

11 th Grade	Quarter 4 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 • Merriam Webster: 8 	<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 	<p>Grammar Terms You Knew But Forgot</p> <ul style="list-style-type: none"> • 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, Government
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 American Dream: A Short History of an Idea That Shaped a Nation</i> by Jim Cullen	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 9		American Dream	9 Weeks
Unit Overview			
Students read literary and informational texts about the American Dream to understand how foundational American literature treats the topic. Students express their understanding by extracting and connecting the central ideas of various texts and by arguing whether the American Dream is attainable.			
Essential Questions:			
<ul style="list-style-type: none"> How do the different perspectives presented in foundational American texts influence the American Dream? 			
Anchor Text		Qualitative Analysis of Anchor Text	
<ul style="list-style-type: none"> <i>The American Dream: A Short History of an Idea That Shaped a Nation</i> by Jim Cullen 		Anchor Text Complexity Analysis- <ul style="list-style-type: none"> Lexile- 1370L Purpose: Moderately Complex Text Structure: Moderately Complex Language Features: Very Complex Knowledge Demands: Moderately Complex 	
Related Texts/ Anchor Text Connections			
Make Connections: The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.			
Literary Text:			
<ul style="list-style-type: none"> <i>The Great Gatsby</i> by F. Scott Fitzgerald (eBook) "Ex-Basketball Player," by John Updike Acts 1 and 2 of <i>The Death of a Salesman</i> by Arthur Miller "The Egg" by Sherwood Anderson "I Hear America Singing" by Walt Whitman "Let America Be America Again" by Langston Hughes 			
Informational Texts:			
<ul style="list-style-type: none"> "Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity," Alexis de Tocqueville "The Fallacy of Success," G. K. Chesterton "A Quilt of a Country," Anna Quindlen "American Dream Faces Harsh New Reality," Ari Shapiro 			
Nonprint Texts (Fiction or Nonfiction)			
<ul style="list-style-type: none"> "Hollywood Dreams of Wealth, Youth, and Beauty," Bob Mondello (Text and Audio) "Grad Who Beat the Odds Asks, Why Not the Others?," Claudio Sanchez (Text and Audio) 			
End-of-Unit Assessment:			
Discuss the American Dream as described by Cullen and relate his ideas to at least two other texts from the unit. What are two central ideas Cullen develops in <i>The American Dream</i> ? How do the ideas interact and build on each other over the course of the text? How do the various texts in the unit treat the topic of the American Dream as described by Cullen? Write an essay responding to the prompt above that conveys complex ideas clearly and accurately through the			

effective selection, organization, and analysis of text. Be sure to demonstrate a strong command of the conventions of standard English grammar and usage when writing.

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.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

Language

11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 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

Writing

11-12.W.TTP.1, 11-12.W.TTP.2, 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

March 23, 2020

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](#)
 - [Social Emotional Learning](#)
- Practice close reading using LZ mini lessons [found here](#).

March 24, 2020- March 30, 2020

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.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.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.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.

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.
- 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.

Writing

- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11012 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.

Lesson 1	Instructional Plan
<p><u>High Quality Text(s):</u> Excerpt from Chapter 9 of <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14891-lesson-1-summarizing-a-literary-text#additional-material</p> <ul style="list-style-type: none"> • Reading Response Journal • Vocabulary Log • Dictionary 	<p><u>Guiding Question:</u> How is the theme of the American Dream presented across multiple texts?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read and summarize an excerpt of <i>The Great Gatsby</i>. (11-12.RL.KID.2) • Determine the meaning of vocabulary words in context. (11-12.L.VAU.4) <p><u>Agenda</u> The unit will begin with an introduction to the unit and end goals. Students will also read and summarize an excerpt from <i>The Great Gatsby</i>.</p> <ul style="list-style-type: none"> • Lesson 1 -- https://scsk12.learnzillion.com/lesson_plans/14891-lesson-1-summarizing-a-literary-text (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 7</p> <ul style="list-style-type: none"> • What do you think the meaning of the word commensurate is? Use evidence from the text to support your response. <p>Slide 8</p> <ul style="list-style-type: none"> • What do you think the meaning of the word aesthetic is? Use evidence from the text to support your response. <p><u>Daily Writing Practice</u> As described on slide 10, students write a summary of the text.</p>
Lesson 2	Instructional Plan
<p><u>High Quality Text(s):</u> Excerpt from Chapter 9 of <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Excerpt from Prologue to <i>The Way to Rainy Mountain</i> by N. Scott Momaday</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14892-lesson-2-analyzing-theme-in-two-</p>	<p><u>Guiding Question:</u> How is the theme of the American Dream presented across multiple texts?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read excerpts from two texts to determine how the theme is presented in the two texts. (11-12.RL IKI.9) <p><u>Agenda</u> Students will read an additional text and analyze how the theme is presented in these two texts.</p> <ul style="list-style-type: none"> • Lesson 2 -- https://scsk12.learnzillion.com/lesson_plans/14892-lesson-2-analyzing-theme-in-two-texts (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<p>texts#additional-material</p> <ul style="list-style-type: none"> • The TEDeX Orange Coast “American Dream” Video • Reading Response Journal • Vocabulary Log 	<p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • Whose experience is the speaker discussing? • Why did these people come to America? • What happened to their original business? • What kind of hardship did this couple face? • What was their second business? • How did this business help others? • What did the American Dream mean to this couple? • What seems to be an important part of the American Dream according to the speaker? <p>Slide7</p> <ul style="list-style-type: none"> • When the narrator discusses the Dutch sailors, what was their goal? • The narrator mentions his neighbor. What part of the text refers to his neighbor’s dream? • Based on the text, did the narrator’s neighbor reach his goal? What part of the text supports your answer? • How does the experience of the Dutch sailors and the narrator’s neighbor relate to the collective pronoun “we”? • How do the dreams and goals mentioned in this excerpt relate to the idea of the American Dream? <p><u>Daily Writing Practice</u></p> <p>As described on slide 10, students compose an entry in their Reader Response Journal that responds to the following questions: How is the American Dream explained in both text? How do both texts connect the past and present to the American Dream? Advise students to use evidence from the text in their response.</p>
<p>Lesson 3</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> Introduction to <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14893-lesson-3-analyzing-the-introduction-to-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen#additional-material</p> <ul style="list-style-type: none"> • Cullen Introduction Cornell Notes Handout • Dictionaries • Reader Response Journals 	<p><u>Guiding Question:</u> How does an author introduce a purpose in a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read the introduction to <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen to analyze how the author introduces his purpose and structures the text to support that purpose. (11-12.RI.KID.3, 11-12.RI.CS.5) <p><u>Agenda</u> Students will read and analyze the text to determine the author’s purpose.</p> <ul style="list-style-type: none"> • Lesson 3 – https://scsk12.learnzillion.com/lesson_plans/14893-lesson-3-analyzing-the-introduction-to-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • What does using the term ‘birthright’ to refer to this term suggest about how Americans feel about the American Dream? <p>Slide 7</p> <ul style="list-style-type: none"> • What is problematic about the American Dream being apart of our national identity? <p>Slide 8</p> <ul style="list-style-type: none"> • What seems to be ironic about the believers in the American Dream? <p>Slide 10</p> <ul style="list-style-type: none"> • According to the quotation, how is the very act of having a dream important to Americans? How does this quote connect to texts read earlier in the unit? <p>Slide 12</p> <ul style="list-style-type: none"> • What, specifically, will the organization of this book look like? <p><u>Daily Writing Practice</u> Students will write an objective summary of the text with a focus on the purpose and structure of the text as described on slide 14.</p>
<p>Lesson 4</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> Chapter 1 of <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14894-lesson-4-determining-the-central-ideas-of-chapter-1#additional-material</p> <ul style="list-style-type: none"> • Cullen Chapter 1 Cornell Notes Handout • Reader Response Journal 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read Chapter 1 to analyze the development of the central ideas of the text. (11-12.RI.KID.2) <p><u>Agenda</u> Students will read and analyze the text to determine the central ideas.</p> <ul style="list-style-type: none"> • Lesson 4— https://scsk12.learnzillion.com/lesson_plans/14894-lesson-4-determining-the-central-ideas-of-chapter-1 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 7</p> <ul style="list-style-type: none"> • Why is the belief in the possibility of reform so important to the American Dream? <p>Slide 8</p> <ul style="list-style-type: none"> • What are Cullen’s claims about the American Dream? <p>Slide 9</p> <ul style="list-style-type: none"> • According to the quotation, how did fear and hope work together to motivate the puritans? <p>Slide 10</p> <ul style="list-style-type: none"> • What are Cullen’s claims about the American Dream? <p>Slide 11</p> <ul style="list-style-type: none"> • What individual traits seem to be important in the attempt to accomplish the American Dream? How do you see these traits in modern Americans? <p><u>Daily Writing Practice</u> As described on slide 13, students compose an entry in their Reader Response Journal that responds to the following questions: What two central ideas does Cullen present about the American Dream in this chapter? How do these ideas interact and build on one another?</p>
Lesson 5	Instructional Plan

