread the "translation" to get the gist of Hawthorne's message. Teachers may set a different purpose for this First Read based on the needs of his/her students. Text-Dependent/Text-Specific Questions: (Sample) **Slide 6** • Use a dictionary to find a synonym for your assigned word. **Slide 8**

- What is the central idea of this story?
- What is Hawthorne trying to communicate to this audience?

Slide 9
- What is the moral of this story?
- What is Hawthorne trying to communicate to his audience?

Daily Writing Practice
As an Exit Ticket, have students write down a statement of Hawthorne's central idea in the text.

Lesson 5	Instructional Plan
High-Quality Text(s): **"The Minister's Black Veil" by Nathaniel Hawthorne (GB)** Materials: Pen/paper Anchor Text in GuideBooks **Tone Words Handout** Highlighters	Guiding Question: How does an author use literary devices to develop a writing style? Learning Targets • Continue reading "The Minister's Black Veil." (11.RL.RRTC.10) • Write a brief objective summary of each passage in the anchor text. (11-12.RL.KID.2) • Analyze Hawthorne's use of figurative language and diction in "The Minister's Black Veil." (11-12.RL.CS.4) Agenda • Lesson 5: Analyzing Style in "The Minister's Black Veil," Part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/14935-lesson-5-analyzing-style-in-the-minister-s-black-veil-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • This text is in the GuideBook along with scaffolding prompts to be used with partner reading. Teachers may choose to chunk each piece and check in with students before moving on to the next section. In order to help build stamina in readers Text-Dependent/Text-Specific Questions: (Sample) **Slide 7 (Activity Five in GB)** • What kind of minister is Parson Hooper? Use textual evidence to support your answer. • How does the congregation respond to Hooper's veil? Why? Use textual evidence to support your answer. • What is the narrator's tone in this story? Use textual evidence to support your answer. • What would you say is a possible central idea of this story? Daily Writing Practice As part of Activity Four, students will write objective summaries of each section of the anchor text as directed in the GB.

August 26, 2019- August 30, 2019

Instructional Focus
Reading: Literature
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.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.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 structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
11-12.RL IKI.9   Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

Writing
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.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.W.TTP.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.

Language
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.

Speaking and Listening
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 their own clearly and persuasively.

Lesson 6	Instructional Plan
High-Quality Text(s): **Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)**	Guiding Question: How does each author convey his meaning to the readers? Learning Targets • Compare and contrast how Edwards and Hawthorne convey meaning. (11-12.RL.IKI.9) • Evaluate the effectiveness of each author's style. (11-12.RL.CS.4) • Begin writing a compare and contrast essay. (11-12.W.TTP.1)

"The Minister's Black Veil" by Nathaniel Hawthorne (GB) Materials: Pen/paper Anchor Text in GuideBooks Compare/Contrast Essay Rubric (GB) **Tone Words Handout**	Agenda • Lesson 6: Preparing to Write a Compare and Contrast Essay (Link: https://scsk12.learnzillion.com/lesson_plans/14936-lesson-6-preparing-to-write-a-compare-and-contrast-essay/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Guidance and scaffolding for this lesson are provided for students in the materials provided in the student copy of the GuideBook (GB). Text-Dependent/Text-Specific Questions: (Sample) N/A Daily Writing Practice Students will draft the introductory paragraph for the compare/contrast essay.
Lesson 7	**Instructional Plan**
High-Quality Text(s): **Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)** **"The Minister's Black Veil" by Nathaniel Hawthorne (GB)** Materials: Pen/paper Anchor Text in GuideBooks Compare/Contrast essay rubric	Guiding Question: Which author's style is more effective and why? Learning Targets: • Compare and contrast how Edwards and Hawthorne convey meaning. (11-12.RL.IKI.9) • Evaluate the effectiveness of each author's style. (11-12.RL.CS.4) • Draft our body paragraphs and conclusion paragraph. (11-12.W.PDW.4) • Compile the final draft of our compare and contrast essay. (11-12.W.PDW.5) Agenda • Lesson 7: Writing a Compare and Contrast Essay (Link: https://scsk12.learnzillion.com/lesson_plans/14937-lesson-7-writing-a-compare-and-contrast-essay/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Guidance and scaffolding for this lesson are provided for students in the materials provided in the student copy of the GuideBook (GB). • Consider using the LearnZillion Compare/Contrast essay rubric as a guide for peer feedback during the writing process, then use a modified version of the state rubric to assess for a grade. The TN Writing Rubric can be found online here: https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_argument.pdf • To view an answer key for the analysis packet, click here: https://scsk12.learnzillion.com/resources/114307?card_id=141283 • For exemplar essays to use for modeling and scaffolding, click here: https://scsk12.learnzillion.com/resources/114716?card_id=141285

	Text-Dependent/Text-Specific Questions: (Sample) N/A Daily Writing Practice The slides in LearnZillion include tips for teaching the writing process to students. Use the Guided Questions and Prompts section to the right of the slides when not in Full Screen to assist students who may be struggling.
Lesson 8	**Instructional Plan**
High-Quality Text(s): **Introduction: "The Custom-House" and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper One copy of *The Scarlet Letter* book per student Reading response journals Highlighters	Guiding Question: What does "The Custom-House" reveal about The Scarlet Letter? Learning Targets • Read and summarize excerpts from the introduction to The Scarlet Letter by Nathaniel Hawthorne, "The Custom House." (11-12.RL.KID.2) • Examine Hawthorne's purpose for choosing to use a frame narrative. (11-12.RL.CS.5) Agenda Lesson 8: Summarizing and analyzing structure in The Scarlet Letter (Link: https://scsk12.learnzillion.com/lesson_plans/14938-lesson-8-summarizing-and-analyzing-structure-in-the-scarlet-letter/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) • Who is narrating this sketch? Is it Hawthorne, a fictionalized version of Hawthorne, or an anonymous "narrator"? What's the difference? • Why do you think the narrator provides such a detailed account of finding the manuscript and letter in the custom-house? How does that story serve as "introductory" to the novel? • The narrator calls Salem his "native place." What exactly is his relationship with it? How is it important to him? • What are the narrator's notions of decay and ruin in the sketch? How does he generalize about history? Daily Writing Practice From Slide 9, students will answer this question in 5-8 sentences: *What is Hawthorne's purpose for using a frame narrative in "The Scarlet Letter"?*
Lesson 9	**Instructional Plan**
High-Quality Text(s):	Guiding Question: How does Hawthorne use diction, imagery, and symbolism to create a mood?

