

11 th Grade	Quarter 2 Curriculum Map	Weeks 1-9
Introduction		
<p>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.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 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. <p>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).</p> <p>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.</p>		
How to Use the Curriculum Maps		
<p>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 <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>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:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, 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 <i>integrate</i> 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. 		

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Guidance for ELA Lessons and Units		
<p>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.</p> <p>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.</p>		
Guidance on Assessments and Tasks		
<p>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.</p> <ul style="list-style-type: none"> • LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p>		

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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
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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: 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Paper: A “word” about Vocabulary Considerations Packets 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • RTI • Student Supports • Dropout Prevention • Remediation Strategies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • State Standards • State Blueprint • Writing Rubrics • TNReady Assessment 	<ul style="list-style-type: none"> • Edugoodies • Clever • Learnzillion Resources • Discovery Education • Schoology • TedED • Classroom Management • Edutopia

11 th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>The Scarlet Letter</i>	<i>The Scarlet Letter</i> by Nathaniel Hawthorne	Social Studies, Early American Culture
2	9 weeks	<i>Our Town</i>	<i>Our Town</i> by Thornton Wilder	Social Studies, Community
3	6 weeks	<i>A More Perfect Union</i>	Excerpt from <i>My Bondage and My Freedom</i> by Frederick Douglass	Social Studies, Civic Engagement
3	3 weeks	<i>Transcendentalism</i>	Excerpt from <i>Walden</i> by Henry David Thoreau	Science, Conservation
4	9 weeks	<i>The American Dream</i>	<i>The Great Gatsby</i> by F. Scott Fitzgerald	Social Studies, 20 th 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	Our Town	9 Weeks
Unit Overview		
<p>Students read a combination of drama, poetry, short stories, and essays to understand how authors portray the ongoing conflict between society and self. Students express their understanding of the concepts of societal expectations and individualism to evaluate whether Wilder presents a true community in <i>Our Town</i>. During key moments in the unit, students will examine writing about our town of Memphis, both past and present, to further connect society and self to bring personal relevance to the learning experience.</p>		
Text Use: Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments		
Essential Questions:		
<ul style="list-style-type: none"> • To what extent are individuals influenced by their community, and vice versa? • What are the things that make all people and places interconnected? • Why is place so important to the American Identity? • What does it mean to truly live? • What is the Modern American Dream? • How is technology impacting communities? Does social networking make communities stronger? • How do societal expectations shape who we ultimately become? • How does the health of an individual affect the health of a community? • How does the health of a community affect the health of a nation or the world? • How do authors use different genres, elements of craft, and structure to highlight the ongoing conflict between society and self? 		
Anchor Text	Qualitative Analysis of Anchor Text	
<p><i>Our Town</i> by Thornton Wilder, NP</p>	<p>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.</p> <ol style="list-style-type: none"> a. Knowledge Demands – Moderately Complex b. Text Structure – Slightly Complex c. Language Features – Moderately Complex d. Meaning – Moderately Complex <p>Overall Complexity – Moderately Complex</p>	
Related Text/Anchor Text Connections		
<p>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.</p>		
Literary Texts		
<ul style="list-style-type: none"> • <i>Mending Wall</i> by Robert Frost, NP • “The Interlopers” by Saki, 1200L 		
Informational Texts		
<ul style="list-style-type: none"> • “Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam • “The Essentiality of Individualism in Modern America” by Caleb Jacobo 		

- “History of Memphis” from MemphisTravel.com (<http://bit.ly/2JHk6K7>), 1320L
- “21st-Century Grover’s Corners, with the Audience as Neighbors” from *The New York Times* by Charles Isherwood
- “The End of Solitude” by William Deresiewicz, 1070L

Nonprint Texts (Fiction or Nonfiction)

- *Our Town* directed by Sam Wood (video): <https://www.youtube.com/watch?v=W4LQEiU3QFc>

End-of-Unit Assessment:

Grover’s Corners is a small town where everyone knows each other. Does Wilder paint the picture of a true community?

Write an argumentative essay to support your claims in answer to the question. Within your response, you should explain the meaning of “community.” Be sure to use appropriate transitions and varied syntax, grade-appropriate language and a formal style, including proper grammar, conventions, and spelling. Provide strong and thorough textual evidence to support both your claims and counterclaims, pointing out the strengths and limitations of both.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RI.CS.6, 11-12.RL.IKI.7, 11-12.RI.IKI.8, 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.KID.3, 11-12.RI.CS.4, 11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8, 11-12.RI.IKI.9, 11.RI.RRTC.10

Writing

11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.TTP.3, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.PDW.6, 11-12.W.RBPK.7, 11-12.W.RBPK.8, 11-12.W.RBPK.9, 11-12.W.RW.10

Language

11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.4, 11-12.L.VAU.5, 11-12.L.VAU.6

Speaking & Listening

11-12.SL.CC.1, 11-12.SL.CC.2, 11-12.SL.CC.3, 11-12.SL.CC.4, 11-12.SL.PKI.5, 11-12.SL.PKI.6

October 21, 2019- October 22, 2019

Instructional Plan

Flex Day

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](#)

	<ul style="list-style-type: none"> ○ Social Emotional Learning ● Practice close reading using LZ mini lessons found here.
	Instructional Plan
	<p><i>Flex Day</i></p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> ● Build classroom community using student data ● Focus on components of SEL. <ul style="list-style-type: none"> ○ 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.

October 23, 2019-October 29, 2019

Instructional Focus

Reading: Literature

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

11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

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.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

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.

Speaking & Listening	
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 th -12 th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Lesson 1	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks The Bowling Alone Cornell notes handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/12489-lesson-1-introduction-to-our-town-unit/additional-materials</p>	<p><u>Guiding Question:</u> What essential questions will guide this unit of study?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Discuss unit questions. (11-12.SL.CC.1) • Begin reading, “Bowling Alone: America’s Declining Social Capital,” an essay by Robert Putnam. (11-12.RI.KID.1) • Summarize information Putnam presents on changing communities. (11-12.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 1: Introduction to Our Town unit • (Link: https://scsk12.learnzillion.com/lesson_plans/12489-lesson-1-introduction-to-our-town-unit/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Slide 6: 4-corners discussion activity: Be sure to have students write responses before moving to corners. This prevents students from choosing their friends’ corners then having nothing to contribute to the academic discussion. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Questions are included in graphic organizer on p. 153 of the GuideBook.</p> <p><u>Daily Writing Practice</u> From slide 12, as an Exit Ticket, have students write a paragraph to summarize Putnam’s findings on civic engagement and its effects on communities in this section of “Bowling Alone.”</p>
Lesson 2	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What will the author establish in this section of the essay?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue reading “Bowling Alone: America’s Declining Social Capital.” (11-12.RI.KID.3) • Examine why civic engagement has declined and why the author thinks this is problematic. (11-12.RI.IKI.8) <p><u>Agenda</u> Lesson 2: “Bowling Alone: America’s Declining Social Capital” – A Changing Society</p>

<p>Pen/paper Anchor Text in GuideBooks The Bowling Alone Cornell notes handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/12490-lesson-2-bowling-alone-america-s-declining-social-capital-a-changing-society/additional-materials</p>	<p>(Link: https://scsk12.learnzillion.com/lesson_plans/12490-lesson-2-bowling-alone-america-s-declining-social-capital-a-changing-society/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 154 of the GuideBook.</p> <p>Slide 5</p> <ul style="list-style-type: none"> • What is the name of the section? • What is “civic engagement”? • What does the phrase “whatever happened to” suggest about the existence of civic engagement? <p>Slide 10 If students are having difficulty, prompt them with questions like, “How do social groups increase trust? Why is trust important for generalized reciprocity and society at large?”</p> <p><u>Daily Writing Practice</u> From slide 10, have students summarize Putnam’s findings on civic engagement and its effects on communities within the summary box at the bottom of the graphic organizer on p. 154 of the GuideBook.</p>
<p>Lesson 3</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks The Bowling Alone Cornell notes handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/12725-lesson-3-bowling-alone-america-s-declining-social-capital-a-changing-society/</p>	<p><u>Guiding Question:</u> What is social trust and how does it relate to involvement in associations?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read two more sections from “Bowling Alone: America’s Declining Social Capital.” (11-12.RI.IK1.8) • Consider the types of social groups and how they create social trust. (11-12.RI.CS.6) <p><u>Agenda</u> Lesson 3: “Bowling Alone: America’s Declining Social Capital” – A Changing Society (Link: https://scsk12.learnzillion.com/lesson_plans/12725-lesson-3-bowling-alone-america-s-declining-social-social-capital-a-changing-society/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 155 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, start a discussion about the words “tertiary” and “secondary” such as: <ul style="list-style-type: none"> ○ “Based on the reading and your previous knowledge, what does “tertiary” mean? What does “secondary” mean?” ○ “What are some examples of each type of group according to the text?” ○ “Why does one group create more social capital than the other?” • Prompt students to use the conversation stems as they are discussing.