<p><u>High Quality Text(s)</u>: Chapter 1 of <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials</u>: https://scsk12.learnzillion.com/lesson_plans/14895-lesson-5-support-analysis-of-the-development-of-central-ideas-in-chapter-1-using-textual-evidence#additional-material</p> <ul style="list-style-type: none"> • Cullen Central ideas Analysis Chart Handout • Cullen Chapter 1 Cornell Notes 	<p><u>Guiding Question</u>: How does the author develop the central idea of the text?</p> <p><u>Learning Target</u>: Students will understand the following:</p> <ul style="list-style-type: none"> • Analyze the development of the central ideas within a text and how they interact and build on one another. (11-12.RI.KID.2) <p><u>Agenda</u> Students will continue to analyze the text for the central idea and textual evidence to support their findings.</p> <ul style="list-style-type: none"> • Lesson 5— https://scsk12.learnzillion.com/lesson_plans/14895-lesson-5-support-analysis-of-the-development-of-central-ideas-in-chapter-1-using-textual-evidence (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 8</p> <ul style="list-style-type: none"> • How do the central ideas interact and build on one another? <p><u>Daily Writing Practice</u> Students summarize the learning as guide by the analysis chart.</p>
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March 31, 2020- April 6, 2020

Instructional Focus

Reading: Literature

- 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.

Reading: Informational Texts

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

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.

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.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.

Writing

- 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.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11012 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.

Lesson 6	Instructional Plan
<p>High Quality Text(s): <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p>	<p><u>Guiding Question:</u> How does the author develop the central idea of the text? <u>Learning Target:</u></p> <ul style="list-style-type: none"> Use the jigsaw strategy to determine central ideas and analyze the development of each central idea in the

<p>Materials: https://scsk12.learnzillion.com/lesson_plans/14896-lesson-6-determining-central-ideas-across-chapters-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation#additional-material</p> <ul style="list-style-type: none"> • Cornell Notes for Selected Chapter • Reader Response Journal 	<p>text. (11-12.RI.KID.2)</p> <p>Agenda Students will engage in a jigsaw activity to determine the central idea in chapters 3-6 of the text.</p> <ul style="list-style-type: none"> • Lesson 6 – https://scsk12.learnzillion.com/lesson_plans/14896-lesson-6-determining-central-ideas-across-chapters-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 6</p> <ul style="list-style-type: none"> • What are the central ideas from each section of the text? How are these ideas developed? <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • As described on slide 6, students respond in their Reader Response Journal to the following questions: What are the central ideas from each section of the text? How are these ideas developed?
Lesson 7	Instructional Plan
<p><u>High Quality Text(s):</u> <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/14897-lesson-7-analyzing-the-development-of-central-ideas-across-chapters-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation#additional-material</p> <ul style="list-style-type: none"> • Central Idea Analysis Chart • Start and Stop Note Card • Reader Response Journal • Cullen Cornell Notes for Selected Chapter 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Analyze the development of the central ideas within a text and how they interact and build on one another. (11-12.RI.KID.2) <p>Agenda Students will continue to analyze the text for the development of the central idea.</p> <ul style="list-style-type: none"> • Lesson 7 – https://scsk12.learnzillion.com/lesson_plans/14897-lesson-7-analyzing-the-development-of-central-ideas-across-chapters-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 7 How do these central ideas interact and build on one another?</p> <p><u>Daily Writing Practice</u> In their reader response journal have students expand/revise their response to the question outlined on slide 7.</p>