Introduction: "The Custom-House" and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne Materials: Pen/paper One copy of *The Scarlet Letter* book per student Reading response journals Highlighters Additional materials located online here: https://scsk12.learnzillion.com/lesson_plans/14939-lesson-9-vocabulary-symbolism-plot-character-development-and-setting-development-in-the-scarlet-letter/additional-materials?card=135396	Learning Target Use literature circles to analyze vocabulary, symbolism, plot, character development, and setting development in Chapter 1 of The Scarlet Letter. (11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.L.KL.3, 11-12.SL.CC.1) Agenda Lesson 9: Vocabulary, symbolism, plot, character development, and setting development in The Scarlet Letter (Link: https://scsk12.learnzillion.com/lesson_plans/14939-lesson-9-vocabulary-symbolism-plot-character-development-and-setting-development-in-the-scarlet-letter/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 8** • What imagery is associated with each of these objects? • What might each of these objects symbolize? • What could Hawthorne be trying to say about Puritan society by contrasting these two objects in this way? • What kind of diction is used to describe the prison? The rosebush? • What mood does each object create? • What might each symbolize? • How does this connect to a central idea Hawthorne may be attempting to communicate? Daily Writing Practice From Slide 9: Instruct students to answer the following questions as a formative assessment for this lesson: • What mood does Hawthorne create in chapter 1 of The Scarlet Letter? • How does he use diction, imagery, and symbolism to convey the mood? • When and how does the mood change or shift?

September 3, 2019- September 6, 2019

Instructional Focus
Reading: Literature
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.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.

Reading: Informational Texts

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.

Writing
11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening
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 their own clearly and persuasively.

Lesson 10	Instructional Plan
High-Quality Text(s): **"How Religion in the United States Avails Itself of Democratic Tendencies" from** *Democracy in America* **by Alexis de Tocqueville** Materials: Pen/paper Anchor Text in GuideBook Highlighters Dictionaries Reading response journals	Guiding Question: How does de Tocqueville appeal to his audience to convince them of his purpose? Learning Targets • Complete a literature circle discussion of Chapter 2 of The Scarlet Letter. (11-12.SL.CC.1) • Begin reading a chapter of *Democracy in America* by Alexis de Tocqueville to examine how an author develops an argument. (11-12.RI.CS.5) Agenda • Lesson 10: Analyzing an author's development of an argument (Link: https://scsk12.learnzillion.com/lesson_plans/14940-lesson-10-analyzing-an-author-s-development-of-an-argument/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Guidance and scaffolding for this lesson are provided for students in the materials provided in the student copy of the GuideBook (GB). Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 2? • Who are the main characters in chapter 2? What do we learn about them? • What is the setting of chapter 2? What are the main actions in the setting? • Are there any possible symbols in chapter 2? What are they symbols of? Daily Writing Practice Slide 8: Students will complete the sentence frame by writing a central claim/idea and how the author structures his argument to prove it to be true.

Lesson 11	Instructional Plan
High-Quality Text(s): **Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)** **"The Minister's Black Veil" by Nathaniel Hawthorne (GB)** **"How Religion in the United States Avails Itself of Democratic Tendencies" from _Democracy in America_ by Alexis de Tocqueville** Materials: Pen/paper Anchor Text in GuideBooks One copy of _The Scarlet Letter_ book per student Reading response journals Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14941-lesson-11-synthesizing-multiple-sources-part-1/additional-materials	Guiding Question: How do varying levels of religious influence on governments dictate moral and ethical law? Learning Targets • Complete a literature circle discussion on Chapter 3 of The Scarlet Letter. (11-12.SL.CC.1) • Engage in a class discussion of thematic ideas that relate to the texts we've read thus far in the unit. (11-12.RL.KID.2, 11-12.SL.CC.1) • Complete a short writing assignment using unit texts to relate to our unit ideas. (11-12.W.RW.10) Agenda Lesson 11: Synthesizing multiple sources, Part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/14941-lesson-11-synthesizing-multiple-sources-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) *Using the listed anchor texts for this lesson, students will assimilate knowledge gained through reading by answering these essential questions that are included in the presentation slides: • How do varying levels of religious influence on governments dictate moral and ethical law? • How does a society's definition of "sin" influence/affect the individual? • What role do hypocrisy and conformity play in the unit texts? • What cautions does Tocqueville have about Americans that are mentioned in other texts? • Tocqueville explains that for religions to be successful in a democratic age, they must "confine themselves strictly within the circle of spiritual matters." How does this fit in with what we've seen in _The Scarlet Letter_ so far? Has Hester committed a crime or is this really more of a spiritual matter? Daily Writing Practice From Slide 11: On a sheet of paper, students will write an 8-10 sentence response to the following: _Using evidence from the four texts we've read thus far in the unit, write a persuasive paragraph that either agrees or disagrees with Tocqueville's claim in this quote._
Lesson 12	Instructional Plan
High-Quality Text(s): **Chapters 3-4 from _The Scarlet Letter_ by Nathaniel Hawthorne**	Guiding Question: How does this setting help convey a central idea of the text? Learning Targets • Complete a literature circle discussion on Chapter 4 of The Scarlet Letter. (11-12.SL.CC.1)

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Materials:
Pen/paper
Handouts in GuideBook
One copy of *The Scarlet Letter* book per student
Dictionaries
Highlighters

Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14942-lesson-12-methods-of-plot-development-and-characterization-in-the-scarlet-letter-part-1/additional-materials

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- Begin delineating major plot points of the text as a class. (11-12.RL.KID.3)
- Begin analyzing the methods Hawthorne uses to develop major characters in the text. (11-12.RL.KID.3)

Agenda
Lesson 12: Methods of plot development and characterization in The Scarlet Letter, Part 1
(Link: https://scsk12.learnzillion.com/lesson_plans/14942-lesson-12-methods-of-plot-development-and-characterization-in-the-scarlet-letter-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)
Slide 5
As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track:
- What are the main events of chapter 4?
- Who are the main characters in chapter 4? What do we learn about them?
- What is the setting of chapter 4? What are the main actions in the setting?
- Are there any possible symbols in chapter 4? What are they symbols of?

Daily Writing Practice
From Slide 7, as an Exit Ticket, have students answer this prompt on notebook paper: *What are the most important events of this chapter? Summarize those events in 1-2 sentences.*

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<td>**Lesson 13**</td>
<td>**Instructional Plan**</td>
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High-Quality Text(s):

Chapters 5-6 from *The Scarlet Letter* by Nathaniel Hawthorne

Materials:
Pen/paper
Handouts in GuideBook
One copy of *The Scarlet Letter* book per student
Reading response journals

Additional materials located online

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Guiding Question: How does Hawthorne use diction and contrasts as a method of characterization?

Learning Targets
- Complete a literature circle discussion for Chapters 5 and 6 of The Scarlet Letter. (11-12.SL.CC.1)
- Analyze Hawthorne's methods of characterizing Pearl in the text. (11-12.RL.KID.3)

Agenda
Lesson 13: Methods of characterization in The Scarlet Letter, Part 2
(Link: https://scsk12.learnzillion.com/lesson_plans/14943-lesson-13-methods-of-characterization-in-the-scarlet-letter-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)
Slide 5

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here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14943-lesson-13-methods-of-characterization-in-the-scarlet-letter-part-2/additional-materials	As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapters 5 and 6? • Who are the main characters in chapters 5 and 6? What do we learn about them? • What is the setting of chapters 5 and 6? What are the main actions in the setting? • Are there any possible symbols in chapters 5 and 6? What are they symbols of? Daily Writing Practice From Slide 7/Activity Seven: Respond to the following in 5-8 in complete sentences: *How does Hawthorne use Pearl's character to help develop settings in Chapter 6? What does this reveal about Pearl, Hester, and/or Puritan society?*

September 9, 2019-September 13, 2019

Instructional Focus

Reading: Literature

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.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.