<p>social-capital-a-changing-society/additional-materials</p>	<ul style="list-style-type: none"> As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> “What evidence do you have to support your ideas?” “Who agrees/disagrees with what X said? Why?” “Y, please rephrase what X said,” “Who can add to what X said?” <p>Slide 7 If students have trouble, start a discussion about the quote and it’s connection to Putnam’s assertion, such as:</p> <ul style="list-style-type: none"> “What is a social contract?” “Why do support groups offer weak obligations?” “What is the difference between small support groups and traditional forms of civic engagement?” “How do support groups fail to create the same social capital as traditional forms of civic engagement?” <p>Slide 8 If students have trouble, start a discussion about social trust and its importance, such as:</p> <ul style="list-style-type: none"> “What is social trust?” “Why is social trust important to a community and to involvement in associations?” <p><u>Daily Writing Practice</u> From slide 9, have students summarize the key ideas of the two sections in “Bowling Alone: America’s Declining Social Capital” within the summary box at the bottom of the graphic organizer on p. 155 of the GuideBook.</p>
<p>Lesson 4</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks The Bowling Alone Cornell notes handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> What is the author’s purpose for this essay regarding the issue of civic engagement? How does Putnam’s organizational structure help to improve his argument?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read the final two sections of “Bowling Alone: America’s Declining Social Capital” as a whole class. (11.RI.RRTC.10) Answer questions 11-14 on your Cornell Notes handout. (11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.8) Write a critical summary of the last two sections. (11-12.RI.KID.2) <p><u>Agenda</u> Lesson 4: Factors of the decline and author’s purpose (Link: https://scsk12.learnzillion.com/lesson_plans/12727-lesson-4-factors-of-the-decline-and-author-s-purpose/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Questions are included in graphic organizer on p. 156 of the GuideBook.</p>

https://scsk12.learnzillion.com/lesson_plans/12727-lesson-4-factors-of-the-decline-and-author-s-purpose/additional-materials	<p><u>Daily Writing Practice</u> From slide 11, have students summarize Putnam’s findings on civic engagement and its effects on communities within the summary box at the bottom of the graphic organizer on p. 156 of the GuideBook.</p>
<p>Lesson 5</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act I The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10128-lesson-5-introduction-to-our-town/additional-materials</p>	<p><u>Guiding Question:</u> How does <i>Our Town</i> compare to other plays you have read or seen? What is the role of the Stage Manager in this play?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Begin reading Act I of <i>Our Town</i> by Thornton Wilder. (11-12.RL.KID.1) • Analyze how the main characters are introduced. (11-12. RL. KID.3) <p><u>Agenda</u> Lesson 5: Introduction to Our Town (Link: https://scsk12.learnzillion.com/lesson_plans/10128-lesson-5-introduction-to-our-town/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 157 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, ask prompting questions like, “What do you notice about the role of the stage manager?” “Describe the scenery. How is it similar to or different from other plays?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 7 If students need help as they discuss in pairs, prompt students with questions, such as: “Where is Doc Gibbs in the play in this moment? What year does the play take place?”</p> <p>Slide 9 If students have trouble, ask students prompting questions, such as: “What happened to Joe?” “Does it feel important to know that he died at this point in the play? Why/why not? What might this suggest the stage manager is focused on?” “Do you see a pattern in the type of information the stage manager gives us about the characters?”</p> <p>Slide 11</p>

- If students are having trouble, point them to sections of the text where the characters are speaking or where the stage manager is sharing about the characters.
- Ask prompting questions like:
 - What do we learn about the characters in Act I?
 - How do we learn about the characters?
 - What is the stage manager's role in the play?

Daily Writing Practice

Have students read and answer the question on slide 11: *How is either Emily Webb or George Gibbs introduced in the text?* Select a line from Act I and explain in writing what this line reveals about Emily or George in the summary box of p 157 in your GuideBook.

October 30, 2019-November 5, 2019

Instructional Focus

Reading: Literature

- 11-12.RL.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.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.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.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- 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.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.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

Writing

- 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 materials.

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

Speaking & Listening

11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

Lesson 6	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act I The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10129-lesson-6-act-i-getting-to-know-grover-s-corners/additional-materials</p>	<p><u>Guiding Question:</u> How would you characterize or describe the town of Grover’s Corners?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue reading Act I of <i>Our Town</i> by Thornton Wilder. (11-12.RL.KID.1) • Analyze the town of Grover’s Corners based on details from the text. (11-12.RL.KID.3) <p><u>Agenda</u> Lesson 6: Act I – Getting to Know Grover’s Corners (Link: https://scsk12.learnzillion.com/lesson_plans/10129-lesson-6-act-i-getting-to-know-grover-s-corners/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 158 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “What types of things do they discuss?” “What does Mrs. Gibbs say about her husband? What does this suggest about who has decision making power in the family?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 8 If students have trouble, ask students prompting questions, such as: “What does he say about the town’s population?” “What type of people make up the town?”</p> <p>Slide 10 If students have trouble, ask students prompting questions, such as: “What adjectives and words does he use to describe</p>

	<p>the town?” “How does he respond to the questions from the audience?”</p> <p><u>Daily Writing Practice</u> From slide 11, have students write a paragraph describing Grover’s Corners in the summary box of the Cornell notes handout. Direct students to select at least two pieces of textual evidence to support the description.</p>
Lesson 7	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act I The conversation stems handout (GB)</p> <p>All additional materials online here: https://sck12.learnzillion.com/lesson_plans/10130-lesson-7-act-i-family-life/additional-materials</p>	<p><u>Guiding Question:</u> How does Wilder’s character development establish family dynamics within Act I of <i>Our Town</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue reading Act I of <i>Our Town</i> by Thornton Wilder. (11-12.RL.KID.1) • Deepen our understanding of George, Emily, their families, and what they suggest about life in Grover’s Corners. (11-12.RL.KID.3) • Write a critical summary of Act I. (11-12.RL.KID.2, 11-12.W.RW.10) <p><u>Agenda</u> Lesson 7: Act I – Family life (Link: https://sck12.learnzillion.com/lesson_plans/10130-lesson-7-act-i-family-life/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 159 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “What does George say to Emily? How does Emily respond to George?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 8 If students have trouble, ask students prompting questions, such as: “What does Emily ask her mother? Why might Emily be asking this?”</p> <p>Slide 10 If students have trouble, ask students prompting questions, such as: “What does George’s father bring up? What is the tone of the discussion?”</p>

