

Course/Grade Level: Junior English

Week: 1 (sem 1)

Unit:  
Early American Literature

**Evidence of Learning/Assessments**

Formative: writing on character traits and growth mindset; class discussion and marking of Bradford text; pretest

Summative: children's book of Bradford's writing

Standards (Learning Targets)	" I can ---- "	Instructional Strategies
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose and audience	I can write in a clear and logical manner.	Focusing on the character words on the wall, students will choose three of them and explain how each word reflects their own attitude. Focusing on Growth Mindset, students will choose to write on a topic about an event or person that has helped them become the person they are today.
RL-10 & RI-10 Read and comprehend literature including informational text and drama	I can show my current knowledge of semester one content.	Pretest for semester exam. Pretest for POW.
RI-2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	I can determine the central ideas of a text.	Read and mark the Bradford text to prepare for creation of a visual image of the early Americans' experiences.

**Key Vocabulary**

Rendezvous	Ennui	Habitation	*Lamentable
Providence	Adversity	Loathsome	*Pathos

Course/Grade Level: Juniors

Week: 2 (sem 1)

Unit:  
Early American Literature

Evidence of Learning/Assessments

Formative: discussion and marking of Bradford and Rowlandson text

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	I can determine the central idea that the early Americans focused on God.	Read and mark the Bradford and Rowlandson texts to prove that she indeed focused on God and her relationship with Him to mentally and physically survive her ordeal.
RI-7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research	I can evaluate illustrations of early Americans.	Students will use their i-pads to present the early colonists by focusing on the images. Students will create an Instagram based on the Bradford and Rowlandson information. They will submit it electronically.

Course/Grade Level: Juniors

Week: 3 (sem 1)

Unit: Early American Literature

Evidence of Learning/Assessments

Formative: poetry analysis chart

Summative: Instagram assignment

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research	I can evaluate illustrations of early Americans.	Students will continue to use their i-pads to present the early colonists by focusing on the images. Students will create an Instagram based on the Bradford and Rowlandson information. They will submit it electronically.
RL-4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful RL-5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure	I can determine the meanings of important words in our text and analyze the author’s choices.	Students will complete a chart the shows mature analysis of the poems “Upon a Spider Catching a Fly,” “To My Dear and Loving Husband,” “Upon the Burning of Our House,” “On Being Brought from Africa to America,” and “An Hymn to the Evening.”

Course/Grade Level: Juniors

Week: 4 (sem 1)

Unit: Early American Literature

Evidence of Learning/Assessments

Formative: organized notes on our video

Summative: timeline of the three people groups; narrative essay on one group at an appointed time, unit test

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem	I can evaluate a video that provides details of the transition of Africans in America.	Video: Africans in America series
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose and audience W-6 Use technology to produce, including the internet, to produce, publish, and update individual or shared writing products.	I can write in a clear and logical manner.	<b>**ADVANCED**</b> Students will develop a timeline of all three people groups. Using that timeline, they will write a narrative of one assigned group at a specific time (ex. Africans in 1660) with details and discussion of what led them to the point and/or what their descendants will see. Students will choose a time period on their timeline and write a narrative from one people group’s point of view.
RL-10 & RI-10 Read and comprehend literature including informational text and drama	I can show my understanding of early American literature.	Unit test

Key Vocabulary

Aforesaid	Gregarious	Hysteria	Redemption
*Diabolic	*Mirth	Tedious	Xenophobe

Course/Grade Level: Juniors

Week: 5 (sem 1)

Unit: The Crucible

Evidence of Learning/Assessments

Formative: word sort, notes on powerpoint, read and discuss Act I, SAT practice

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
SL1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively RL-3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (setting, action, characters).	I can analyze the author’s choices and work effectively in a group.	Small groups of students will work together to solve a word sort that contains words from each of the time periods. Powerpoint of McCarthyism which connects communism to The Crucible
RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	I can cite strong textual support.	Watch Act I of the drama. Download the ibook to allow for analysis of the portrayal of Act I by analyzing specific portions of the text. Begin reading Act II as time allows.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author’s choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English or Reading test.

Course/Grade Level: Juniors	Week: 6 (sem 1)
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Unit: The Crucible	Evidence of Learning/Assessments Formative: read and analyze text Summative:
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-5 Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall meaning.	I can analyze the author's choices	Students will read parts and analyze through class discussion the content of Act II. Watch Act III.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English or Reading test.