Lesson 8	Instructional Plan
<p>High Quality Text(s): <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/14898-lesson-8-creating-a-multimedia-presentation-on-the-central-ideas-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation#additional-material</p> <ul style="list-style-type: none"> • Central Idea Analysis Chart • Computer Access • Multimedia Template • Cullen Presentation Images • Multimedia Presentation Rubric 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Create multimedia presentations that analyze the development of the central ideas within a text and how they interact and build on one another. (11-12.SL.CC.4) • Use digital media to enhance understanding and add interest. (11-12.SL.PKI.5) <p><u>Agenda</u> Students will create a multimedia presentation that analyzes the development of the central ideas of the text.</p> <ul style="list-style-type: none"> • Lesson 8 – https://scsk12.learnzillion.com/lesson_plans/14898-lesson-8-creating-a-multimedia-presentation-on-the-central-ideas-of-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Presentation Development</p> <p><u>Daily Writing Practice</u> NA- Presentation Development</p>
Lesson 9	Instructional Plan
<p>High Quality Text(s): <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/14899-lesson-9-presenting-an-analysis-of-central-ideas-in-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen?card=#additional-material</p> <ul style="list-style-type: none"> • Student Presentations • Central Ideas Analysis Chart 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Present multimedia presentations that analyze the development of the central ideas within a text and how they interact and build on one another. (11-12.SL.CC.4) <p><u>Agenda</u> Students will present their multimedia presentations</p> <ul style="list-style-type: none"> • Lesson 9 – https://scsk12.learnzillion.com/lesson_plans/14899-lesson-9-presenting-an-analysis-of-central-ideas-in-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p>

	<p>NA- Presentations</p> <p><u>Daily Writing Practice</u></p> <p>NA- Presentations</p>
<p>Lesson 10</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u> <i>The American Dream: A Short History of an Idea that Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14900-lesson-10-analyzing-point-of-view-in-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen?card=135121#additional-material</p> <ul style="list-style-type: none"> American Dream Unit Chart Central Idea Analysis Chart 	<p><u>Guiding Question:</u> What is the author’s purpose for writing this text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Read an excerpt from the text to determine the author’s purpose and what the entire text’s content suggests about the definition of attainability of the American dream. (11-12.RI.CS.6) <p><u>Agenda</u> Students will determine the author’s purpose by close reading the concluding paragraphs of the text.</p> <ul style="list-style-type: none"> Lesson 10 – https://scsk12.learnzillion.com/lesson_plans/14900-lesson-10-analyzing-point-of-view-in-the-american-dream-a-short-history-of-an-idea-that-shaped-a-nation-by-jim-cullen (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> What is Cullen’s purpose for writing the text? Use evidence from the text to support your response. <p>Slide 8</p> <ul style="list-style-type: none"> What is the definition of the American Dream in this text? Cite evidence from the text to support your response. <p>Slide 10</p> <ul style="list-style-type: none"> Is Cullen’s definition of the American Dream attainable for all?

Daily Writing Practice

Students complete a journal entry as described on slide 11.

April 7, 2020- April 14, 2020

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.
- 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.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.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.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Language

- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

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.
- 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.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.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.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.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.	
Lesson 11	Instructional Plan
<p><u>High Quality Text(s):</u> “Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14901-lesson-11-analyzing-central-ideas-and-structure-in-hollywood-dream-of-wealth-youth-and-beauty-by-bob-mondello?card=#additional-material</p>	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read to determine 2 or more central ideas in a text and analyze how the author structures the text to develop those central ideas. (11-12.RI.KID.2, 11-12.RI.KID.3, 11-12.RI.CS.5) • Identify varied sentence types in a text. (11-12.L.KL.3) <p><u>Agenda</u> Students will read and analyze the text for the central idea and support their findings with evidence from the text.</p> <ul style="list-style-type: none"> • Lesson 11 – https://scsk12.learnzillion.com/lesson_plans/14901-lesson-11-analyzing-central-ideas-and-structure-in-hollywood-dream-of-wealth-youth-and-beauty-by-bob-mondello?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • What central idea of Mondello is supported by paragraphs 1-5? • How do these paragraphs support the central idea? <p>Slide 7</p> <ul style="list-style-type: none"> • What central idea of Mondello is supported by paragraphs 6-9? • How do these paragraphs support the central idea? <p>Slide 8</p> <ul style="list-style-type: none"> • What central idea of Mondello is supported by paragraphs 10-15? • How do these paragraphs support the central idea? <p><u>Daily Writing Practice</u> Students should briefly summarize the text with a focus on Mondello’s central ideas as guided by the graphic organizer used during the lesson. This can be completed in the Reader Response Journal.</p>
Lesson 12	Instructional Plan
<p><u>High Quality Text(s):</u></p>	<p><u>Guiding Question:</u> How does the structure of the text support the central ideas?</p>

<p>“Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14902-lesson-12-analyzing-varied-syntax-and-point-of-view-in-hollywood-dreams-of-wealth-youth-and-beauty-by-bob-mondello#additional-material</p> <ul style="list-style-type: none"> • Hollywood Structures Handout • Sentence Type Anchor Chart • Highlighters 	<p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Analyze the effect of varied syntax on meaning. (11-12.L.KL.3) • Determine what the text’s context suggests about the definition of and attainability of the American Dream. (11-12.RI.IK1.9) • Analyze the how the structure of the text supports the central idea. (11-12.RI.CS.5) <p><u>Agenda</u> Students will analyze the impact of structure and syntax on meaning and central idea.</p> <ul style="list-style-type: none"> • Lesson 12 – https://scsk12.learnzillion.com/lesson_plans/14902-lesson-12-analyzing-varied-syntax-and-point-of-view-in-hollywood-dreams-of-wealth-youth-and-beauty-by-bob-mondello (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • How did varying the syntax impact the meaning. <p>Slide 7</p> <ul style="list-style-type: none"> • What is Mondello’s definition of the American Dream in this text? Use evidence from the text to support your response. <p><u>Daily Writing Practice</u> Students complete the writing activity as described for homework and outlined on slide 10.</p>
<p>Lesson 13</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> Chapter 1 of <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>“Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14903-lesson-13-comparing-and-contrasting-themes-in-hollywood-dreams-of-wealth-youth-and-beauty-by-bob-mondello-and-the-great-gatsby-by-f-scott-fitzgerald#additional-material</p> <ul style="list-style-type: none"> American Dream Unit Chart Vocabulary Log Reading Response Journal Dictionary 	<p><u>Guiding Question:</u> How is the theme of the American Dream presented across multiple texts?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Read two text to determine how each treats similar themes. (11-12.RI.IKI.9) Determine the meaning of unknown words by using context and consulting reference materials. (11-12.RI.CS.4, 11-12.L.KL.3) <p><u>Agenda</u> Students will read the first chapter of <i>The Great Gatsby</i> and analyze how the theme is presented across multiple texts.</p> <ul style="list-style-type: none"> Lesson 13 – https://scsk12.learnzillion.com/lesson_plans/14903-lesson-13-comparing-and-contrasting-themes-in-hollywood-dreams-of-wealth-youth-and-beauty-by-bob-mondello-and-the-great-gatsby-by-f-scott-fitzgerald (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 9</p> <ul style="list-style-type: none"> Why is the narrator going to the Buchanan’s home? To what social class do each of the characters belong? What do the Buchanans seem to value? The Buchanans live in a beautiful home and have many material things. Do they seem happy? Explain your answer. What part of this text seems to connect with Mondello’s text? Why does this part of the text contradict Mondello’s central idea? Why does this part of the text support Mondello’s central idea? <p><u>Daily Writing Practice</u> To express understanding, students respond to the following prompt in their Reader Response Journal: How does Chapter 1 support or refute the central idea of “Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello?</p>
<p>Lesson 14</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> Chapter 1 of <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14904-lesson-14-analyzing-the-impact-of-fitzgerald-s-choices-in-the-development-of-setting-tone-point-of-view-and-characters-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> Analyzing Passages Handout The Character Chart Homework from the Previous Lesson 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze Fitzgerald’s use of literary devices in developing the setting, tone, point of view, and characters in chapters 1 and 2. 11-12.RL.KID.3 Analyze the impact of specific word choice on meaning and tone. 11-12.RL.CS.4 <p><u>Agenda</u> Students will read chapters 1 and 2 of the text to analyze the impact of Fitzgerald’s use of literary devices.</p> <ul style="list-style-type: none"> Lesson 14 – https://scsk12.learnzillion.com/lesson_plans/14904-lesson-14-analyzing-the-impact-of-fitzgerald-s-choices-in-the-development-of-setting-tone-point-of-view-and-characters-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 6</p> <ul style="list-style-type: none"> What are author’s craft move is used in this text to develop setting? <p><u>Daily Writing Practice</u> Students should use the space of a couple of paragraphs to pull the details of the first 2 chapters of this text together and summarize the key findings in preparation for class discussion.</p>
<p>Lesson 15</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u> <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14905-lesson-15-discussing-the-impact-of-fitzgerald-s-choices-on-the-development-of-setting-tone-point-of-view-and-character-in-the-great-gatsby</p> <ul style="list-style-type: none"> Analyzing Passages Handout Setting Analysis Handout Conversation Stems Homework from the Previous Lesson 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Discuss the impact of choices concerning the development of the setting, point of view, tone, and characters. (11-12.RL.KID.3) Prepare to write a literacy analysis of one of the settings in the text. (11-12.W.TTP.2) <p><u>Agenda</u> Students will continue to read chapters 1 and 2 of the text to analyze the impact of Fitzgerald’s use of literary devices.</p> <ul style="list-style-type: none"> Lesson 15 – https://scsk12.learnzillion.com/lesson_plans/14905-lesson-15-discussing-the-impact-of-fitzgerald-s-choices-on-the-development-of-setting-tone-point-of-view-and-character-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions (Sample)**Slide 8**