	<p><u>Daily Writing Practice</u> From slide 11, have students write a critical summary of Act I in the summary box of the Cornell notes handout. Direct students to describe the key relationships in Act I and what they suggest about Grover's Corners. Students should also include textual evidence.</p>
<p>Lesson 8</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p>"Bowling Alone: America's Declining Social Capital" from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> Student copies of "Bowling Alone" (GB) Evidence chart for Act I (GB) The Cornell notes for Act I The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10131-lesson-8-prepare-for-a-socratic-seminar/additional-materials</p>	<p><u>Guiding Question:</u> How does Wilder's style affect the reader's understanding of the play?</p> <p><u>Learning Target</u> Prepare for a Socratic seminar about key ideas from Act I of <i>Our Town</i>. (11-12.RL.CS.5, 11-12.RL.IKI.7,11-12.W.RBPK.9)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 8: Prepare for a Socratic Seminar • (Link: https://scsk12.learnzillion.com/lesson_plans/10131-lesson-8-prepare-for-a-socratic-seminar/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Note: There are two main questions being asked on the Evidence Chart. The first one is most important when assessing student grasp of new information and student understanding of the playwright's style. The second question is more of an assimilation of the setting and comparison of similar topics in two different texts. These are the questions for the Socratic Seminar in Lesson 9, and by ensuring every student creates sufficient notes in this lesson, you will be providing equity of access to the text discussion in the next lesson. • For scaffolding purposes, to meet the needs of SPED students or ELLs, consider having them work with a partner on the same Evidence Chart and making a copy of the chart so the partnership can split during the seminar to push each student's thinking. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5 Prompt students to review their Cornell notes from <i>Bowling Alone</i> and <i>Our Town</i> Act 1 to help them identify strong places in the text to gather evidence. For example:</p> <ul style="list-style-type: none"> • Consider the role of the stage manager. What impact does he have on our understanding? • Describe the communities and community organizations that Putnam describes in the opening of <i>Bowling Alone</i>: In what way are they similar to or different from Grover's Corners? What does this suggest? • Consider the data and graphics from <i>Bowling Alone</i>: How are gender roles and family dynamics different in <i>Bowling Alone</i> and <i>Our Town</i>? <p>Slide 6 Prompt students to review their Cornell notes from <i>Bowling Alone</i> and <i>Our Town</i> Act 1 to help them identify strong places in the text to gather evidence. For example:</p>

	<ul style="list-style-type: none"> • Consider the role of the stage manager. What impact does he have on our understanding? • Describe the communities/community organizations that Putnam described in the opening of <i>Bowling Alone</i>: In what way are they similar to and/or different from Grover’s Corners? What does this suggest? • Consider the data and graphics from <i>Bowling Alone</i>: How are gender roles and family dynamics different in <i>Bowling Alone</i> and <i>Our Town</i>? <p><u>Daily Writing Practice</u> Students should finalize the evidence chart in preparation for the Socratic Seminar by adding any additional evidence to support claims and revising or deleting evidence that does not compellingly support the claims. (Slide 7)</p>
Lesson 9	Instructional Plan
<p><u>High-Quality Text(s)</u>:</p> <p><i>Our Town</i> by Thornton Wilder</p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials</u>: Pen/paper Student copies of <i>Our Town</i> Student copies of “Bowling Alone” (GB) Evidence chart for Act I (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10132-lesson-9-conduct-a-socratic-seminar/additional-materials</p>	<p><u>Guiding Question</u>: How does the Socratic Seminar deepen, refine, or change your understanding of Act I of <i>Our Town</i>?</p> <p><u>Learning Target</u> Engage in a Socratic Seminar about key ideas from Act I of <i>Our Town</i>. (11-12.SL.CC.4, 11-12.RL.CS.5, 11-12.RL.IKI.7)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 9: Conduct a Socratic Seminar (Link: https://scsk12.learnzillion.com/lesson_plans/10132-lesson-9-conduct-a-socratic-seminar/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • To learn more about what the Inner Circle/Outer Circle should look like, watch this video: https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom#video-sidebar_tab_video-guide-tab. In this video, the students choose the questions. In our lesson, however, the questions have been predetermined by the previous lesson. The purpose of the activity is to increase student engagement and reach a higher depth of knowledge in learning. The more the teachers is able to withdraw from the discussion, the more the students will process the learning themselves. <p><u>Text-Dependent/Text-Specific Questions</u>: (Sample) N/A – Socratic Seminar</p> <p><u>Daily Writing Practice</u> As an Exit Ticket: Answer the Guiding Question in a few sentences on notebook paper.</p>
Lesson 10	Instructional Plan

High-Quality Text(s):

Choose 901 Blog – Use the drop-down menu to select a reading based on the neighborhood of your school.

(<https://choose901.com/>)

Images of Memphis:

https://www.facinghistory.org/sites/default/files/Images_Memphis.pdf

Materials:

Pen/paper

Images of Memphis:

https://www.facinghistory.org/sites/default/files/Images_Memphis.pdf

Post-it notes, index cards, or small pieces of paper

Large poster paper (optional)

Guiding Question: What factors shape the identity of a community/society? Can you describe the community/society of Memphis, Tennessee?

Learning Targets

- Analyze nonfiction texts to draw inferences about communities and societies. (11-12.RI.KID.1)
- Write a critical summary of resources examined about the community of Memphis. (11-12.RI.KID.2)
- Examine non-print resources to prompt discussion about communities in and of Memphis. (11-12.RI.IKI.7)

Agenda

- Note: This lesson is intended to reteach concepts of community and society in the specific setting of Memphis to begin the bridge of learning from the anchor text to student real-world experience. This lesson comes from resources provided by Facing History. For more information, visit: <https://www.facinghistory.org/resource-library/identity-and-community/what-makes-memphis-community>
- Warm-Up: Have students write on Post-It Notes to complete this sentence: “Memphis is…” Provide copies of a blog or two from choose901.com. Use the drop-down menu to select an article about the neighborhood of your school. The article(s) should be about something important to the community that might also interest the students. (10 Minutes)
- The purpose of the next activity is to help students connect what they know about Memphis to the concept of community. First, divide the class into small groups. Then distribute copies of the images of Memphis included in this lesson plan. Inform students that the images are meant to stimulate their thinking but that they can record ideas unrelated to the images based on their own experiences of living in Memphis. Ask students to add to their lists of words and phrases that complete the sentence “Memphis is. . .” As in the warm-up exercise, students can record these words or phrases on Post-it notes, index cards, or small pieces of paper. (10 Minutes)
- When groups have at least 25 descriptions of Memphis recorded on separate cards or pieces of paper, ask them to organize these words/phrases into broad categories. For example, they might create one pile of words that describe what Memphis looks like, another pile that describes what people do for fun in Memphis, and another pile representing the history of Memphis. When students have finished placing all of their cards into piles, ask them to give each pile a name. If time permits, groups can draw identity charts for Memphis. (5 Minutes)
- Next, write the word *society* on the board. Ask students if they have any ideas about how a society is the same as a community and how it is different. Both communities and societies include groups of people. Indeed, sometimes people use these terms as synonyms. However, typically communities represent smaller groups of people. You would not usually refer to a class or a school or even Memphis as a society, but you would call all of these groups communities. On the other hand, the United States or the Mayan Empire is more often identified as a society rather than as a community. Because societies are just large communities, everything that students have learned about communities applies to the societies they will be studying in world history. (10 Minutes)
- In the main activity, students used their description of Memphis to generate broad categories representing some of the key factors that shape communities. Have students share the main categories they created. As they name a category, write it on the board or on a large piece of paper, grouping related categories such as geography and

	<p>physical characteristics. (5 Minutes)</p> <ul style="list-style-type: none"> To introduce students to the idea that societies change, ask them to create a list of the ways Memphis has changed over time. Challenge groups to come up with one change for each of the categories listed on the board. As an extension question, ask students to guess why or how these changes took place. Students can add their ideas about how Memphis has changed to their identity charts of the city. (5 Minutes) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A (Questions in this lesson are about knowledge-building concepts and not an anchor text.)</p> <p><u>Daily Writing Practice</u> After the group discussion, give students a few minutes to respond in their journals to the following prompt: <i>What does it mean to belong to the community of Memphis? What common goals might people who live in and near Memphis share?</i> Ask students to clarify the distinction between Memphis as a city and Memphis as a community.</p>
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November 6, 2019- November 13, 2019

Instructional Focus

Reading: Literature

- 11-12.RL.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.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.