Key Vocabulary

Chasten	McCarthyism
Conviction	Sable
Industry	*Defile
Inhumane	*Tragic Hero

Course/Grade Level: Juniors	Week 7 (sem 1)
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Unit: The Crucible	Evidence of Learning/Assessments Formative: plot diagram, rough draft of essay Summative: character and event analysis, tragic figure analysis
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-5 Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the author's choices in the structure of the text.	Watch Act IV to finish the play. Finish working on the character and event analyses and plot diagram. Students will submit their work. Fact/Fiction Sheet over Arthur Miller's choices.
RL-5 Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the portrayal of the main character.	Using the definition of a tragic figure, students will analyze John Proctor. <b>**Advanced**</b> They will write a one-page essay of him as a tragic figure. <b>**Regular**</b> They will create a t-chart to analyze this information.
W-2 Write informative/explanatory texts to examine and convey complex ideas, and information clearly and accurately through the effective selection, organization and analysis of content.	I can write an essay that clearly compares and contrasts two important characters of the play.	Students will write a formal essay that compares and contrasts two important characters of the play.

Course/Grade Level: Juniors	Week: 8 (sem 1)
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Unit: The Crucible	Evidence of Learning/Assessments Formative: SAT Practice, McCarthyism/Salem Witch Trials word sort Summative: unit test, essay comparing and contrasting two characters, writing on crucible definition and play analysis
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (setting, action, characters).	I can analyze the author's connection between the Salem Witch Trials and McCarthyism.	Students will view the McCarthyism powerpoint again to connect it to their understanding of the play now that we have finished. They will use this information to practice the word sort comparing McCarthyism to the Salem Witch Trials.
L-4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases	I can determine the meaning of the title of the play.	Students will look up the basic definitions of crucible and determine why Arthur Miller entitled the play as he did. They will justify - in writing - the definition they choose.
RL-10 & RI-10 Read and comprehend literature including informational text and drama	I can show my understanding of early American literature.	The Crucible unit test.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can write an essay that clearly compares and contrasts two important characters of the play.	Students will write an essay that compares and contrasts two characters from the play.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English or Reading test.

### Key Vocabulary

Piteous	Crucible	Omniscient	*Blasphemy
Perjury	Temperament	Surmise	*Eloquence

Course/Grade Level: Juniors	Week: 9 (sem 1)
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Unit: The New Nation – Informational Text	Evidence of Learning/Assessments Formative: ToonDoo Summative: Image analysis, Document analysis
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	I can analyze the Declaration of Independence.	Students will analyze various pictures of the events and people surrounding the Declaration of Independence. They will read the Declaration of Independence and answer higher level thinking questions. They will create a ToonDoo comic strip where they will imagine that they were there during the time of one of our texts.
W-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.	I can develop effective introductions.	Students will focus on a variety of hook and introductory paragraph options/strategies.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can write an essay that clearly compares and contrasts two important characters of the play.	Students will write an essay that compares and contrasts two characters from the play.

Course/Grade Level: Juniors	Week: 10 (sem 1)
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Unit: The New Nation – Informational Text	Evidence of Learning/Assessments Formative: 13 virtues, aphorisms, headlines, SAT practice Summative: Ben Franklin’s autobiography
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-2 Determine a central idea of a text and analyze its development over the course of the text	I can determine the central idea of Ben Franklin’s autobiography.	Students will read an excerpt of Ben Franklin’s autobiography and answer questions regarding it. These questions focus on his experience but also his style of writing.
W-9 Draw evidence from literary or informational texts to support analysis and reflection.	I can create a visual of the central idea of a text.	Students will create headlines of their choice of document, contrasting the age of faith with the age of reason.
RI-4 Determine the meaning of words and phrases as they are used in a text.	I can apply Ben Franklin’s description of 13 virtues to today’s society.	Students will be assigned one of the virtues that Ben Franklin established to analyze and determine how to show the class this virtue. Some students will then act it out in front of the class while the class determines which one they are doing. Some will apply these virtues to their translation of an aphorism.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author’s choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English or Reading test.

### Key Vocabulary

Auspicious	Consolation	*Deference
Omipotent	Pious	*Irrevocable
Usurp	Hubris	

Course/Grade Level: Juniors	Week: 11 (sem 1)
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Unit: The New Nation – Hawthorne (Rappaccini's Daughter and Young Goodman Brown)	Evidence of Learning/Assessments Formative: SAT practice Summative: keynote, essay
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-5 Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze Hawthorne's development of the structure of his stories.	Students will create a visual representation (keynote) of the story using their ipad.
RL-5 Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the author's choices in developing our story.	Read and analyze Rappaccini's Daughter (Advanced) or Young Goodman Brown (Regular)
W-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.	I can develop and strengthen my essay.	Students will revise their essays.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English or Reading test.