- What is the impact of setting on the Great Gatsby?

Daily Writing Practice

Students begin analysis paper as introduced in the lesson.

April 15, 2020 – April 21, 2020

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.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

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.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.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Language

- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- 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.
- 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.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.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.
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.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11012 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.

Lesson 16	Instructional Plan
<p><u>High Quality Text(s):</u> <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14906-lesson-16-revising-literary-analyses-of-setting-in-the-great-gatsby-by-f-scott-fitzgerald#additional-material</p> <ul style="list-style-type: none"> • Setting Analysis Handout • Analysis Rubric • Revision Tasks Handout • Highlighters 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Develop and strengthen writing by peer revising, editing, and rewriting. (11-12.W.PDW.5) • Practice varying syntax for effect. (11-12.W.PDW.5) <p><u>Agenda</u> Students will build on the literary analysis of the setting started in the previous lesson and strengthen the writing by peer revising, editing, and rewriting.</p> <ul style="list-style-type: none"> • Lesson 16 – https://scsk12.learnzillion.com/lesson_plans/14906-lesson-16-revising-literary-analyses-of-setting-in-the-great-gatsby-by-f-scott-fitzgerald (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Writing activity</p> <p><u>Daily Writing Practice</u> Students continue analysis paper as introduced in the lesson.</p>
Lesson 17	Instructional Plan

<p><u>High Quality Text(s):</u> “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity” by Alexis de Tocqueville</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14907-lesson-17-summarizing-an-excerpt-from-democracy-in-america-by-alexis-de-tocqueville#additional-material</p> <ul style="list-style-type: none"> • Vocabulary Log • Dictionary • Reader Response Journal • Homework from the Previous Lesson 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Read “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity” by Alexis de Tocqueville to determine the central ideas of the text. (11-12.RI.KID.2) • Determine the meaning of unknown words in a text. (11-12.RI.CS.4) <p><u>Agenda</u> Students will read and analyze the text for the main ideas and development of the central ideas.</p> <ul style="list-style-type: none"> • Lesson 17 – https://scsk12.learnzillion.com/lesson_plans/14907-lesson-17-summarizing-an-excerpt-from-democracy-in-america-by-alexis-de-tocqueville (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 9</p> <ul style="list-style-type: none"> • What is the central idea that Alexis de Tocqueville develops in this text? <p><u>Daily Writing Practice</u> Students respond in their Reader Response journal to the following question: What is the central idea that Alexis de Tocqueville develops in this text?</p>
<p>Lesson 18</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u> “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity” by Alexis de Tocqueville</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14908-lesson-18-analyzing-the-development-of-central-ideas-and-connotation-of-key-terms-in-an-excerpt-from-democracy-in-america-by-alexis-de-tocqueville#additional-material</p> <ul style="list-style-type: none"> • Interpreting Meaning Handout • American Dream Unit Chart 	<p><u>Guiding Question:</u> How does the author develop the central idea of the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Analyze how an author uses and refines the meaning of key terms over the course of a text. (11-12.RI.CS.4) • Determine the connotative meaning of key terms in the text. (11-12.RI.CS.4) • Determine what the text’s content suggests about the definition of and attainability of the American Dream. (11-12.RI.IKI.9) <p><u>Agenda</u> Students will read and analyze the text for the development of the central ideas and the connotation of key terms.</p> <ul style="list-style-type: none"> • Lesson 18— https://scsk12.learnzillion.com/lesson_plans/14908-lesson-18-analyzing-the-development-of-central-ideas-and-connotation-of-key-terms-in-an-excerpt-from-democracy-in-america-by-alexis-de-tocqueville (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<ul style="list-style-type: none"> Gatsby Character Chart 	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 8</p> <ul style="list-style-type: none"> What is the author’s definition of the American Dream in this text? Support your answer with textual evidence. <p><u>Daily Writing Practice</u></p> <p>For homework, students add a response to the journal as indicated on slide 11.</p>
<p>Lesson 19</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u> <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14909-lesson-19-analyze-the-impact-of-an-author-s-choices-on-the-development-of-characters-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> Gatsby Character Chart Script Template Reader Response Journal Homework from the Previous Class 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze the impact of the author’s choices in developing characters in chapters 1-4 of the text. (11-12.RL.KID.3) Analyze how dialogue is used to develop tone and characters. (11-12.RL.KID.3) <p><u>Agenda</u></p> <p>Students will work in groups to analyze the impact of Fitzgerald’s choices in developing characters and tone.</p> <ul style="list-style-type: none"> Lesson 19 – https://scsk12.learnzillion.com/lesson_plans/14909-lesson-19-analyze-the-impact-of-an-author-s-choices-on-the-development-of-characters-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 7</p> <ul style="list-style-type: none"> Does Fitzgerald portray his characters in <i>The Great Gatsby</i> as de Tocqueville presented Americans in the excerpt from Democracy in America? <p><u>Daily Writing Practice</u></p> <p>In preparation for the class discussion, have students write out response using evidence from the text to the discussion question on slide 7.</p>