Reading: Informational Texts

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.

Writing

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.

Speaking and Listening

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 their own clearly and persuasively.

Lesson 14	**Instructional Plan**
High-Quality Text(s): **Chapters 7-8 from *The Scarlet Letter***	Guiding Question: How does Hawthorne use character foils to highlight traits of important characters? Learning Targets

by Nathaniel Hawthorne Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14944-lesson-14-methods-of-characterization-in-the-scarlet-letter-part-3/additional-materials?card=135431	• Complete a literature circle discussion of Chapters 7 and 8 of The Scarlet Letter. (11-12.SL.CC.1) • Analyze the interaction between Hester and Mistress Hibbins as it develops their characters. (11-12.RL.KID.3) Agenda • Lesson 14: Methods of characterization in The Scarlet Letter, Part 3 (Link: https://scsk12.learnzillion.com/lesson_plans/14944-lesson-14-methods-of-characterization-in-the-scarlet-letter-part-3/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Guidance and scaffolding for this lesson are provided for students in the materials provided in the student copy of the GuideBook (GB). Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapters 7 and 8? • Who are the main characters in chapters 7 and 8? What do we learn about them? • What is the setting of chapters 7 and 8? What are the main actions in the setting? • Are there any possible symbols in chapters 7 and 8? What are they symbols of? **Slide 7** • What kind of words does Hawthorne use to describe Mistress Hibbins? Hester? • Based on the words used to describe each woman, what element of Puritan society could they represent? **Slide 8** • What does Mistress Hibbins ask Hester? • What does she represent? • How does including her change our perception of Hester? Daily Writing Practice From Slide 8/Activity Ten: Respond to the following in 5-8 complete sentences: *What is Hawthorne's purpose for including Mistress Hibbins in the story? What does she represent?*
Lesson 15	**Instructional Plan**
High-Quality Text(s): **Chapters 9-10 from *The Scarlet Letter* by Nathaniel Hawthorne**	Guiding Question: How are the dynamic characters changing? Learning Targets • Complete a literature circle discussion on Chapters 9 and 10 of The Scarlet Letter. (11-12.SL.CC.1)

Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Highlighters Dictionaries Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14945-lesson-15-discussing-and-analyzing-dynamic-characters-in-the-scarlet-letter?card= - additional-material	• Analyze the development of Dimmesdale and Chillingworth's character in Chapters 9 and 10. (11-12.RL.KID.3) Agenda Lesson 15: Discussing and analyzing dynamic characters in The Scarlet Letter (Link: https://scsk12.learnzillion.com/lesson_plans/14945-lesson-15-discussing-and-analyzing-dynamic-characters-in-the-scarlet-letter/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapters 9 and 10? • Who are the main characters in chapters 9 and 10? What do we learn about them? • What is the setting of chapters 9 and 10? What are the main actions in the setting? • Are there any possible symbols in chapters 9 and 10? What are they symbols of? **Slide 6** • How does the author develop your assigned character in these chapters? • Names often convey meaning in *TSL*. What might your character's name mean? • What religious allusions are made in respect to your character? • What new setting is introduced in this chapter? What is the effect of the setting on your character? • How do the Puritan citizens view your character? • There is a lot of foreshadowing in these chapters. Predict what is being foreshadowed. **Slide 7** How does Hawthorne develop the dynamic characters of Chillingworth and Dimmesdale in chapters 9 and 10? Daily Writing Practice From Slide 8: In your group, respond to the following in 5-8 sentences: *Why does Hawthorne choose to develop these characters the way he does? What is the effect of their relationship on the themes of the text? Use examples from the text to support your response.*
Lesson 16	**Instructional Plan**
High-Quality Text(s): **Chapters 11-12 from *The Scarlet Letter* by Nathaniel Hawthorne** Materials:	Guiding Question: How is the plot structured to help develop central ideas of the text? Learning Targets • Complete a literature circle discussion on Chapters 11 and 12 of The Scarlet Letter. (11-12.SL.CC.1) • Analyze the plot by adding to our class timeline. (11-12.RL.KID.3)

Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Dictionaries Highlighters Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14946-lesson-16-exploring-how-plot-structure-develops-central-ideas/additional-materials?card=140431	• Discuss how the plot is structured to help develop central ideas of the text. (11-12.RL.KID.3) Agenda Lesson 16: Exploring how plot structure develops central ideas (Link: https://scsk12.learnzillion.com/lesson_plans/14946-lesson-16-exploring-how-plot-structure-develops-central-ideas/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapters 11 and 12? • Who are the main characters in chapters 11 and 12? What do we learn about them? • What is the setting of chapters 11 and 12? What are the main actions in the setting? • Are there any possible symbols in chapters 11 and 12? What are they symbols of? **Slide 6** • What are the most important events in this chapter? • Combine these events into compound-complex sentences to fit into 1-2 bullet points. **Slide 8** • What is a possible central idea of *The Scarlet Letter*? • What is a plot event in chapters 11 or 12 that relates to that central idea? • How does the event help convey the central idea? **Slide 9** • What subjects are addressed in *The Scarlet Letter*? • What is Hawthorne saying about these subjects? • What the author is saying about a subject is a theme, or central idea. How does the way the plot unfolds develop these central ideas? Think about how Hawthorne structures the plot, the order of events, characters and points of views expressed, etc. Daily Writing Practice After providing time for students to discuss the question on Slide 9, have students write down their answer to the following question as an Exit Ticket: *How does the way Hawthorne structures events in the plot help develop a central idea of the text?*
Lesson 17	**Instructional Plan**
High-Quality Text(s):	Guiding Question: What is the structure of John Brown's speech?

Chapter 13 from *The Scarlet Letter* by Nathaniel Hawthorne

"**John Brown's Speech to the Court at His Trial**" **by John Brown (GB)**

Materials:
Pen/paper
Handouts in GuideBook
One copy of *The Scarlet Letter* book per student
Reading response journals
Dictionaries
Highlighters
Notepad paper
One copy per student of the JB Speech Annotation Guide:
https://scsk12.learnzillion.com/resources/114853/?card_id=141392

Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14947-lesson-17-analyzing-the-structure-of-a-speech/additional-materials

Learning Targets
- Complete a literature circle discussion on Chapter 13 of The Scarlet Letter. (11-12.SL.CC.1)
- Read and annotate "John Brown's Speech to the Court at His Trial" to analyze the structure of a speech. (11-12.RI.CS.5)

Agenda
Lesson 17: Analyzing the structure of a speech
(Link: https://scsk12.learnzillion.com/lesson_plans/14947-lesson-17-analyzing-the-structure-of-a-speech/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)
Slide 5
As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track:
- What are the main events of chapter 13?
- Who are the main characters in chapter 13? What do we learn about them?
- What is the setting of chapter 13? What are the main actions in the setting?
- Are there any possible symbols in chapter 13? What are they symbols of?
Slide 6
- In Chapter 13, Hester, as well as the townspeople's views of her, are changing. What is Hawthorne's purpose for doing this?
- What themes or central ideas does this reveal?