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

Speaking & 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 11	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act II (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10133-lesson-10-act-ii-love-and-marriage/additional-materials</p>	<p><u>Guiding Question:</u> What about the culture of Grover's Corners and its people is revealed in the characters' interactions and conversations?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read the beginning of Act II of <i>Our Town</i>. (11-12.RL.KID.1) • Summarize our reading, playing close attention to the characters of George and Emily. (11-12.RL.KID.2, 11-12.RL.KID.3) <p><u>Agenda</u> Lesson 10: Act II – Love and Marriage (Link: https://scsk12.learnzillion.com/lesson_plans/10133-lesson-10-act-ii-love-and-marriage/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 161 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, point students back to the text and ask students prompting questions, such as: “What did the stage manager say about the year?” “What is familiar or similar from Act I to Act II?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 8 If students have trouble, ask students prompting questions, such as: “What do they talk about? How do they feel about the upcoming wedding? What does this remind you of? How does this deepen your understanding of the town and its people?”</p> <p>Slide 10 If students have trouble, ask students prompting questions, such as: “What do they talk about? What does Mr. Webb suggest about weddings? What does this remind you of? How does this deepen your understanding of the town and its people?”</p> <p><u>Daily Writing Practice</u></p>

	From slide 11, have students summarize the opening of Act II in the summary box of the Cornell notes handout.
Lesson 12	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act II (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10134-lesson-11-act-ii-the-wedding/additional-materials</p>	<p><u>Guiding Question:</u> What are some potential themes of <i>Our Town</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish reading Act II. (11-12.RL.KID.1) • Analyze quotes from George and Emily to consider possible themes from the text. (11-12.RL.KID.2) <p><u>Agenda</u> Lesson 11: Act II – The Wedding (Link: https://scsk12.learnzillion.com/lesson_plans/10134-lesson-11-act-ii-the-wedding/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 162 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, point students back to the text and ask students prompting questions, such as: “What is an ancestor? Why might they be witnessing the wedding? Why are they important to the wedding and the play?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 8</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “What do they talk about? What does George say? How does his mother react?” • During the discussion, prompt students to go beyond the obvious (e.g., “Does he really want to just be a fella? How does this mesh with or contradict what we’ve seen of George thus far? What do you think is really going on here?”) <p>Slide 10</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “What do they talk about? What does Emily ask her dad? What is his reaction?” • During the discussion, prompt students to go beyond the obvious (e.g., “Does Emily really hate George? What else could be going on here?”). <p><u>Daily Writing Practice</u></p>

	From slide 11, after students complete the discussion with a partner, have each record the ideas from the discussion on the Cornell notes handout for Act II.
Lesson 13	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> Student copies of <i>Bowling Alone</i> (GB) The Cornell notes for Acts I & II (GB) Evidence chart for Act II (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10135-lesson-12-act-ii-socratic-seminar/additional-materials</p>	<p><u>Guiding Question:</u> To what extent do individuals shape their communities and are shaped by their communities?</p> <p><u>Learning Target</u> Have a Socratic seminar discussion about the key ideas from Act II of <i>Our Town</i>. (11-12.RL.KID.1, 11-12.SL.CC.1)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 12: Act II – Socratic seminar (Link: https://scsk12.learnzillion.com/lesson_plans/10135-lesson-12-act-ii-socratic-seminar/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) To learn more about what the Inner Circle/Outer Circle should look like, watch this video: https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom#video-sidebar_tab_video-guide-tab. In this video, the students choose the questions. In our lesson, however, the questions have been predetermined by the previous lesson. The purpose of the activity is to increase student engagement and reach a higher depth of knowledge in learning. The more the teachers is able to withdraw from the discussion, the more the students will process the learning themselves. Follow the Teaching notes included with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) The two main questions being prepared for the official seminar are: 1. To what extent do individuals influence their community? 2. To what extent are individuals influenced <i>by</i> their community?</p> <p><u>Daily Writing Practice</u> As an Exit Ticket, have students write on a notecard or sheet of paper an answer to this question, included on slide 8: <i>How did the Socratic seminar deepen, refine, or change your understanding of Act II of “Our Town”?</i></p>
Lesson 14	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How do the events in Act III alter the tone of the play?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read the beginning of Act III of <i>Our Town</i>. (11-12.RL.KID.1) Consider the tone in Act III compared to the previous acts. (11-12.RL.CS.4)

<p>Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act III (GB) The tone words handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/27817-lesson-13-act-iii-life-and-death-in-grover-s-corners/additional-materials</p>	<p><u>Agenda</u> Lesson 13: Act III – Life and death in Grover’s Corners (Link: https://scsk12.learnzillion.com/lesson_plans/27817-lesson-13-act-iii-life-and-death-in-grover-s-corners/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 164 of the GuideBook.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students have trouble, point students back to the text and ask students prompting questions, such as: “What did the person die from? What do they say about Dr. Gibbs? Why would this be hard for him?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 8</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “What do they talk about? What was revealed about Mrs. Gibbs earlier in Act III? What are they observing?” • As needed, provide a brief overview of tone (i.e., Tone is the speaker’s attitude toward the subject. In this case, the subject is life in Grover’s Corners). Prompt students to consider how the tone is different in this act. How do Emily’s feelings about life in Grover’s Corners change from earlier in the play? <p>Slide 10 If students have trouble, ask students prompting questions, such as: “What do they talk about? How does Emily describe George and Dr. Gibbs? What does Mrs. Soames say when Emily shares she wants to return?”</p> <p><u>Daily Writing Practice</u> From slide 11, have students summarize the events of the beginning of Act III in the summary box of the Cornell notes handout. Remind students to consider how these events contribute to a change in tone in the play.</p>
<p>Lesson 15</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What are some of the themes of <i>Our Town</i>? How are these themes developed over the three acts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish reading Act III of <i>Our Town</i>. (11-12.KID.1) • Consider themes of the play. (11-12.KID.2)

<p>Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Act III (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10137-lesson-14-act-iii-concluding-our-town/additional-materials</p>	<p><u>Agenda</u> Lesson 14: Act III – Concluding “Our Town” (Link: https://scsk12.learnzillion.com/lesson_plans/10137-lesson-14-act-iii-concluding-our-town/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Additional questions are included in graphic organizer on p. 165 of the GuideBook.</p> <p>Slide 6 If students have trouble, point students back to the text and ask students prompting questions, such as: “What does Emily see? What comments does she make to the stage manager? To her mother? What does Emily learn through her experiences? How do Emily’s experiences relate to the struggle between community and the individual?”</p> <p>Slide 7 If students have trouble, point students back to the text and ask students prompting questions, such as: “What is different about the way Wilder structures this section of the text? How does he manipulate time? How does he use that to develop meaning in this scene? Why is this structure important for Emily to learn what she learns? Why wouldn’t she realize these things when she was alive?”</p> <p>Slide 8 If students have trouble, point students back to the text and ask students prompting questions like, “What does he talk about? Does this connect to the previous scene? Why or why not?”</p> <p><u>Daily Writing Practice</u> From slide 9, have students discuss with a partner how themes of the play are developed and interact. Then, students should record their thinking in the summary box of the Cornell notes handout and include textual evidence to support their thinking.</p>
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November 14, 2019-November 20, 2019

Instructional Focus

Reading: Literature

- 11-12.RL.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.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.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.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- 11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking & 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 16	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p>“Bowling Alone: America’s Declining Social Capital” from <i>Journal of Democracy</i> by Robert D. Putnam</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> Student copies of <i>Bowling Alone</i> (GB) The Cornell notes for Acts I & II (GB) The tone words handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10138-lesson-15-our-town-thematic-discussion/additional-materials</p>	<p><u>Guiding Question:</u> How does Wilder develop themes in <i>Our Town</i>? How do these themes connect to the ones in Putnam’s <i>Bowling Alone</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Engage in a whole-class discussion to connect the themes of <i>Our Town</i> to <i>Bowling Alone</i> and our unit questions. (11-12.RL.KID.2, 11-12.RL.IKI.7, 11-12.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 15: Our Town thematic discussion • (Link: https://scsk12.learnzillion.com/lesson_plans/10138-lesson-15-our-town-thematic-discussion/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Slide 5: Students begin the lesson by completing p. 166 of the GB. Have students complete this independently before discussing ideas with a partner. Circulate to check for understanding and to ensure all students have thoughts on paper before moving to the class discussion. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 6 – To assist with the class discussion</p> <ul style="list-style-type: none"> • If there is a lag in discussion, prompt students with one of the unit questions: <ul style="list-style-type: none"> ○ To what extent are individuals influenced by their society/community? ○ To what extent do individuals shape and influence their society/community? ○ With the increase in technology and social media, are communities stronger or weaker than ever? ○ How do authors use different genres, elements of craft, and structure to highlight the ongoing conflict between society and self?