Lesson 20	Instructional Plan
<p>High Quality Text(s): <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/14910-lesson-20-analyze-fitzgerald-s-choices-in-characterization-through-the-presentation-of-scenes-adapted-from-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> • Complete Script Template • Gatsby Character Chart • Selected Props 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Present scenes that reveal the choices that the author makes in the development of characters in the text. (11-12.RL.KID.3) • Discuss how the author uses scenes with the narrator to grasp point of view by distinguishing between what is stated and what is meant. (11-12.RL.KID.3) <p><u>Agenda</u> Students will present their work from the group activity from the previous lesson.</p> <ul style="list-style-type: none"> • Lesson 20 – https://scsk12.learnzillion.com/lesson_plans/14910-lesson-20-analyze-fitzgerald-s-choices-in-characterization-through-the-presentation-of-scenes-adapted-from-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Scene Presentations</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Scene Presentations</p>

April 22, 2020- April 28, 2020

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.

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

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.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.

Language

- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- 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.

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.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 21	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p>“Ex-Basketball Player” by John Updike</p> <p>“Grad Who Beat the Odds Asks, Why Not the Others?” by Claudio Sanchez</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14911-lesson-21-practicing-a-cold-read-task#additional-material</p>	<p><u>Guiding Question:</u> What skills are necessary in order to fully analyze a text?</p> <p><u>Learning Target:</u> Students will understand the following:</p> <ul style="list-style-type: none"> • Complete understanding of a text is shown through thorough analysis of the text. <p><u>Agenda</u> Students will complete a practice Cold- Read Task.</p> <ul style="list-style-type: none"> • Lesson 21— https://scsk12.learnzillion.com/lesson_plans/14911-lesson-21-practicing-a-cold-read-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Cold- Read Task.</p> <p><u>Daily Writing Practice</u> Cold- Read Task.</p>
Lesson 22	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14912-lesson-22-analyzing-fitzgerald-s-use-of-symbols-in-developing-themes-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> • Sticky Notes • Reading Response Journal 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Analyze the use of symbolism to develop themes in the text. (11-12.RL.KID.3) • Analyze the impact of the author’s choices concerning how to structure specific parts of the text. (11-12.RL.CS.5) <p><u>Agenda</u> Students will read chapters 5 and 6 of the text to analyze the impact of symbolism.</p> <ul style="list-style-type: none"> • Lesson 22 – https://scsk12.learnzillion.com/lesson_plans/14912-lesson-22-analyzing-fitzgerald-s-use-of-symbols-in-developing-themes-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 9</p> <ul style="list-style-type: none"> • In chapters 5 and 6, what is the author suggesting about time? How does he use symbolism and pacing to

	<p>discuss this theme?</p> <p><u>Daily Writing Practice</u> Students complete a journal entry in response to the questions as outlined on slide 10.</p>
Lesson 23	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14913-lesson-23-analyzing-the-impact-of-tone-on-character-development-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> Analyzing Tone Handout Gatsby Character Handout Tone Words Handout Highlighters 	<p><u>Guiding Question:</u> What impact does the use of literary devices have on the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze the impact of the authors choices regarding character development. (11-12.RL.KID.3) Analyze the impact of specific word choices on tone. (11-12.RL.CS.4) <p><u>Agenda</u> Students will read chapter 7 of the text and analyze the impact of the author’s choices on character development.</p> <ul style="list-style-type: none"> Lesson 23— https://scsk12.learnzillion.com/lesson_plans/14913-lesson-23-analyzing-the-impact-of-tone-on-character-development-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 7</p> <ul style="list-style-type: none"> What does the change in Nick’s tone reveal about his opinion of high society and the people who exist within it? <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> Students compose a response to the following question in their reader response journal: What does the change in Nick’s tone reveal about his opinion of high society and the people who exist within it?
Lesson 24	Instructional Plan

<p><u>High Quality Text(s):</u></p> <p>“Fallacy of Success” by G.K. Chesterton</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14914-lesson-24-analyzing-g-k-chesterton-s-structure-and-use-of-a-key-term-to-develop-an-argument-in-fallacy-of-success</p> <ul style="list-style-type: none"> Analyzing Tone Handout Highlighters 	<p><u>Guiding Question:</u> How is an argument developed within a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze the way an author structures a text to develop his argument. 11-12.RI.CS.5 Analyze how the author uses and refines the meaning of a key word over the course of the text. 11-12.RI.CS.4 <p><u>Agenda</u> Students will read and analyze “Fallacy of Success” to determine how the argument is developed.</p> <ul style="list-style-type: none"> Lesson 24 – https://scsk12.learnzillion.com/lesson_plans/14914-lesson-24-analyzing-g-k-chesterton-s-structure-and-use-of-a-key-term-to-develop-an-argument-in-fallacy-of-success (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> See questions as outlined for Activity 2 of “Analyzing Tone” Handout.</p> <p><u>Daily Writing Practice</u> Have students summarize the text, focusing on the argument presented by the author. How does the author support this argument?</p>
<p>Lesson 25</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u></p> <p>“Fallacy of Success” by G.K. Chesterton</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14915-lesson-25-analyze-how-two-texts-treat-similar-themes#additional-material</p> <ul style="list-style-type: none"> Analyzing Tone Handout American Dream Unit Chart 	<p><u>Guiding Question:</u> How is the theme of the American Dream presented across multiple texts?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze how two texts treat similar themes. Determine what the text suggests about the definition of and the attainability of the American Dream. <p><u>Agenda</u> Students will analyze the way in which a theme is treated in multiple texts.</p> <ul style="list-style-type: none"> Lesson 25— https://scsk12.learnzillion.com/lesson_plans/14915-lesson-25-analyze-how-two-texts-treat-similar-themes (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 5</p> <ul style="list-style-type: none"> How is Nick’s opinion of high society in chapter 7 of <i>The Great Gatsby</i> similar to Chesterton argument about successful people?