Daily Writing Practice
Students will answer the text-dependent questions included in the JB Speech Annotation Guide in complete sentences and/or paragraphs.

Lesson 18	Instructional Plan

High-Quality Text(s):

Paragraphs 21-27, 29-30, 38-39, and 44 from "Sinners in the Hands of an Angry God" by Jonathan Edwards (GB)

Guiding Question: How does society's definition of "sin" influence or affect the individual?

Learning Targets
- Complete a literature circle discussion for Chapter 14 of The Scarlet Letter. (11-12.SL.CC.1)
- Discuss similar thematic or central ideas across our unit texts. (11-12.RL.KID.2)
- Complete a brief writing assignment on a unit theme. (11-12.W.TTP.2)

"The Minister's Black Veil" by Nathaniel Hawthorne (GB)

"How Religion in the United States Avails Itself of Democratic Tendencies" from *Democracy in America* by [Alexis de Tocqueville](#)

Chapter 14 from *The Scarlet Letter* by Nathaniel Hawthorne

"[John Brown's Speech to the Court at His Trial](#)" by John Brown (GB)

Materials:
Pen/paper
Anchor Texts and Handouts in GuideBook
One copy of *The Scarlet Letter* book per student
Reading response journals
Dictionaries
Highlighters

Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14948-lesson-18-synthesizing-multiple-sources-part-2/additional-materials

Agenda
Lesson 18: Synthesizing multiple sources, Part 2
(Link: https://scsk12.learnzillion.com/lesson_plans/14948-lesson-18-synthesizing-multiple-sources-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)
Slide 5
As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track:
- What are the main events of chapter 14?
- Who are the main characters in chapter 14? What do we learn about them?
- What is the setting of chapter 14? What are the main actions in the setting?
- Are there any possible symbols in chapter 14? What are they symbols of?

Slides 6-10
*Using the listed anchor texts for this lesson, students will assimilate knowledge gained through reading by answering these essential questions that are included in the presentation slides:
- In Chapter 14, court magistrates consider allowing Hester to remove her mark, but she refuses. Explain how this relates to the ideas Brown expresses in his speech.
- How do varying levels of religious influence on governments dictate moral and ethical law?
- How does society's definition of "sin" influence/affect the individual?
- How do hypocrisy and conformity interact in our unit texts?

Daily Writing Practice
From Slide 11: Have students write an 8-10 sentence response to the prompt on the slide utilizing one of their unit texts as support.

September 16, 2019- September 20, 2019

Instructional Focus
Reading: Literature
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.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.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.IKI.7	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Writing

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.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.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

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 their own clearly and persuasively.

Lesson 19	Instructional Plan

High-Quality Text(s):
 	
 Chapter 14 from *The Scarlet Letter* by Nathaniel Hawthorne
 	
 Materials:
 Pen/paper
 Handouts in GuideBook
 One copy of *The Scarlet Letter* book per student
 Highlighters
 Notebook paper
 	
 Additional materials located online here, including answer keys:
 https://scsk12.learnzillion.com/lesson_plans/14949-lesson-19-timed-writing/additional-materials
	Guiding Question: Whose sin is worse – the cheating wife or the husband who wants revenge?
	
	 Learning Targets
	 • Analyze Hester and Chillingworth's discussion in Chapter 14 of The Scarlet Letter. (11-12.RL.KID.3)
	 • Respond to an analytical timed writing prompt to prepare for the culminating writing task. (11-12.W.TTP.1)
	
	 Agenda
	 • Lesson 19: Timed writing
	   (Link: https://scsk12.learnzillion.com/lesson_plans/14949-lesson-19-timed-writing/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
	 • An exemplar for the Timed Writing can be viewed here:
	   https://learnzillion.com/resources/114883?card_id=141426
	
	 Text-Dependent/Text-Specific Questions: (Sample)
	 N/A – Timed Writing Assessment
	
	 Daily Writing Practice
	 Timed Writing Assessment – Be sure to guide students through an annotation of the writing prompt by having them circle the verbs in the prompt and underline the details. More scaffolding ideas are found in the teaching notes for this lesson.

Lesson 20	Instructional Plan
High-Quality Text(s): **Chapter 15 from *The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Dictionaries Highlighters Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14950-lesson-20-analyzing-symbolism-in-chapter-15/additional-materials	Guiding Question: How do the symbols in a novel enhance the meaning of the story? Learning Targets • Complete a literature circle discussion for Chapter 14 of The Scarlet Letter. (11-12.SL.CC.1) • Analyze the symbols present in Chapter 15. (11-12.RL.CS.4) • Update our symbolism chart based on our annotations. (11-12.W.RW.10) Agenda • Lesson 20: Analyzing symbolism in chapter 15 • (Link: https://scsk12.learnzillion.com/lesson_plans/14950-lesson-20-analyzing-symbolism-in-chapter-15/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Guidance and scaffolding for this lesson are provided for students in the materials provided in the student copy of the GuideBook (GB). Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 15? • Who are the main characters in chapter 15? What do we learn about them? • What is the setting of chapter 15? What are the main actions in the setting? • Are there any possible symbols in chapter 15? What are they symbols of? **Slide 7** • What kind of words are used to describe each item? • What might the item symbolize based on Hawthorne's description and diction? **Slide 8** • What are some central ideas of the text? • How do the symbols relate to those central ideas? Daily Writing Practice From Slide 8, have students answer the question on the slide in a multi-sentence paragraph: *How does Hawthorne's use of symbols in "The Scarlet Letter" reveal central ideas of the text?*
Lesson 21	Instructional Plan

High-Quality Text(s):	Guiding Question: How does the change of mood help convey a central idea?
Chapters 16-17 from *The Scarlet Letter* by Nathaniel Hawthorne Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Dictionaries Highlighters Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14951-lesson-21-analyzing-character-and-mood/additional-materials	Learning Targets • Complete a literature circle discussion for Chapters 16 and 17 of <u>The Scarlet Letter</u>. (11-12.SL.CC.1) • Determine the impact of Hawthorne's use of dialogue in developing the characters of Hester and Dimmesdale in Chapter 17 of <u>The Scarlet Letter</u>. (11-12.RL.KID.3) Agenda • Lesson 21: Analyzing character and mood (Link: https://scsk12.learnzillion.com/lesson_plans/14951-lesson-21-analyzing-character-and-mood/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 16 and 17? • Who are the main characters in chapter 16 and 17? What do we learn about them? • What is the setting of chapter 16 and 17? What are the main actions in the setting? • Are there any possible symbols in chapter 16 and 17? What are they symbols of? **Slide 6** • Is Hester changing as a result of meeting Dimmesdale? Why? Why not? • Is Dimmesdale changing as a result of meeting Hester? Why? Why not? **Slide 7** • What is the mood of chapter 16? Chapter 17? • What central ideas relate to the change in mood? Daily Writing Practice From Slide 7, have students work together and use the text to respond to the following prompt in 8-10 sentences: *How does the mood change between chapters 16 and 17? How does the change of mood help convey a central idea?*
Lesson 22	**Instructional Plan**
High-Quality Text(s): **Chapter 18 from *The Scarlet Letter* by Nathaniel Hawthorne**	Guiding Question: How does Hawthorne use mood shifts and symbolism in settings to develop central ideas? Learning Targets • Complete a literature circle discussion for Chapter 18 of <u>The Scarlet Letter</u>. (11-12.SL.CC.1)