	<ul style="list-style-type: none"> • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said,” ○ “Who can add to what X said?” <p>Slide 7 As needed, provide instruction in creating a thesis statement or provide thesis sentence frames for students to complete. For example:</p> <ul style="list-style-type: none"> • Our Town explores two themes, _____ (theme one) and _____ (theme two), which are developed through _____ (first way developed) and _____ (second way developed). • The themes _____ (theme one) and _____ (theme two) are developed throughout Our Town by _____ (first way developed) and _____ (second way developed). <p><u>Daily Writing Practice</u> Slide 7</p> <ul style="list-style-type: none"> • Explain to students that in the next lesson, they will write a timed essay in which they identify two or more themes of Our Town and explain how those themes are developed over the course of the play. • Direct students to review their notes and write a thesis statement for their essay in response to the prompt on the slide. • Encourage them to consider Wilder’s choices for structure and characterization and how those choices impact the development of the themes. <p>Collect the Cornell notes for Act III to check the thesis statements for understanding.</p>
Lesson 17	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Student copies of <i>Our Town</i> The Cornell notes for Acts I-III (GB) Student drafts of thesis statement from Lesson 15</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> How are the themes in <i>Our Town</i> developed over the course of the text?</p> <p><u>Learning Target</u> Write a timed essay responding to an expository essay on thematic development in <i>Our Town</i>. (11-12.RL.KID.2, 11.12.W.TTP.2, 11-12.W.PDW.4)</p> <p><u>Agenda</u> Lesson 16: Our Town timed writing (Link: https://scsk12.learnzillion.com/lesson_plans/10139-lesson-16-our-town-timed-writing/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

https://scsk12.learnzillion.com/lesson_plans/10139-lesson-16-our-town-timed-writing/additional-materials	<p>N/A – Timed Writing Assessment</p> <p><u>Daily Writing Practice</u> Students will write a timed, in-class essay on the themes of <i>Our Town</i> and how Wilder developed them.</p>
Lesson 18	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><i>Our Town</i> (film) directed by Sam Wood</p> <p><u>Materials:</u> Pen/paper Access to the film version of <i>Our Town</i> by Sam Wilder Student copies of <i>Our Town</i> Comparison chart (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10140-lesson-17-comparing-stage-and-film-productions/additional-materials</p>	<p><u>Guiding Question:</u> How do changes in versions of the play on stage or on film impact the story being told?</p> <p><u>Learning Target</u> Compare and contrast film version of <i>Our Town</i> with the play and consider the effects of similarities and differences. (11-12.RL.IKI.7, 11-12.W.PDW.4)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 17: Comparing stage and film productions (Link: https://scsk12.learnzillion.com/lesson_plans/10140-lesson-17-comparing-stage-and-film-productions/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Link to <i>Our Town</i> directed by Sam Wood (video): https://www.youtube.com/watch?v=W4LQEIU3QFc Follow the directions in the Teaching notes provided with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – The questions on the slide guide the viewing of the video and the accompanying discussion.</p> <p><u>Daily Writing Practice</u> From slide 10, have students write a paragraph in response to the following questions on the back of the comparison chart handout (p. 169 of GB): <i>Which version, the film or the stage play, do you think more compellingly conveys the themes of “Our Town”? Why?</i></p>
Lesson 19	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p>“21st-Century Grover’s Corners, With the Audience as Neighbors” by Charles Isherwood</p>	<p><u>Guiding Question:</u> How do changes in versions of the play on stage or on film impact the story being told?</p> <p><u>Learning Target</u> Read a newspaper review of a modern version of <i>Our Town</i> and consider the effect of changes in the production. (11-12.RL.IKI.7, 11-12.W.PDW.4)</p> <p><u>Agenda</u></p>

<p><u>Materials:</u> Pen/paper Student copies of the Isherwood article Cornell notes handout (GB) Conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10141-lesson-18-a-modern-day-our-town/additional-materials</p>	<ul style="list-style-type: none"> Lesson 18: A Modern-Day <i>Our Town</i> (Link: https://scsk12.learnzillion.com/lesson_plans/10141-lesson-18-a-modern-day-our-town/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Follow the directions in the Teaching notes provided with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> Follow the four corners discussion activity explained on Slide 5. <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> From slide 10, have students write a summary in response to the following question: <i>How do the adaptations described in the review support the themes of “Our Town”?</i>
<p>Lesson 20</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10142-lesson-19-modernizing-our-town/additional-materials</p>	<p><u>Guiding Question:</u> How do changes in versions of the play on stage or on film impact the story being told?</p> <p><u>Learning Target</u> Work in small groups and rewrite a scene from <i>Our Town</i> to modernize it for today’s audience. (11-12.W.TTP.3, 11-12.W.PDW.4)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 19: Modernizing <i>Our Town</i> (Link: https://scsk12.learnzillion.com/lesson_plans/10142-lesson-19-modernizing-our-town/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Follow the directions in the Teaching notes provided with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 6</p> <ul style="list-style-type: none"> What choices did you make? How does these choices modernize the play? What impact will these changes likely have on an audience? <p><u>Daily Writing Practice</u> Students work collaboratively to rewrite a scene from <i>Our Town</i> to modernize it for today’s audience.</p>

November 21, 2019-December 2, 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.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.

Language

- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

Lesson 21	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Groups' rewritten scenes T-Chart (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10143-lesson-20-our-town-reader-s-theater/additional-materials</p>	<p><u>Guiding Question:</u> How do changes in versions of the play on stage or on film impact the story being told?</p> <p><u>Learning Target</u> Perform scenes and discuss the impact of the changes made to modernize the scenes. (11-12.RL.IKI.7, 11-12.SL.PKI.4)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 20: Our Town Reader's Theater (Link: https://scsk12.learnzillion.com/lesson_plans/10143-lesson-20-our-town-reader-s-theater/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Follow the directions in the Teaching notes provided with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> Students provide peer feedback on rewritten scenes from <i>Our Town</i> to modernize it for today's audience.</p>
Lesson 22	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Mending Wall</i> by Robert Frost</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How does a poem's language, tone, structure, and content impact its theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read and determine the themes of "Mending Wall" by Robert Frost. (11-12.RL.KID.2, 11-12.RL.CS.4, 11-12.RL.IKI.7,

<p>Pen/paper Anchor Text in GuideBooks TP-CASTT handout (GB) The conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10151-lesson-28-mending-wall/additional-materials</p>	<p>11-12.L.VAU.5)</p> <p><u>Agenda</u> Lesson 28: “Mending Wall” (Link: https://scsk12.learnzillion.com/lesson_plans/10151-lesson-28-mending-wall/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • “What does Frost mean by something that doesn’t love a wall? Read the next two lines. What does he suggest is happening to the wall?” • “What does the speaker of the poem do to the wall? What does he discover in spring despite this?” • “What does the speaker do with his neighbor? He states, ‘We keep the wall between us as we go.’ What does this mean literally? Figuratively?” • “What could the wall represent physically and metaphorically?” <p>Slide 6</p> <ul style="list-style-type: none"> • “What is the speaker’s feelings about the necessity of the wall? Why? Consider these lines: ‘There where it is we do not need the wall: / He is all pine and I am apple orchard. / My apple trees will never get across.’ What does these lines convey about the speaker’s feelings about the wall?” • “What does the neighbor mean by ‘Good fences make good neighbors’? Does the speaker agree? How do you know?” • “What is meant by, ‘Spring is the mischief in me’? What notion does the speaker want to put in his neighbor’s mind?” • “What does the following line convey about the neighbor’s desire for a fence: ‘He will not go behind his father’s saying, / and he likes having thought of it so well’?” <p>Slide 7</p> <ul style="list-style-type: none"> • “Mending is typically seen as a positive word--it connotes healing and moving forward, as ‘making amends’ with someone would involve forgiving them and renewing a connection. Now that you’ve read the poem, how does the title ‘Mending Wall’ mean something different?” • “What themes does Frost convey through ‘Mending Wall’? How does he convey them?” • “What is the result of mending the wall in this poem? What remains undone or disconnected?” • “What is both the literal and figurative meaning of the ‘wall’ as described in the poem?” • “What is the significance, both literal and figurative, of ‘mending’ the wall?” <p><u>Daily Writing Practice</u> From slide 7, have students complete independently the last two T boxes on the TP-CASTT handout for “Mending Wall.”</p>
<p>Lesson 23</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p>	<p><u>Guiding Question:</u> How is “The Interlopers” similar to “Mending Wall”? How are they different?</p>