Slide 7

- What is Chesterton’s definition of the American Dream in this text. Use evidence from the text to support your response.

Slide 9

- Is Chesterton’s definition of the American Dream attainable in this text? Use evidence from the text to support your answer.

Daily Writing Practice

Have students respond to the following question in their reader response journal in preparation for the class discussion: How is Nick’s opinion of high society in chapter 7 of *The Great Gatsby* similar to Chesterton argument about successful people?

April 29, 2020- May 5, 2020

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.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

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.

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.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 26	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14916-lesson-26-preparing-for-a-class-discussion-on-the-development-of-themes-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> • Discussion Preparation Handout • Gatsby Character Chart 	<p><u>Guiding Question:</u> What impact does the author's choices have on the overall text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Analyze the authors choices in development of character, tone, language, and narrative structure. (11-12.RL.KID.3, 11-12.RL.CS.5) • Analyze the development of the theme throughout the text. (11-12.RL.KID.2) • Prepare for a whole class discussion. (11-12.SL.CC.1) <p><u>Agenda</u> Students will analyze the author's choices throughout the text to prepare for a class discussion.</p> <ul style="list-style-type: none"> • Lesson 26 – https://scsk12.learnzillion.com/lesson_plans/14916-lesson-26-preparing-for-a-class-discussion-on-the-development-of-themes-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • How do the last 2 chapters of the novel help finalize the themes in the novel? <p>Slide 6</p> <ul style="list-style-type: none"> • See Discussion Preparation Handout here: https://scsk12.learnzillion.com/resources/116751/?card_id=142552

	<p><u>Daily Writing Practice</u> Students are preparing for class discussion. Provide students with time to write out responses to questions before pair share and class discussion.</p>
Lesson 27	Instructional Plan
<p><u>High Quality Text(s)</u>:</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials</u>:</p> <p>https://scsk12.learnzillion.com/lesson_plans/14917-lesson-27-class-discussion-of-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> • Discussion Preparation Handout • Gatsby Character Chart • Conversation Stems Handout • Reading Response Journal 	<p><u>Guiding Question</u>: What impact does the author’s choices have on the overall text?</p> <p><u>Learning Target</u>: Students will understand the following:</p> <ul style="list-style-type: none"> • Discuss how the author’s choices in character development, tone, language, and narrative structure contribute to the themes in the text in whole group discussion. (11-12.RL.KID.3, 11-12.RL.CS.5, 11-12.RL.KID.2) <p><u>Agenda</u> Students will participate in a class discussion.</p> <ul style="list-style-type: none"> • Lesson 27 – https://scsk12.learnzillion.com/lesson_plans/14917-lesson-27-class-discussion-of-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 6</p> <ul style="list-style-type: none"> • How do the last 2 chapters of the novel help finalize the themes in the novel? <p><u>Daily Writing Practice</u> Students complete an entry in the reading response journal that responds to the questions as outlined on slide 9.</p>
Lesson 28	Instructional Plan

<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14918-lesson-28-class-discussion-of-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> • Discussion Preparation Handout • Conversation Stems Handout • Reading Response Journal 	<p><u>Guiding Question:</u> What impact does the author’s choices have on the overall text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Discuss how the author’s choices in character development, tone, language, and narrative structure contribute to the themes in the text in whole group discussion. (11-12.RL.KID.3, 11-12.RL.CS.5, 11-12.RL.KID.2) <p><u>Agenda</u> Students will participate in a class discussion</p> <ul style="list-style-type: none"> • Lesson 28 – https://scsk12.learnzillion.com/lesson_plans/14918-lesson-28-class-discussion-of-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What is the resulting tone? • What is the impact of tone on the meaning and effect of the novel? <p>Slide 7</p> <ul style="list-style-type: none"> • How does the author feel about the lifestyles he portrays in the novel? <p>Slide 8</p> <ul style="list-style-type: none"> • Describe how Fitzgerald’s choices contribute to the impact and the meaning of that event and how that event adds to the development of the theme. • <p><u>Daily Writing Practice</u> Students complete a journal entry as outlined on slide 9.</p>
<p>Lesson 29</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14919-lesson-29-analyzing-the-development-of-themes-in-the-great-gatsby#additional-material</p> <ul style="list-style-type: none"> Chapter 9 Excerpt handout Timed Writing Planning Handout 	<p><u>Guiding Question:</u> What impact does the author’s choices have on the overall text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze the ways the author develops themes in the text. <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students will analyze the author’s choices as they relate to the development of the theme in preparations for a timed writing activity. (11-12.RL.KID.1, 11-12.RL.KID.2) Locate evidence in preparation for a times writing activity. Lesson 29 – https://scsk12.learnzillion.com/lesson_plans/14919-lesson-29-analyzing-the-development-of-themes-in-the-great-gatsby (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> What are some words, phrases, instances of symbolism the author uses throughout the last 3 paragraphs of the novel to develop the themes around dreams? <p><u>Daily Writing Practice</u> Students prepare for timed writing activity.</p>
<p>Lesson 30</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14920-lesson-30-the-great-gatsby-timed-writing#additional-material</p> <ul style="list-style-type: none"> • Times Writing Planning Handout • Timed Writing Rubric • Notebook Paper • American Dream Unit Chart 	<p><u>Guiding Question:</u> What impact does the author’s choices have on the overall text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Determine the author’s message about the definition of attainability of the American Dream. 11-12.RL.KID.2 • Write a timed essay that analyzes the develop of the themes within the text. <p><u>Agenda</u> Students will determine the author’s message about the attainability of the American Dream and participate in a timed writing activity.</p> <ul style="list-style-type: none"> • Lesson 30 – https://scsk12.learnzillion.com/lesson_plans/14920-lesson-30-the-great-gatsby-timed-writing (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Timed Writing</p> <p><u>Daily Writing Practice</u> N/A – Timed Writing</p>
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May 6, 2020- May 12, 2020

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 IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

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.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Language

- 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.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.

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.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 31**Instructional Plan**High Quality Text(s):

“The Egg” by Sherwood Anderson

Materials:

Guiding Question: How does the author develop a point of view?