Materials:	• Analyze settings in the novel through a gallery walk. (11-12.RL.IKI.7)
Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Reading response journals Dictionaries Highlighters Chart paper Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14952-lesson-22-analyzing-the-impact-of-hawthorne-s-setting-choices-in-the-scarlet-letter/additional-materials	• Explain how Hawthorne develops settings in the text by responding to a writing prompt. (11-12.RL.KID.2, 11-12.W.TTP.2) Agenda • Lesson 22: Analyzing the impact of Hawthorne's setting choices in The Scarlet Letter (Link: https://scsk12.learnzillion.com/lesson_plans/14952-lesson-22-analyzing-the-impact-of-hawthorne-s-setting-choices-in-the-scarlet-letter/ (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 18? • Who are the main characters in chapter 18? What do we learn about them? • What is the setting of chapter 18? What are the main actions in the setting? • Are there any possible symbols in chapter 18? What are they symbols of? **Slide 6** • What is the mood of chapter 17? • What is the mood of chapter 18? • Where in the text is there an evidence shift of mood? **Slide 7** • Describe your setting and main events that occur there. • What is the relationship between the book's events and the locations in which these events take place? • What about time of day? Does night bring with it a set of rules that differs from those of the daytime? **Slide 8** • How does Hawthorne develop each setting and the function of each setting? • What could the symbolism of the settings mean to the plot, characters, or central idea, etc.? Daily Writing Practice From Slide 9, have students work with a partner to respond to the following question in 8-10 sentences: *How does the symbolism of the settings in "The Scarlet Letter" help to reveal a central idea of the text? Be sure to select a setting, analyze the symbolism of it, and connect it to a central idea in your response.*
Lesson 23	**Instructional Plan**
High-Quality Text(s):	Guiding Question: What story elements contribute to developing central ideas in a text?

Chapters 19-20 from *The Scarlet Letter* by Nathaniel Hawthorne

Materials:
Pen/paper
Handouts in GuideBook
One copy of *The Scarlet Letter* book per student
Reading response journals
Dictionaries
Highlighters
Post reading handout (GB)

Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14953-lesson-23-analyzing-the-impact-of-hawthorne-s-character-and-setting-choices-on-the-development-of-his-central-ideas/additional-materials

Learning Targets
- Complete a literature circle discussion for Chapters 19-20 of The Scarlet Letter. (11-12.SL.CC.1)
- Analyze various story elements to determine how they help convey central ideas. (11-12.RL.KID.3)

Agenda
- Lesson 23: Analyzing the impact of Hawthorne's character and setting choices on the development of his central ideas (Link: https://scsk12.learnzillion.com/lesson_plans/14953-lesson-23-analyzing-the-impact-of-hawthorne-s-character-and-setting-choices-on-the-development-of-his-central-ideas/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
- Chapter 20 Post Reading Handout Answer Key here: https://learnzillion.com/resources/115243?card_id=141505

Text-Dependent/Text-Specific Questions: (Sample)
Slide 5
As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track:
- What are the main events of chapter 19-20?
- Who are the main characters in chapter 19-20? What do we learn about them?
- What is the setting of chapter 19-20? What are the main actions in the setting?
- Are there any possible symbols in chapter 19-20? What are they symbols of?
Slide 8
- What is a central idea of the text?
- What does the Puritan society say about sin?
- How does the text demonstrate hypocrisy? Conformity?

Daily Writing Practice
Students will answer questions 4 and 5 from the Post Reading Handout independently and in complete sentences.

September 23, 2019- September 27, 2019

Instructional Focus
Reading: Literature
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.

Reading: Informational Texts

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.

Writing

11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s).
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.

Speaking and Listening

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 their own clearly and persuasively.

Lesson 24	Instructional Plan
High-Quality Text(s): **Abraham Lincoln's *Second Inaugural Address*** Materials: Pen/paper Copy of Abraham Lincoln's *Second Inaugural Address* per student (or class set) Copy of assessment items per student (or class set) The cold-read task answer sheet per student Materials for Cold-Read Task, including an alternate task, included here: https://scsk12.learnzillion.com/lesson_plans/14954-lesson-24-practice-cold-read-task-multiple-choice/additional-materials	*For this lesson, students will complete a formative assessment to demonstrate mastery of skills that have been practiced in the unit. It is important that students receive no assistance or scaffolding on this task in order for it to be considered a "cold-read." The Abraham Lincoln text is the preferred task, but teachers have the option of using the alternate text provided below for students who have 504s or IEPs who need more assistance. Learning Targets • Complete a cold-read task in order to assess our ability to read, understand, and express our understanding of a complex, grade-level, informational text. (11.RI.RRTC.10) Agenda • Lesson 24: Practice cold-read task, multiple choice (Link: https://scsk12.learnzillion.com/lesson_plans/14954-lesson-24-practice-cold-read-task-multiple-choice/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • This task is to be timed. Use a timer and allow students no more than 40 minutes to complete all of the multiple choice questions. Text-Dependent/Text-Specific Questions: (Sample) Questions are included in the assessment items. Daily Writing Practice N/A

Lesson 25	Instructional Plan
High-Quality Text(s): **Abraham Lincoln's *Second Inaugural Address*** Materials: Pen/paper Copy of Abraham Lincoln's *Second Inaugural Address* per student (or class set) Copy of assessment items per student (or class set) The cold-read task answer sheet per student from the previous lesson Highlighters Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14955-lesson-25-reviewing-multiple-choice-responses/additional-materials	*Use this lesson to review the multiple choice items from the formative assessment by providing a metacognitive think aloud to model an effective thought process for test taking. Articulate test-taking strategies within this process. Learning Targets • Review answers from multiple-choice formative assessment. (11.RI.RRTC.10) • Draft a thesis statement and outline for the extended response question. (11-12.W.TTP.1A) • Peer review our thesis statements and extended response outlines. (11-12.W.PDW.5) Agenda • Lesson 25: Reviewing multiple choice responses (Link: https://scsk12.learnzillion.com/lesson_plans/14955-lesson-25-reviewing-multiple-choice-responses/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • This lesson provides students with the opportunity to engage in a collaborative discussion to justify responses on the assessment with reasoning and text evidence. Even thought future assessments have different content and questions, many times the reasoning for the correct evidence is very similar. • Following the directions in the Teaching Notes provided will ensure a quality test prep session and increase the likelihood that students are even more successful on the next cold-read task. Text-Dependent/Text-Specific Questions: (Sample) Questions are included in the assessment items. Daily Writing Practice N/A
Lesson 26	Instructional Plan
High-Quality Text(s): **Chapters 21-22 from *The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student	Guiding Question: What central ideas does Hawthorne develop by connecting the town and forest settings with the character interactions in the text? Learning Targets • Complete a literature circle discussion for Chapters 21 and 22 of The Scarlet Letter. (11-12.SL.CC.1) • Analyze how settings and characters interact to impact the central ideas of a text. (11-12.RL.KID.3) Agenda • Lesson 26: Character and setting development in chapters 21 and 22