Mending Wall* by Robert Frost*“The Interlopers” by Saki**Materials:

Pen/paper

Anchor Text in GuideBooks

TP-CASTT handout

The stems conversation handout (GB)

Cornell notes for “The Interlopers”

All additional materials online here:

https://scsk12.learnzillion.com/lesson_plans/10152-lesson-29-mending-wall-and-the-interlopers/additional-materials

Learning Targets

- Compare the themes and topics of “Mending Wall” to *Our Town* and *Bowling Alone*. (11-12.RL.KID.2)
- Begin reading and analyzing “The Interlopers” and make connections between the short story and “Mending Wall.” (11-12.RL.IKI.7)

Agenda

Lesson 29: “Mending Wall” and “The Interlopers”

(Link: https://scsk12.learnzillion.com/lesson_plans/10152-lesson-29-mending-wall-and-the-interlopers/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)**Slide 6**

- “Consider the texts we’ve read so far in the unit. Whose viewpoint is reflected in the speaker? Why? Whose viewpoint is reflected in the neighbor? Why?”
- “In what ways does the idea of tradition or expectation that we talked about connect to Emily and George from *Our Town*?”
- “How might Emerson feel about the speaker? About the neighbor? What advice might he give them?”
- “How does the idea of isolation in ‘Mending Wall’ connect to the ideas we discussed from *Bowling Alone*? Why?”

Slide 7

After approximately 15 minutes, engage the whole class in a brief discussion to make connections between “The Interlopers” and “Mending Wall.”

- “How are the characters of Ulrich and Georg in ‘The Interlopers’ similar to and different from the speaker and his neighbor in ‘Mending Wall’?” or “What do Ulrich and Georg value in ‘The Interlopers’ that the neighbor in ‘Mending Wall’ seems to value as well?”
- “The speaker in ‘Mending Wall’ says ‘Before I built a wall I’d ask to know / What I was walling in or walling out, / And to whom I was like to give offense.’ How have Ulrich and Georg in ‘The Interlopers’ built walls? What have they walled in or out? Who is each offending? Do they seem to understand why they are building these ‘walls’?”

While students are working in pairs, ask questions as needed to support their understanding of the first part of the text:

- “Who are the main characters? What are they fighting over?”
- “Why are the men fighting?”
- “The word ‘acquiesce’ shares the same root as quiet. How might that help you understand the meaning?”
- “What happens to the men when they are in the woods?”

Daily Writing Practice

Have students answer the two questions on slide 8 by writing in the summary box on page 2 of the Cornell notes handout.

December 3, 2019-December 9, 2019

Instructional Focus

Reading Literature

- 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.

Reading Information

- 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.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.

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.

Speaking & 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.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

Lesson 24

Instructional Plan

<p><u>High-Quality Text(s):</u></p> <p>“The Interlopers” by Saki</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Cornell notes handout (GB) Conversation stems handout (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10153-lesson-30-the-interlopers/additional-materials</p>	<p><u>Guiding Question:</u> How does Saki use sensory details and dialogue to heighten the text’s conflict and suspense?</p> <p><u>Learning Target</u> Finish reading “The Interlopers” by Saki. (11-12.RL.CS.5, 11.RL.RRTC.10)</p> <p><u>Agenda</u> Lesson 30: “The Interlopers” (Link: https://scsk12.learnzillion.com/lesson_plans/10153-lesson-30-the-interlopers/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Slide 5 While students are working in pairs, ask questions as needed to support their understanding of the last part of the text:</p> <ul style="list-style-type: none"> • “What happens to the men when they are in the woods?” • “What do they vow to do?” • “What does Ulrich have that Georg doesn’t? What does he do? What does this show about him?” • “How does Georg respond? What does that show about him?” • “What does Ulrich decide?” • “How does Georg respond?” • “What do the men hear? What do they think is approaching?” • “What in reality is approaching?” <p><u>Daily Writing Practice</u> Have students answer the questions on slide 6 by writing in the summary box on page 5 of the Cornell notes handout.</p>
Lesson 25	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“The Interlopers” by Saki</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Cornell notes handout (GB) Conversation stems handout (GB)</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> How do the themes Saki conveys in “The Interlopers” connect to other texts we have read in this unit and to our unit questions?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Examine the author’s use of irony to convey themes. (11-12.RL.CS.4) • Make connections among “The Interlopers,” other texts in the unit, and our unit questions. (11-12.RL.IKI.7) <p><u>Agenda</u> Lesson 31: Irony, themes, and connections to our unit texts (Link: https://scsk12.learnzillion.com/lesson_plans/10154-lesson-31-irony-themes-and-connections-to-our-unit-texts/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p>

<p>https://scsk12.learnzillion.com/lesson_plans/10154-lesson-31-irony-themes-and-connections-to-our-unit-texts/additional-materials</p>	<p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • If students have trouble, ask students prompting questions, such as: “Even though the text ends with a single word, it carries a lot of meaning. What does that one word mean? What do the men expect to happen at the end of the text? What actually happens? What is the effect of this ironic or surprise ending on you, the reader?” • Prompt students to use the conversation stems as they are discussing. • As needed during the discussion, model how to use the stems and/or use various prompts: <ul style="list-style-type: none"> ○ “What evidence do you have to support your ideas?” ○ “Who agrees/disagrees with what X said? Why?” ○ “Y, please rephrase what X said.” ○ “Who can add to what X said?” <p>Slide 6</p> <p>If students have trouble, ask students prompting questions, such as: “How does the author’s choice to structure the text with an ironic or twist ending contribute to the meaning and impact of the text? Why might the author end the story with the men being eaten by wolves rather than saved? What is Saki trying to convey by using the men’s predicament as an example? What other themes or messages does this text teach? How are those themes developed through the characters, events, and structure of the text?”</p> <p><u>Daily Writing Practice</u></p> <p>Have students write answers on notebook paper to the question on slide 7:</p> <ul style="list-style-type: none"> • <i>How do the themes Saki conveys in “The Interlopers” connect to other texts we have read in this unit and to our unit questions?</i> <p><i>Be sure to include textual evidence to support your ideas.</i></p>
<p>Lesson 26</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>“The End of Solitude” by William Deresiewicz</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Interpreting meaning handout (GB)</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> How does Deresiewicz use and refine the meaning of the word <i>solitude</i> over the course of the text to develop his argument?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read and summarize “The End of Solitude” by William Deresiewicz. (11-12.RI.KID.2) • Analyze how the author uses and refines the meaning of <i>solitude</i> over the course of the text to develop his argument. (11-12.RI.CS.4) <p><u>Agenda</u></p> <p>Lesson 32: “The End of Solitude” (Link: https://scsk12.learnzillion.com/lesson_plans/10155-lesson-32-the-end-of-solitude/) (Specific time stamps available)</p>

https://scsk12.learnzillion.com/lesson_plans/10155-lesson-32-the-end-of-solitude/additional-materials

in LZ Teaching Notes found beside the lesson slides.)

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

Slide 6

As students ask questions or indicate difficulty understanding, ask them to point out particular paragraphs they are having difficulty understanding. Ask them to reread key quotations within paragraphs and then ask the pairs targeted questions. Use the following guide to support these conversations.