Learning Target:

- Read “The Egg” to determine how the author uses words, phrases, and sentences to develop the tone and the narrator’s point of view. (11-12.RL.CS.4)

<p>https://scsk12.learnzillion.com/lesson_plans/14921-lesson-31-analyzing-the-development-of-tone-and-characterization-in-the-egg?card=#additional-material</p> <p>“The Egg” Character Chart Reader Response Journal Hlghlighters</p>	<ul style="list-style-type: none"> Analyze the development of characters in “The Egg”. (11-12.RL.KID.3) <p><u>Agenda</u> Students will read “The Egg” and analyze the text for the development of the narrator’s point of view.</p> <ul style="list-style-type: none"> Lesson 31 – https://scsk12.learnzillion.com/lesson_plans/14921-lesson-31-analyzing-the-development-of-tone-and-characterization-in-the-egg?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 7</p> <ul style="list-style-type: none"> How does the author uses words, phrases, and sentences to develop the tone and the narrator’s point of view? <p><u>Daily Writing Practice</u> Have students respond to the question on slide 7 using their RRJ.</p>
<p>Lesson 32</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u></p> <p>“The Egg” by Sherwood Anderson</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14922-lesson-32-analyzing-author-s-choices-in-the-development-of-characters-and-tone-in-the-egg#additional-material</p> <p>“The Egg” Character Chart “The Egg” Post Reading Questions</p>	<p><u>Guiding Question:</u> How does the author’s choice impact the text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Analyze the impact of the author’s choices in developing characters in the text. 11-12.RL.KID.3 Analyze how the author develops tone in a text. 11-12.RL.CS.4 <p><u>Agenda</u> Students will read “The Egg” and analyze the text for the development of the narrator’s point of view.</p> <ul style="list-style-type: none"> Lesson 32 – https://scsk12.learnzillion.com/lesson_plans/14922-lesson-32-analyzing-author-s-choices-in-the-development-of-characters-and-tone-in-the-egg (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Use the character chart and post reading questions handouts and prescribed in teaching notes.</p> <p><u>Daily Writing Practice</u> Before discussing the first question on the post reading chart, have students respond in writing first, encouraged to used specific evidence from the text, in preparation for class discussion.</p>

Lesson 33	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p>“The Egg” by Sherwood Anderson</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14923-lesson-33-analyzing-how-the-theme-of-the-american-dream-is-presented-in-the-egg#additional-material</p> <p>“The Egg” Post Reading Questions American Dream Unit Chart</p>	<p><u>Guiding Question:</u> What impact does the author’s choices have on the overall text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Determine what the text says about the definition and attainability of the American Dream. 11-12.RL.KID.2, 11-12.RL.IKI.9 Analyze how the author uses tone, characterization, and point of view to develop themes within the text. 11-12.RL.KID.2 <p><u>Agenda</u> Students will determine the theme and analyze how the author’s use of tone, characterization, and point of view speak to the theme.</p> <ul style="list-style-type: none"> Lesson 33— https://scsk12.learnzillion.com/lesson_plans/14923-lesson-33-analyzing-how-the-theme-of-the-american-dream-is-presented-in-the-egg (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> What is the author’s definition of the American Dream in this text? Use evidence from the text to support your answer. <p>Slide 6</p> <ul style="list-style-type: none"> Is the author’s definition of the American Dream attainable? <p>Slide 8</p> <ul style="list-style-type: none"> How does the author create tone in this text? Is the tone consistent in the text? If not, where does it vary? How does the tone created in the text reveal the author’s attitude toward the American Dream and family relationships? <p><u>Daily Writing Practice</u> Students write a short answer/paragraph in response to question 4 on their Post Reading Questions Handout.</p>
Lesson 34	Instructional Plan

<p><u>High Quality Text(s):</u></p> <p>“I Here America Singing” by Walt Whitman</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14924-lesson-34-practicing-fluency-with-i-hear-america-singing-by-walt-whitman#additional-material</p> <p>Digital Access Listening Devices Highlighters</p>	<p><u>Guiding Question:</u> How does fluency contribute to complete understanding of a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Practice fluency by listening to a poem, reading it aloud, and determining the central idea. 11-12.RL.RRTC.10 <p><u>Agenda</u> Students will analyze a text for theme and practice reading fluency.</p> <ul style="list-style-type: none"> Lesson 34 – https://scsk12.learnzillion.com/lesson_plans/14924-lesson-34-practicing-fluency-with-i-hear-america-singing-by-walt-whitman (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> What is the central idea of the text? <p>Slide 9</p> <ul style="list-style-type: none"> How does the central idea relate to the theme of the American Dream? <p><u>Daily Writing Practice</u> Have students respond in writing to the question on slide 9 using evidence from the text.</p>
<p>Lesson 35</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u></p> <p>“A Quilt of a Country” by Anna Quindlen</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14925-lesson-35-analyzing-how-quindlen-s-style-and-content-contribute-to-the-persuasiveness-of-quilt-of-a-country#additional-material</p> <ul style="list-style-type: none"> American Dream Unit Chart Quilt Evidence Chart Highlighters 	<p><u>Guiding Question:</u> How does an author’s style contribute to the persuasiveness of a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Determine what the author of “I Hear America Singing” suggests about the definition and attainability of the American Dream. 11-12.RL IKI.9 Analyze how the author’s style and content contributes to the persuasiveness of the text. 11-12.RI.CS.6 <p><u>Agenda</u> Students will read and analyze the text for style and persuasive technique.</p> <ul style="list-style-type: none"> Lesson 35 – https://scsk12.learnzillion.com/lesson_plans/14925-lesson-35-analyzing-how-quindlen-s-style-and-content-contribute-to-the-persuasiveness-of-quilt-of-a-country (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

Slide 5

- What is the author’s definition of the American Dream in this text? Use evidence from the text to support your answer.

Slide 6

- Is the author’s definition of the American Dream attainable?

Daily Writing Practice

Have students respond to the following question in their RRJ: In “Quilt of a Country”, How does the author’s style and content contribute to the persuasiveness of the text?

May 13, 2020- May 19, 2020

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.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

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.7 Evaluate the topic or subject in multiple diverse formats and media.

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.

Speaking & Listening

- 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.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.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.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 11012 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.