Reading response journals Dictionaries Highlighters Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14956-lesson-26-character-and-setting-development-in-chapters-21-and-22/additional-materials	(Link: https://scsk12.learnzillion.com/lesson_plans/14956-lesson-26-character-and-setting-development-in-chapters-21-and-22/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 21-22? • Who are the main characters in chapter 21-22? What do we learn about them? • What is the setting of chapter 21-22? What are the main actions in the setting? • Are there any possible symbols in chapter 21-22? What are they symbols of? **Slide 6** • How do the Puritans act in this setting? • How is Hester treated in the setting? How does she act in this setting? • How is Dimmesdale treated in the setting? How does he act in this setting? • How is Pearl treated in this setting? How does she act in this setting? • How does Chillingworth act in this setting? **Slide 8** • What are central ideas of the text? What is Hawthorne saying about the subjects of hypocrisy and sin? • What are the connections between the setting and characters? Daily Writing Practice From Slide 9, have students respond to the following prompt in 5-8 sentences: *How does Hawthorne use setting and character to convey a central idea in "The Scarlet Letter"? Use textual evidence to support your response.*
Lesson 27	**Instructional Plan**
High-Quality Text(s): **Chapters 23-24 from *The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student	Guiding Question: What methods does Hawthorne use to develop central ideas? Learning Targets • Complete a literature circle discussion for Chapters 23 and 24 of The Scarlet Letter. (11-12.SL.CC.1) • Analyze how Hawthorne uses character development, plot structure, and symbolism to convey central ideas. (11-12.RL.KID.3) Agenda • Lesson 27: Analyzing character, plot, and symbolism to determine central ideas (Link: https://scsk12.learnzillion.com/lesson_plans/14957-lesson-27-analyzing-character-plot-and-symbolism-to-

Reading response journals Dictionaries Highlighters Chart paper Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14957-lesson-27-analyzing-character-plot-and-symbolism-to-determine-central-ideas/additional-materials	determine-central-ideas/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) **Slide 5** As you monitor students engaging in literature circles, ask the following questions when necessary to ensure they are on the right track: • What are the main events of chapter 23-24? • Who are the main characters in chapter 23-24? What do we learn about them? • What is the setting of chapters 23-24? What are the main actions in the setting? • Are there any possible symbols in chapters 23-24? What are they symbols of? Daily Writing Practice From Slide 8, have students work with a partner to create a list of 3-5 possible central ideas in *The Scarlet Letter*. Next to each central idea, students should list at least one example from the text that supports that idea.
Lesson 28	**Instructional Plan**
High-Quality Text(s): ***The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper Handouts in GuideBook One copy of *The Scarlet Letter* book per student Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14958-lesson-28-analyzing-plot-character-development-and-setting-to-prepare-for-the-culminating-writing-task/additional-materials	Guiding Question: How does Hawthorne use the scaffold scenes and plot structure to convey a central idea of the text? Learning Targets • Review analyses of character and plot throughout the novel. (11-12.RL.KID.3) • Complete the plot timeline to analyze how plot development impacts the central ideas of the text. (11-12.RL.KID.3) Agenda • Lesson 28: Analyzing plot, character development, and setting to prepare for the culminating writing task (Link: https://scsk12.learnzillion.com/lesson_plans/14958-lesson-28-analyzing-plot-character-development-and-setting-to-prepare-for-the-culminating-writing-task/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Class timeline exemplar included here: https://scsk12.learnzillion.com/resources/115299?card_id=141563 • Use the TN writing rubric instead of the one posted on LearnZillion. The explanatory rubric for the literary analysis is posted here: https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g9-12_explanatory.pdf Text-Dependent/Text-Specific Questions: (Sample) **Slide 5**

	• How does this character change over the course of the text? • What does that change seem to say about a central idea of the text? **Slide 7** • Where are the scaffold scenes places in the novel? Why is that important? Daily Writing Practice From Slide 8, students will review summaries for an assigned chapter. Give students 8 minutes to write 1-2 bullet points for each of the assigned chapter(s) that encompasses the chapter's main plot events. After 8 minutes are over, have each group share their responses.

September 30, 2019- October 4, 2019

Instructional Focus
Reading: Informational Texts

11-12.RI.KID.1   Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RI.IKI.7   Evaluate the topic or subject in multiple diverse formats and media.

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.

Writing

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.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.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.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.

Lesson 29	**Instructional Plan**
High-Quality Text(s): *The Scarlet Letter* **by Nathaniel**	Guiding Question: How do Hawthorne's choices in character development, setting development, and the structure of events contribute to the development of two central ideas of *The Scarlet Letter*?

Hawthorne	Learning Targets
	• Begin planning the analytical Culminating Writing Task by writing a claim, topic sentences, and gathering evidence. (11-12.W.TTP.1, 11-12.W.RBPK.9)
Materials:	
Pen/paper	Agenda
Handouts in GuideBook:	• Lesson 29: Culminating writing task, part 1
• Culminating Writing Task rubric	(Link: https://scsk12.learnzillion.com/lesson_plans/14959-lesson-29-culminating-writing-task-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
• Culminating Writing Task instructions handout	
• Culminating Writing Task handout	Text-Dependent/Text-Specific Questions: (Sample)
One copy of *The Scarlet Letter* book per student	N/A – Writing Assessment
Reading response journals	
	Daily Writing Practice
Additional materials located online here, including answer keys:	Students will practice gathering relevant, thoughtful evidence to support claims.
https://scsk12.learnzillion.com/lesson_plans/14959-lesson-29-culminating-writing-task-part-1/additional-materials	