- Paragraph 1:
 - The author asks, “What does the contemporary self-want?” He then answers his question: “This is what the contemporary self wants. It wants to be recognized, wants to be connected: It wants to be visible.” The contemporary self wants to be recognized and connected. What does this mean? What evidence does he give to support this idea?
 - What does the author say “validates us” and makes us real to ourselves, an individual? How does this idea challenge our previous conversations about community versus the individual?
- Paragraph 2:
 - The author says, “Technology is taking away our privacy and our concentration, but it is also taking away our ability to be alone. Though I shouldn’t say taking away. We are doing this to ourselves; we are discarding these riches as fast as we can.” Based on this sentence, what is the author’s view of technology? What words in these sentences reveal his tone or attitude toward technology?
- Paragraph 3:
 - What do the examples of his students illustrate? Why? How does the author respond to his students’ opinions of solitude? What does his response reveal about his attitude toward solitude? Is it positive or negative? How do you know? What words reveal his tone?
 - Where did the concept of solitude begin? Why did it begin there?
- Paragraphs 8-10:
 - The author says, “But we no longer live in the modernist city, and our great fear is not submersion by the mass but isolation from the herd. Urbanization gave way to suburbanization, and with it the universal threat of loneliness.” How does the author claim suburbanization has impacted the concept of solitude?
 - Summarize the evolution of technology as explained in these paragraphs. The author claims that technology has impacted the extent to which we feel connected. What are the author’s claims?
 - What does the author mean when he says, “What does friendship mean when you have 532 “friends”?”
- Paragraph 11:
 - According to the author, how have young people changed?
- Paragraphs 12-14:
 - The author claims, “There is an analogy, it seems to me, with the previous generation’s experience of boredom. The two emotions, loneliness and boredom, are closely aligned.” How does he support this claim?
 - How does the author say the television led to boredom? Why does he say this?
- Paragraph 15:

	<ul style="list-style-type: none"> ○ What are some of the drawbacks of the loss of solitude according to the author? ● Paragraphs 16-17: <ul style="list-style-type: none"> ○ The author says, “One of the most striking things about the way young people relate to one another today is that they no longer seem to believe in the existence of Thoreau’s ‘darkness.’” What does he mean? ○ According to the author, how have young people changed? ● Paragraphs 18-20: <ul style="list-style-type: none"> ○ What is the author’s claim in paragraph 18? ○ The author quotes Emerson at the beginning of paragraph 19. What is the author’s claim and how does the Emerson quotation support his claim? ○ At the end of paragraph 19, the author states, “We are back to the seer, seeking signposts for the future in splendid isolation.” To what is the author referring? What is his point in saying “we are back”? What is he trying to claim? ○ At the end of paragraph 20, the author warns, “One can only save oneself--and whatever else happens, one can still always do that. But it takes a willingness to be unpopular.” What does he claim will “save” us? Why might that be an unpopular approach? ● Paragraph 21: <ul style="list-style-type: none"> ○ Why does the author claim that solitude “isn’t very polite”? What evidence does he provide to support this claim? ○ The title of this essay is “The End of Solitude.” Is this something the author views as positive or negative? What evidence from the text reveals his viewpoint? <p><u>Daily Writing Practice</u> Have students complete the Interpreting meaning handout (graphic organizer) with a partner.</p>
<p>Lesson 27</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>“The End of Solitude” by William Deresiewicz</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Considering structure handout (GB) Conversation stems handout (GB)</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> Does Deresiewicz’s structure make his argument clearer or more compelling? Why or why not?</p> <p><u>Learning Target</u> Examine the structure of “The End of Solitude” and determine the extent to which it supports and/or strengthens Deresiewicz/s argument. (11-12.RI.CS.5)</p> <p><u>Agenda</u> Lesson 33: “The End of Solitude” – structure (Link: https://scsk12.learnzillion.com/lesson_plans/10156-lesson-33-the-end-of-solitude-structure/lesson) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

<p>https://scsk12.learnzillion.com/lesson_plans/10156-lesson-33-the-end-of-solitude-structure/additional-materials</p>	<p>Slide 5</p> <p>“The author says, ‘So we live exclusively in relation to others, and what disappears from our lives is solitude. Technology is taking away our privacy and our concentration, but it also taking away our ability to be alone. Though I shouldn’t say taking away. We are doing this to ourselves; we are discarding these riches as fast as we can.’ Based on this sentence, what is the author’s view of technology? What words in these sentences reveal his tone or attitude toward technology?”</p> <p>Slide 6</p> <ul style="list-style-type: none"> • “The author says, ‘But we no longer live in the modernist city, and our great fear is not submersion by the mass but isolation from the herd. Urbanization gave way to suburbanization, and with it the universal threat of loneliness.’ How does the author claim suburbanization has impacted the concept of solitude?” • “What does the author mean when he says, ‘What does friendship mean when you have 532 “friends”?’” <p>Slide 7</p> <ul style="list-style-type: none"> • “According to Deresiewicz, what is the relationship between loneliness and boredom? Why?” • “What does Deresiewicz claim led to the ‘age of boredom’? How?” <p>Slide 8</p> <ul style="list-style-type: none"> • “What does Deresiewicz say about his experience growing up? What did he come to learn?” • “According to Deresiewicz, what is the alternative to boredom? Why?” • “What does Deresiewicz mean by the following analogy: solitude is to loneliness as idleness is to boredom? How do these ideas connect and relate?” <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • Students will complete the Considering structure handout. <p>On the back of the handout, have students answer the question posed on slide 9, using evidence form the text to support their answers.</p>
<p>Lesson 28</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Evidence chart (GB) Conversation stems handout (GB) Access to all unit texts</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> Does Wilder paint a picture of a true community in <i>Our Town</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Conduct a Socratic seminar to discuss the question: Does Wilder paint a picture of a true community in <i>Our Town</i>? (11-12.SL.CC.1, 11-12.SL.CC.2) • Develop a claim and gather evidence for the seminar. (11-12.W.TTP.1B) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 34: Socratic Seminar (Link: https://scsk12.learnzillion.com/lesson_plans/10157-lesson-34-socratic-seminar/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • To learn more about what the Inner Circle/Outer Circle should look like, watch this video:

<p>https://scsk12.learnzillion.com/lesson_plans/10157-lesson-34-socratic-seminar/additional-materials</p>	<p>https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom#video-sidebar_tab_video-guide-tab. In this video, the students choose the questions. In our lesson, however, the questions have been predetermined by the previous lesson. The purpose of the activity is to increase student engagement and reach a higher depth of knowledge in learning. The more the teachers is able to withdraw from the discussion, the more the students will process the learning themselves.</p> <ul style="list-style-type: none"> • Follow the Teaching notes included with the Guidebook slides. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Socratic Seminar</p> <p><u>Daily Writing Practice</u> To prepare for the seminar, students develop a claim and gather evidence to support the claim.</p>
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December 10, 2019-December 16, 2019

Instructional Focus

Reading: Literature

- 11-12.RL.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.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.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- 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.
- 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.
- 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.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.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 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.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
- 11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
- 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).
 - 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.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.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.

- 11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products utilizing ongoing feedback, including new arguments and information.
- 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering 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.
- 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 materials.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- 11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.
- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & 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.