Lesson 36	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p>“A Quilt of a Country” by Anna Quindlen</p> <p>“I Here America Singing” by Walt Whitman</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14926-lesson-36-discussing-quindlen-s-style-and-content-contribute-to-the-persuasiveness-of-quilt-of-a-country#additional-material</p> <ul style="list-style-type: none"> • Quilt Evidence Chart • American Dream Unit Chart 	<p><u>Guiding Question:</u> How is the theme of the American Dream presented across multiple texts?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Discuss how the author’s style and content contributes to the persuasiveness of the text. 11-12.RI.CS.6 • Determine what the author says about the definition and attainability of the American Dream. 11-12.RI.KID.2 • Compare the American Dream as presented in multiple texts. 11-12.RL IKI.9 <p><u>Agenda</u> Students will compare the treatment of the theme in multiple texts.</p> <ul style="list-style-type: none"> • Lesson 36 – https://scsk12.learnzillion.com/lesson_plans/14926-lesson-36-discussing-quindlen-s-style-and-content-contribute-to-the-persuasiveness-of-quilt-of-a-country (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • How does the author use rhetoric to support her thesis statement? <p>Slide 6</p> <ul style="list-style-type: none"> • What is the author’s definition of the American Dream in this text? <p>Slide 7</p> <ul style="list-style-type: none"> • Is the author’s definition of the American Dream Attainable? <p><u>Daily Writing Practice</u> Students compose an entry in their RRJ according to slide 8</p>
Lesson 37	Instructional Plan
<p><u>High Quality Text(s):</u></p>	<p><u>Guiding Question:</u> How do writers support claims about an idea/topic?</p>

<p>Texts may vary according to student.</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14927-lesson-37-preparing-for-the-extension-task#additional-material</p> <ul style="list-style-type: none"> American Dream Unit Chart Extension Task Preparation Handout Computer/Internet Access 	<p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Generate claims about the attainability of the American Dream. 11-12.W.TTP.1 Conduct Research about this claim. 11-12.W.RBPK.7, 11-12.W.RBPK.8 <p><u>Agenda</u> Students will gather research to support their claim about the topic in preparation for the extension task.</p> <ul style="list-style-type: none"> Lesson 37 – https://scsk12.learnzillion.com/lesson_plans/14927-lesson-37-preparing-for-the-extension-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A Extension Task Prep</p> <p><u>Daily Writing Practice</u> N/A Extension Task Prep</p>
<p>Lesson 38</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u></p> <p>Texts may vary according to student</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14928-lesson-38-outlining-and-drafting-the-extension-task#additional-material</p> <ul style="list-style-type: none"> Extension Task Preparation Handout Extension Task Rubric 	<p><u>Guiding Question:</u> How do writers support claims about an idea/topic?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Revise thesis statements. 11-12.W.PDW.5 Use thesis statements and information from research to outline and draft a research paper. 11-12.W.PDW.5 <p><u>Agenda</u> Students will revise thesis statements, outline, and draft a response to the extension task.</p> <ul style="list-style-type: none"> Lesson 38 – https://scsk12.learnzillion.com/lesson_plans/14928-lesson-38-outlining-and-drafting-the-extension-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A Extension Task</p> <p><u>Daily Writing Practice</u> N/A Extension Task</p>
<p>Lesson 39</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u></p> <p>Texts may vary according to student.</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14929-lesson-39-peer-revision-of-extension-task#additional-material</p> <ul style="list-style-type: none"> • Extension Task Preparation Handout • Extension Task Rubric • Highlighters 	<p><u>Guiding Question:</u> How do writers support claims about an idea/topic?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Revise a peer’s paper for use of specific diction, varied syntax, and correct use of language conventions. 11-12.W.PDW.5 • Revise your own paper to create a final draft. 11-12.W.PDW.5 <p><u>Agenda</u> Students will peer edit and revise their responses to the extension task.</p> <ul style="list-style-type: none"> • Lesson 39 – https://scsk12.learnzillion.com/lesson_plans/14929-lesson-39-peer-revision-of-extension-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A Extension Task</p> <p><u>Daily Writing Practice</u> N/A Extension Task</p>
<p>Lesson 40</p>	<p>Instructional Plan</p>
<p><u>High Quality Text(s):</u></p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/14930-lesson-40-cold-read-task-part-1#additional-material</p> <ul style="list-style-type: none"> • Cold Read Task Questions • Cold Read Task Answer Document 	<p><u>Guiding Question:</u> What skills are necessary in order to fully analyze a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Cold Read Task <p><u>Agenda</u> Students will complete the first part of a Cold- Read task.</p> <ul style="list-style-type: none"> • Lesson 40- https://scsk12.learnzillion.com/lesson_plans/14930-lesson-40-cold-read-task-part-1 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • N/A Cold Read Task <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • N/A Cold Read Task

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May 20, 2020-May 22, 2020

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.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

Reading: Informational Texts

- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.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.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

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.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.

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.
- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - 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.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone.
- 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.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11012 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.

Lesson 41	Instructional Plan
<p><u>High Quality Text(s):</u> “Let America Be America Again” by Langston Hughes</p> <p>“American Dream Faces Harsh New Reality” by Ari Shapiro</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What skills are necessary to fully analyze a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Cold Read Task <p><u>Agenda</u> Students will complete the second part of a Cold- Read task.</p> <ul style="list-style-type: none"> Lesson 41 – https://scsk12.learnzillion.com/lesson_plans/15669-lesson-41-cold-read-task-part-2 (Specific

<p>https://scsk12.learnzillion.com/lesson_plans/15669-lesson-41-cold-read-task-part-2#additional-material</p> <ul style="list-style-type: none"> • Cold Read Task Questions • Cold Read Task Answer Document 	<p>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 Task</p> <p><u>Daily Writing Practice</u> N/A - Cold Read Task</p>
Lesson 42	Instructional Plan
<p><u>High Quality Text(s):</u> <i>The American Dream: A Short History of an Idea That Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/15670-lesson-42-preparing-for-the-culminating-writing-task#additional-material • American Dream Unit chart • Cullen Central Idea Analysis Handout • Culminating Writing Handout 	<p><u>Guiding Question:</u> What skills are necessary to fully analyze a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Culminating Writing Task <p><u>Agenda</u> Students will prepare for the culminating writing task.</p> <ul style="list-style-type: none"> • Lesson 42 – https://scsk12.learnzillion.com/lesson_plans/15670-lesson-42-preparing-for-the-culminating-writing-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A Culminating Writing Task</p>
Lesson 43	Instructional Plan

<p><u>High Quality Text(s):</u></p> <p><i>The American Dream: A Short History of an Idea That Shaped a Nation</i> by Jim Cullen</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/15671-lesson-43-culminating-writing-task-revision#additional-material</p> <ul style="list-style-type: none"> • Culminating Writing Task Rough Draft • Culminating Writing Task Rubric • Culminating Writing Task Handout 	<p><u>Guiding Question:</u> What skills are necessary to fully analyze a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Culminating Writing Task <p><u>Agenda</u> Students will complete the culminating writing task.</p> <ul style="list-style-type: none"> • Lesson 43 – https://scsk12.learnzillion.com/lesson_plans/15671-lesson-43-culminating-writing-task-revision (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A- Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A Culminating Writing Task</p> <p>*** Lessons 42-43 guide students through the culminating writing task. Teachers should pace the lesson based on student need. Week 9 can be used to make sure that sure that students have adequate time for the task.</p>
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