Lesson 30	**Instructional Plan**
High-Quality Text(s):	Guiding Question: How do Hawthorne's choices in character development, setting development, and the structure of events contribute to the development of two central ideas of The Scarlet Letter?
The Scarlet Letter by Nathaniel Hawthorne	
	Learning Targets
Materials:	• Write a rough draft of our Culminating Writing Task essay in response to the prompt. (11-12.W.TTP.1)
Pen/paper	• Use evidence from the text to support claims. (11-12.W.RBPK.9)
Handouts in GuideBook:	
• Culminating Writing Task rubric	Agenda
• Culminating Writing Task instructions handout	• Lesson 30: Culminating writing task, part 2
• Culminating Writing Task handout	(Link: https://scsk12.learnzillion.com/lesson_plans/14960-lesson-30-culminating-writing-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
One copy of *The Scarlet Letter* book per student	• Use the TN writing rubric instead of the one posted on LearnZillion. The argumentative rubric for the literary analysis is posted here: https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g9-12_argument.pdf
Reading response journals	
	Text-Dependent/Text-Specific Questions: (Sample)
Additional materials located online	

here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14960-lesson-30-culminating-writing-task-part-2/additional-materials	N/A – Writing Assessment Daily Writing Practice Students will compose a literary analysis essay rough draft.
Lesson 31	**Instructional Plan**
High-Quality Text(s): ***The Scarlet Letter* by Nathaniel Hawthorne** Materials: Pen/paper Rough draft of literary analysis essay Handouts in GuideBook: • Culminating Writing Task rubric • Culminating Writing Task instructions handout • Culminating Writing Task handout One copy of *The Scarlet Letter* book per student Reading response journals Additional materials located online here, including answer keys: https://scsk12.learnzillion.com/lesson_plans/14961-lesson-31-culminating-writing-task-part-3/additional-materials	Guiding Question: How can a literary analysis strengthen a claim by providing a counterclaim? Learning Targets • Revise your rough draft of the Culminating Writing Activity. (11-12.W.PDW.5) • Conduct a peer review of a rough draft. (11-12.W.PDW.5) • Create a final draft of the Culminating Writing Task literary analysis essay. (11-12.PDW.4) Agenda • Lesson 31: Culminating writing task, Part 3 (Link: https://scsk12.learnzillion.com/lesson_plans/14961-lesson-31-culminating-writing-task-part-3/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Use the TN writing rubric instead of the one posted on LearnZillion. The explanatory rubric for the literary analysis is posted here: https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g9-12_argument.pdf Text-Dependent/Text-Specific Questions: (Sample) N/A – Writing Assessment Daily Writing Practice Students will practice revising an essay and using editing marks to proofread an essay.
Lesson 32	**Instructional Plan**
High-Quality Text(s): ***Wisconsin v. Yoder* (No. 70-110), Supreme Court of the United States (GB)**	Guiding Question: How are the first amendment rights affected by religion in the United States? Learning Targets: • Discuss the relationship between church and state. (11-12.RI.KID.1) • Begin reading sections of *Wisconsin v. Yoder*. (11-12.RI.IKI.9)

Materials:
Pen/paper
Anchor Text in GuideBooks
Highlighters
 	
Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14962-lesson-32-reading-and-analyzing-a-court-case/additional-materials
	Agenda
	• Lesson 32: Reading and analyzing a court case
	  (Link: https://scsk12.learnzillion.com/lesson_plans/14962-lesson-32-reading-and-analyzing-a-court-case/)
	  (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
	• To scaffold understanding of this court case, use this site: https://www.oyez.org/cases/1971/70-110
	
	Text-Dependent/Text-Specific Questions: (Sample)
	Slide 5
	• What is the role of church/ state in "Sinners in the Hands of an Angry God"?
	• What is the role of church/ state in "The Minister's Black Veil"?
	• What is the role of church/ state in *Democracy in America*?
	• What is the role of church/ state in John Brown's speech to the court at his trial?
	• What is the role of church/ state in *The Scarlet Letter*?
	Slide 7
	• What reasoning is present in the syllabus? The opinion?
	• What connotative diction is present in the case?
	• What were the decisions made by the court?
	
	Daily Writing Practice
	From slide 9, after providing discussion time for students, have each answer the prompt on slide 9 in writing as an Exit Ticket: *Based on your understanding of the Wisconsin v. Yoder case, what are the challenges to and limits of the amendment in regard to religion?*

Lesson 33	**Instructional Plan**
High-Quality Text(s): ***Wisconsin v. Yoder*** **(No. 70-110), Supreme Court of the United States (GB)** **Gallup Poll Results on Religion (GB)** "**Americans Say More Religion in US Would Be Positive**" **from** *Gallup***, Frank Newport (Video)**	Guiding Question: What conclusions can you draw from the data presented in the Gallup poll and the video? Learning Targets: • Interpret data from a Gallup poll. (11-12.RI.IKI.7) • Draw conclusions about religion in America based on a court case, Gallup poll, and video. (11-12.RI.IKI.9) Agenda • Lesson 33: Synthesizing multiple sources (Link: https://scsk12.learnzillion.com/lesson_plans/14963-lesson-33-synthesizing-multiple-sources/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Follow the directions in the Teaching notes on Slide 5 to model an analysis of a Gallup poll. • Slide 7 sets the purpose for watching the video text.

Materials:
Pen/paper
Anchor Text in GuideBooks
Paper or digital copies of other texts not in the GuideBooks

Additional materials located online here, including answer keys:
https://scsk12.learnzillion.com/lesson_plans/14963-lesson-33-synthesizing-multiple-sources/additional-materials

Text-Dependent/Text-Specific Questions: (Sample)
N/A – The provided LearnZillion lesson guides students through the analysis of data captured in a Gallup poll.

Daily Writing Practice
From Slide 10, students will respond to the prompt in 7-10 complete sentences: *Synthesize the knowledge gained about the influence of religion from the court case, Gallup polls, and video. What conclusions can be drawn about the influence of religion in America based on these sources? Use specific evidence from the polls to support your response.*

October 7, 2019-October 11, 2019
*There are 8 lessons identified for completion of this unit during this week. The activities for this section of the unit focus students on components of the extension task. Consider which components can be completed outside of class for homework based on the students and available resources.

Instructional Focus
Writing
11-12.W.TTP.1   Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
A. Introduce precise claim(s).
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.
C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
D. Provide a concluding statement or section that follows from and supports the argument presented.
E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
F. Establish and maintain a formal style and objective tone.
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.
11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a questions 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 the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Lesson 34	Instructional Plan
High-Quality Text(s): **N/A (Research Project)** Materials: Pen/paper Handouts in GuideBook Encyclopedia or other research resources index cards Additional materials to support lessons on the extension task can be found online here: https://scsk12.learnzillion.com/lesson_plans/14964-lesson-34-selecting-a-topic-and-generating-a-research-question/additional-materials	Guiding Question: How are civil rights and religious opinions connected in America? Learning Targets • Generate questions to guide our investigation of the challenges to and limits of the First Amendment in regard to religion. (11-12.W.RBPK.7) • Narrow the focus of inquiry for research. (11-12.W.RBPK.7) Agenda • Lesson 34: Selecting a topic and generating a research questions (Link: https://scsk12.learnzillion.com/lesson_plans/14964-lesson-34-selecting-a-topic-and-generating-a-research-question/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) N/A – Extension Task Daily Writing Practice Students narrow down a topic for research and discuss the topic with a partner. Students should turn in topics to the teacher for approval.
Lesson 35	Instructional Plan
High-Quality Text(s): **N/A (Research Project)** Materials: Pen/paper Handouts in GuideBook Internet access Additional materials to support lessons on the extension task can be found online here: https://scsk12.learnzillion.com/lesson_plans/14965-lesson-35-identifying-sources-for-the-extension-	Guiding Question: How are civil rights and religious opinions connected in America? Learning Targets • Research our chosen topics in order to answer our self-generated research questions on the challenges to and limits of the First Amendment in regard to religion. (11-12.W.RBPK.7) Agenda • Lesson 35: Identifying sources for the extension task (Link: https://scsk12.learnzillion.com/lesson_plans/14965-lesson-35-identifying-sources-for-the-extension-task/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) N/A – Extension Task Daily Writing Practice

task/additional-materials	Students complete a Source Tracker handout to make notes of research completed to support claims to be made in the research project.
Lesson 36	**Instructional Plan**