11-12.SL.CC.2	Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.SL.CC.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.
11-12.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 29	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Cornell notes handouts (GB) Culminating writing task directions (GB) Evidence chart (GB) Conversation stems handout (GB) Access to all unit texts</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10158-lesson-35-intro-to-culminating-writing-task/additional-materials</p>	<p><u>Guiding Question:</u> Does Wilder paint the picture of a true community?</p> <p><u>Learning Target</u> Begin writing an essay that answers the question: Does Wilder paint the picture of a true community? (11-12.W.TTP.1)</p> <p><u>Agenda</u> Lesson 35: Intro to culminating writing task (Link: https://scsk12.learnzillion.com/lesson_plans/10158-lesson-35-intro-to-culminating-writing-task/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • “What does Deresiewicz convey about the community and individualism? How is this similar to or different from ideas in <i>Our Town</i>?” • “What is Putnam’s theory on the value of community? Why? How does this apply to <i>Our Town</i>?” • “What evidence best supports your ideas?” <p>Slide 6</p> <ul style="list-style-type: none"> • Is the claim specific, defensible, and arguable? • How does this evidence support the claim? • Have you selected evidence from all texts? <p><u>Daily Writing Practice</u> From slide 7, have students write their thesis statement on a sheet of notebook paper, along with at least one next step the student plans to take to improve the rough draft of the essay. Students should turn in this work plan for review by teacher.</p>

Lesson 30	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Cornell notes handouts (GB) Culminating writing task directions (GB) Evidence chart (GB) Conversation stems handout (GB) Access to all unit texts Draft of essay and work plan from previous lesson</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10159-lesson-36-draft-your-essay/additional-materials</p>	<p><u>Guiding Question:</u> Does Wilder paint the picture of a true community?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish writing our essays. (11-12.W.RBPK.9) • Give and receive peer feedback on our essays. (11-12.W.PDW.5) <p><u>Agenda</u> Lesson 36: Draft your essay (Link: https://scsk12.learnzillion.com/lesson_plans/10159-lesson-36-draft-your-essay/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Slide 6</p> <ul style="list-style-type: none"> • Is the claim specific, defensible, and arguable? • How does this evidence support the claim? • Have you selected evidence from all texts? <p><u>Daily Writing Practice</u> On the same piece of notebook paper from the previous lesson, write the focus of each of your body paragraphs. Have students turn in work plans for teacher review.</p>
Lesson 31	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Our Town</i> by Thornton Wilder</p> <p><u>Materials:</u> Pen/paper Anchor Text in GuideBooks Cornell notes handouts (GB) Culminating writing task directions (GB) Evidence chart (GB) Conversation stems handout (GB) Access to all unit texts</p>	<p><u>Guiding Question:</u> Does Wilder paint the picture of a true community?</p> <p><u>Learning Target</u> Revise, edit, and finalize our essays. (11-12.W.TTP.1, 11-12.W.PDW.5)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 37: Revise, edit, and finalize your essay (Link: https://scsk12.learnzillion.com/lesson_plans/10160-lesson-37-revise-edit-and-finalize-your-essay/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Be sure to align assessment rubric with the TN Writing Rubric: https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_argument.pdf <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

<p>Draft of essay and work plan from previous lesson</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10160-lesson-37-revise-edit-and-finalize-your-essay/additional-materials</p>	<p>N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students complete the writing process by finalizing an argumentative essay.</p>
<p>Lesson 32</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>“The Essentiality of Individualism in Modern America” by Caleb Jacobo (GB)</p> <p>“The Americans Combat Individualism by the Principle of Interest Rightly Understood” by Alexis de Tocqueville</p> <p><u>Materials:</u> Anchor Text in GuideBooks Cold-read tasks Cold-read answer sheet</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10161-lesson-38-cold-read-task-part-1/additional-materials</p>	<p><u>Guiding Question:</u> How well am I able to read, understand, and express understanding of a new text?</p> <p><u>Learning Target</u> Assess our ability to read, understand, and express our understanding of two new texts. (11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.KID.3, 11-12.RI.CS.4, 11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.8, 11-12.RI.RRTC.10)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 38: Cold-read task, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/10161-lesson-38-cold-read-task-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Note: This assignment has two anchor texts. The first by Caleb Jacobo is included in the Unit Reader at the back of the GuideBook on page 233. The second by Alexis de Tocqueville is included within the cold-read task items. • This task should be timed. Slide 5 directs students to complete questions #1-7 in 35 minutes. The remaining questions will be answered in the next lesson. • By definition, a “cold read” is reading done by students independently. There should be no frontloading, now guiding questions, no read aloud, and no assistance given to any student unless that student has an IEP or 504 plan. In both cases, the only accommodations provided should be the ones specified in that plan. This formative assessment should be a “check” to see how prepared students are for the ACT and other standardized tests, and providing help will inflate scores and prevent teachers from accurately determining student preparedness. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Cold-Read Assessment</p> <p><u>Daily Writing Practice</u> N/A – Cold-Read Assessment</p>
<p>Lesson 33</p>	<p>Instructional Plan</p>

<p><u>High-Quality Text(s):</u></p> <p>“The Essentiality of Individualism in Modern America” by Caleb Jacobo (GB)</p> <p>“The Americans Combat Individualism by the Principle of Interest Rightly Understood” by Alexis de Tocqueville</p> <p><u>Materials:</u> Anchor Text in GuideBooks Cold-read tasks Cold-read answer sheet</p> <p>All additional materials online here:</p>	<p><u>Guiding Question:</u> How well am I able to read, understand, and express understanding of a new text?</p> <p><u>Learning Target</u> Continue to assess our ability to read, understand, and express our understanding of two new texts by writing an essay response. (11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.KID.3, 11-12.RI.CS.5, 11-12.RI.RRTC.10, 11-12.W.TTP.2A-G, 11-12.L.CSE.2, 11-12.L.KL.3)</p> <p><u>Agenda</u> Lesson 39: Cold-read task, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/10162-lesson-39-cold-read-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Cold-Read Assessment</p> <p><u>Daily Writing Practice</u> N/A – Cold-Read Assessment</p>
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December 17, 2019- December 20, 2019

Instructional Focus

Writing

- 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products utilizing ongoing feedback, including new arguments and information.
- 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering 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.

Speaking & Listening

- 11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

- 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 34	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Students choose texts to use for research project</p> <p><u>Materials:</u> Pen/paper Extension Task Directions (GB) All research materials, including a bibliography, notes, and your product Presentation Rubric (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10163-lesson-40-extension-task-research/additional-materials</p>	<p><u>Guiding Question:</u> What is your research question?</p> <p><u>Learning Target</u> Finalize our extension task products and prepare multimedia presentations to share our research findings and our products. (11-12.W.PDW.6, 11-12.W.RBPK.7, 11-12.W.RBPK.8, 11-12.SL.PKI.5)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 40: Extension Task Research (Link: https://scsk12.learnzillion.com/lesson_plans/10163-lesson-40-extension-task-research/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) This lesson should take 2-3 days. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Research Project</p> <p><u>Daily Writing Practice</u> Students develop a question for research that explores the interaction between society and the individual based on the various roles people play.</p>
Lesson 35	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Students choose texts to use for research project</p> <p><u>Materials:</u> Pen/paper Multimedia presentations Technology to present multimedia projects Extension Task Directions (GB)</p>	<p><u>Guiding Question:</u> How does an individual interact with society?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Present our multimedia presentations to the class. (11-12.W.PDW.6, 11-12.SL.CC.4, 11-12.SL.PKI.6) Take notes on the presentations to summarize the various arguments and evidence presented. (11-12.W.RBPK.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 41: Extension Task Presentations (Link: https://scsk12.learnzillion.com/lesson_plans/10630-lesson-41-extension-task-presentations/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<p>Presentation Rubric (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10630-lesson-41-extension-task-presentations/additional-materials</p>	<p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Research Project</p> <p><u>Daily Writing Practice</u> Students develop a question for research that explores the interaction between society and the individual based on the various roles people play.</p>
<p>Lesson 36</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>Students choose texts to use for research project</p> <p><u>Materials:</u> Pen/paper Multimedia presentations Technology to present multimedia projects Extension Task Directions (GB) Presentation Rubric (GB)</p> <p>All additional materials online here: https://scsk12.learnzillion.com/lesson_plans/10631-lesson-42-extension-task-presentations/additional-materials</p>	<p><u>Guiding Question:</u> How does an individual interact with society?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish presenting our multimedia presentations. (11-12.W.PDW.6, 11-12.SL.CC.4, 11-12.SL.PKI.6) • Take notes on the presentations to summarize the various arguments and evidence presented. (11-12.W.RBPK.7) • Reflect on the presented viewpoints and the unit questions. (11-12.W.RBPK.7, 11-12.SL.CC.3) <p><u>Agenda</u> Lesson 42: Extension task presentations (Link: https://scsk12.learnzillion.com/lesson_plans/10631-lesson-42-extension-task-presentations/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Research Project</p> <p><u>Daily Writing Practice</u> Students develop a question for research that explores the interaction between society and the individual based on the various roles people play.</p>