Course/Grade Level: Juniors

Week: 12 (sem 1)

Unit:  
American Romanticism Short Stories and Poetry

Evidence of Learning/Assessments

Formative: Value cards/writing, class discussion

Summative: Keynote

Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-4 Determine the meaning of words as they are used in the text, including figurative and connotative meanings - analyze the impact of specific word choices on meaning and tone.	I can determine the meaning of unfamiliar words in the text.	Students will receive cards with various things that they may consider "valuable" in their lives. They will rank the cards from 1-10 based on how much they value the item. Students will trade cards and try to get the most of the category that they most value. Students will reflect on the activity we just did through a written response to several questions.
RL-5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze Hawthorne's development of the structure of his stories.  I can analyze the author's choices in developing our story.	Students will create a visual representation (keynote) of the story using their ipad.  Students will read and analyze "The Devil and Tom Walker." (advanced)

#### Key Vocabulary

Allegory	Miserly	*Pique
Depraved	Termagant	*Prudent
Forlorn	Tyranny	

Course/Grade Level: Juniors

Week: 13 (sem 1)

Unit:  
American Romanticism Short Stories and Poetry

Evidence of Learning/Assessments  
Formative: M & M Game, Class discussion

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL- 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	I can give proof of various facts in the story.	Students will answer plot/character questions based on the color of the M & M they get out the bag. They will discuss these questions and answers with their groups.
RL-5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the author’s choices in developing our story.	Students will read and analyze “The Devil and Tom Walker.”

Course/Grade Level: Juniors

Week: 14 (sem 1)

Unit:  
American Romanticism Short Stories and Poetry

Evidence of Learning/Assessments

Formative: comparison chart

Summative: "The Devil and Tom Walker" quiz, priority essay

Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the author's choices in developing our story.	Students will read and analyze "The Devil and Tom Walker." (regular)
RL-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	I can compare the stories at a meaningful level.	The class will make a comparison chart on the board for the two stories. Students will come to the board and contribute to the chart until it is complete. They will also be taking notes on this information for their own personal use. Advanced students will do this task for the final three stories we have read.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose and audience	I can write in a clear and logical manner.	Individual students will write their response to the following prompt, "Even though we will never find ourselves in the situation Tom Walker was in, we are constantly being challenged regarding our priorities in life. How do we keep our priorities straight in life? What challenges to your priorities can you expect to face as you continue through life? Be specific as to the priorities you are talking about."
RL-5 Analyze how an author's choices concerning how to structure specific parts of a text	I can analyze author's choices in developing a text	Students will read and analyze "Rip Van Winkle". (advanced)

## Key Vocabulary

Concise	Recapitulate	*Pervade
Discord	Incessant	*Onerous
Coquette	Pedagogue	

Course/Grade Level: Juniors	Week: 15 (sem 1)
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Unit: American Romanticism Short Stories and Poetry	Evidence of Learning/Assessments Formative: text comparisons
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-7 Analyze multiple interpretations of a story, evaluating how each version interprets the source text.	I can evaluate similarities and differences between our forms of the text.	<p>While watching the film version of <i>The Legend of Sleepy Hollow</i>, students will make their own notes, writing about the plot, the characters, and the events that take place.</p> <p>Students will then read the graphic novel and compare it to the film version.</p> <p>Lastly, students will read the novella version and compare and contrast all three versions.</p>

Instructors: Schneider/Gemmen	Course/Grade Level: Juniors	Week: 16 (sem 1)
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Unit: American Romanticism Short Stories and Poetry	Evidence of Learning/Assessments Formative: comparison chart, SAT practice Summative: essay
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Standards (Learning Targets)	" I can ---- "	Instructional Strategies
W-9 Draw evidence from literary texts to support analysis, reflection, and research.	I can draw evidence from the texts to support my essay.	Students will write a 300-word essay about these texts – focusing on a future child of their own as to what version they would want their child to be exposed to and why.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English, reading, or writing test.

Key Vocabulary

Character Flaw	Hypochondriac	*Importunate
Countenance	Manifest	*Solace
Emaciated	Blatant	

Course/Grade Level: Juniors

Week: 17 (sem 1)

Unit:  
American Romanticism Short Stories and Poetry

Evidence of Learning/Assessments

Formative: discussion/questions

Summative: Annabelle Lee comic representation

Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	I can analyze the author's choices in developing our story.	Students will read and analyze "Annabel Lee" by Edgar Allan Poe.
SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	I can present information from the poem through a comic illustration.	Students will create a comic which clearly reflects a portion of the poem Annabelle Lee. They will then share this representation with the class.

Course/Grade Level: Juniors

Week: 18 (sem 1)

Unit:  
American Romanticism Short Stories and Poetry

Evidence of Learning/Assessments  
Formative: SAT Practice, Class discussion

Standards (Learning Targets)	" I can ---- "	Instructional Strategies
RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can cite textual evidence to support my analysis.	Students will read and analyze <i>The Fall of the House of Usher</i> .
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do an SAT Practice English, reading, or writing test.