High-Quality Text(s): **N/A (Research Project)** Materials: Pen/paper Handouts in GuideBook Red, yellow, and green sticky notes Internet access Additional materials to support lessons on the extension task can be found online here: https://scsk12.learnzillion.com/lesson_plans/14966-lesson-36-gathering-evidence-and-citing-from-multiple-sources/additional-materials	Guiding Question: How are civil rights and religious opinions connected in America? Learning Targets • Gather evidence for the essay from reliable sources. (11-12.W.RBPK.8) • Cite sources using a standard format. (11-12.W.RBPK.8) Agenda • Lesson 36: Gathering evidence and citing from multiple sources (Link: https://scsk12.learnzillion.com/lesson_plans/14966-lesson-36-gathering-evidence-and-citing-from-multiple-sources/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) N/A – Extension Task Daily Writing Practice Students complete a Source Tracker handout to make notes of research completed to support claims to be made in the research project.
Lesson 37	**Instructional Plan**

High-Quality Text(s): **N/A (Research Project)** Materials: Pen/paper Handouts in GuideBook Dictionaries Index cards Additional materials to support lessons on the extension task can be found online here:	Guiding Question: How are first amendment rights affected by religion in the United States? Learning Targets • Review methods of avoiding plagiarism. (11-12.W.RBPK.8) • Begin planning a draft of the Extension Task. (11-12.W.PDW.5) Agenda • Lesson 37: Understanding plagiarism and writing a research essay (Link: https://scsk12.learnzillion.com/lesson_plans/14967-lesson-37-understanding-plagiarism-and-writing-a-research-essay/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Use the SODA Strategy to assess claims. See Slide 10 for details.

https://scsk12.learnzillion.com/lesson_plans/14967-lesson-37-understanding-plagiarism-and-writing-a-research-essay/additional-materials	Text-Dependent/Text-Specific Questions: (Sample) N/A – Extension Task Daily Writing Practice From Slide 11, students will complete reason 1, evidence 1, and reasoning 1 to organize the first paragraph of the research paper.
Lesson 38	**Instructional Plan**
High-Quality Text(s): **N/A (Research Project)** Materials: Pen/paper Handouts in GuideBook Additional materials to support lessons on the extension task can be found online here: https://scsk12.learnzillion.com/lesson_plans/14968-lesson-38-counterclaims-and-the-extension-task-rough-draft/additional-materials	Guiding Question: How are first amendment rights affected by religion in the United States? Learning Targets • Complete evidence and reasons for next body paragraph. (11-12.W.TTP.1A) • Create counterclaims for your essay. (11-12.W.TTP.1B) • Organize the draft of your essay. (11-12.W.TTP.1C) • Write a rough draft of our extension task essay. (11-12.W.TTP.1) Agenda • Lesson 38: Counterclaims and the extension task rough draft (Link: https://scsk12.learnzillion.com/lesson_plans/14968-lesson-38-counterclaims-and-the-extension-task-rough-draft/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text-Dependent/Text-Specific Questions: (Sample) N/A – Extension Task Daily Writing Practice From Slide 9, students will write a rough draft of the extension task essay.

Instructional Focus
Reading: Informational Texts
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.
Writing
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.	
Lesson 39	**Instructional Plan**

High-Quality Text(s):
 	
N/A (Research Project)
 	
Materials:
Pen/paper
Handouts in GuideBook
Extension task rubric
Highlighters
 	
Additional materials can be found online here:
https://scsk12.learnzillion.com/lesson_plans/14969-lesson-39-peer-review-and-creating-a-final-draft/additional-materials
	Guiding Question: How are civil rights and religious opinions connected in America?
	
	Learning Targets:
	• Conduct peer reviews of essay drafts. (11-12.W.PDW.5)
	• Make revisions to drafts and compose a final draft. (11-12.W.PDW.5)
	
	Agenda
	• Lesson 39: Peer review and creating a final draft
	  (Link: https://scsk12.learnzillion.com/lesson_plans/14969-lesson-39-peer-review-and-creating-a-final-draft/)
	  (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
	• Use the TN writing rubric instead of the one posted on Slide 5. The argumentative rubric is posted here:
	  https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g9-12_argument.pdf
	
	Text-Dependent/Text-Specific Questions: (Sample)
	N/A – Writing Assessment
	
	Daily Writing Practice
	Students use guided opportunities in the lesson to make revisions to create a final draft of the Extension Task essay.

Lesson 40	**Instructional Plan**
High-Quality Text(s): **December 23, 1776, entry from *The Crisis, No. 1* by Thomas Paine** **"A Model of Christian Charity" by John Winthrop** Materials: Pen/paper Cold-read task items: https://scsk12.learnzillion.com/resources/114172/?card_id=141651	*For this lesson, students will complete a formative assessment to demonstrate mastery of skills that have been practiced in the unit. It is important that students receive no assistance or scaffolding on this task in order for it to be considered a "cold-read." Learning Targets • Assess our ability to read, understand, and express our understanding of a complex, grade-level informational text. (11-RI.RRTC.10) Agenda • Lesson 40: Cold-read task, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/14970-lesson-40-cold-read-task-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Cold-read task answer sheet: https://scsk12.learnzillion.com/resources/118181/?card_id=154305	• Students should be given about 40 minutes to read the texts and answer all multiple choice questions.
	Text-Dependent/Text-Specific Questions: (Sample) (Included in cold-read task items)
Additional materials can be found online here: https://scsk12.learnzillion.com/lesson_plans/14970-lesson-40-cold-read-task-part-1/	Daily Writing Practice N/A
Lesson 41	**Instructional Plan**
High-Quality Text(s): **December 23, 1776, entry from *The Crisis, No. 1* by Thomas Paine** **"A Model of Christian Charity" by John Winthrop** Materials: Pen/paper Cold-read task items: https://scsk12.learnzillion.com/resources/114172/?card_id=141651 Cold-read task answer sheet: https://scsk12.learnzillion.com/resources/118181/?card_id=154305 Additional materials can be found online here: https://scsk12.learnzillion.com/lesson_plans/15400-lesson-41-cold-read-task-part-2/additional-materials	*For this lesson, students will complete a formative assessment to demonstrate mastery of skills that have been practiced in the unit. It is important that students receive no assistance or scaffolding on this task in order for it to be considered a "cold-read." Learning Targets • Assess our ability to read, understand, and express our understanding of a complex, grade-level informational text. (11-RI.RRTC.10) Agenda • Lesson 41: Cold-read task, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/15400-lesson-41-cold-read-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Students should be given about 40 minutes to answer the timed essay in response to a complex grade-level text. Text-Dependent/Text-Specific Questions: (Sample) (Included in cold-read task items) Daily Writing Practice N/A