

Course/Grade Level: Juniors

Week: 1 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: student writing, pretest  
Summative: *facts and supports*

| Standards (Learning Targets)   | “ I can ---- “   | Instructional Strategies  |
|--|--|---|
| W-7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | I can conduct research to answer a question.               | Students will determine a character trait of influential people then do research on three people who display or have displayed this trait. They will write a formal essay detailing these three people. |
| RL-10 & RI-10 Read and comprehend literature including informational text and drama.   | I can show my current knowledge of semester two content.   | Pretests for semester exam and vocabulary/common usage..  |
| <i>RI-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>   | <i>I can cite textual evidence to support my analysis.</i> | <i>The students will analyze the facts regarding Stowe’s influence on President Lincoln. They will determine the main point of our informational text and detail the facts that support it.</i>         |

Key Vocabulary

|             |          |          |
|-------------|----------|----------|
| commence    | martyr   | *jocular |
| apathy      | epiphany | *profane |
| disposition | solemn   |          |

Course/Grade Level: Juniors

Week: 2 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: list of characters and motivation, *essay on influential people*

| 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 impact of Twain’s introductory passages on the reader. | Introduce “Notes,” “Notice,” and “Explanatory” sections of <i>Huck Finn</i> . Also discuss Twain’s warning.   |
| L-3 Apply knowledge of language to understand how language functions in different contexts   | I can understand how language and style choices affect my comprehension. | Teacher read aloud a portion of the text ... examine Jim’s dialect (p. 19)  |
| 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 development of the author’s characters.                | On an index card, list the characters and write a brief description of each (incl. Background, Physical Appearance, Temperament, and Ideas).  |
| RL-5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning  | I can analyze the author’s choices in developing our story.              | Students will read and analyze <i>The Adventures of Huckleberry Finn (Regular)</i> and <i>Uncle Tom’s Cabin (Advanced)</i> .  |
| W-7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | I can conduct research to answer a question.                             | Students will continue writing a formal essay detailing the three people that they have chose to research. Advanced students will write an abstract for their essay because this will be MLA style. |

Course/Grade Level: Juniors

Week: 3 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn and  
*Uncle Tom’s Cabin* (Adv)

Evidence of Learning/Assessments  
Formative: illustrations, essay on influential people, *theme list*

| 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 importance of the development of Huck’s escape.         | Students will continue to read the book. They will draw illustrations of an aspect of Huck’s escape.   |
| W-7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | I can conduct research to answer a question.                              | Students will continue writing a formal essay detailing the three people that they have chose to research. Advanced students will write an abstract for their essay because this will be MLA style (for regular English 11) v. APA style (for advanced). |
| <i>RL-2 Determine two or more themes 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>            | <i>I can determine and analyze important themes in Uncle Tom’s Cabin.</i> | <i>Students will continue reading the novel and analyzing it based on themes present. We will also compare the content to the Thomas Edison 1903 silent movie.</i>   |

Key Vocabulary

|          |          |         |             |
|----------|----------|---------|-------------|
| confound | degrade  | evade   | *formidable |
| contrite | palpable | haughty | *impudent   |

Course/Grade Level: Juniors

Week: 4 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn and  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: Mrs. Loftus writing, *images research/justification*  
Summative: Questions, Quizzes, Final draft of research paper

| 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 impact of the author’s choices.           | We will continue reading in the novel using various strategies. Students will experience the event with Huck at the home of Mrs. Loftus: they will attempt to analyze how boys v. girls thread a needle, throw a “lead bar”, and catch an item on their lap.       |
| <i>W-7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i> | <i>I can conduct research to demonstrate understanding.</i> | <i>Students will scour the internet to determine what our characters look like and why. They will find images and justify their decisions.</i>   |
| <i>RI-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>  | <i>I can cite textual evidence to support analysis.</i>     | <i>Students will respond to text by making personal connections and responses.</i>   |
| W-7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.        | I can conduct research to answer a question.                | Students will write the final draft of our formal essay detailing the three people that they have chose to research. Advanced students will write an abstract for their essay because this will be MLA style (for regular English 11) v. APA style (for advanced). |

Course/Grade Level: Juniors

Week: 5 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: Fog analysis, *vocabulary word/novel analysis, readings*  
Summative: Questions, Quizzes

| Standards (Learning Targets)  | “ I can ---- “   | Instructional Strategies  |
|---|--|---|
| RL-2 Determine two or more themes or 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 themes developing in <i>Huck Finn</i> .                  | Students will analyze the relationship between Huck and Jim, specifically after Huck’s trick after the fog. Students will discuss the importance of Huck’s major decision concerning Jim in Chapter 16. |
| SL-4 Present information such that listeners can follow the line of reasoning   | I can present the material from a character’s perspective.               | Students will read a portion of the text aloud to the class as the character themselves would have said it.   |
| L-4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.   | I can analyze the reading to this point using one word as my foundation. | Students will choose one of our vocabulary words and develop an analysis of the novel to this point based on that word.   |
| RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is meant (satire, sarcasm, irony, or understatement)  | I can analyze an example of understatement.                              | Emphasis on the feud and the cruelty of people by having students locate in current events a real-life example of cruelty.  |

Key Vocabulary

|           |             |             |
|-----------|-------------|-------------|
| contrive  | realism     | *complacent |
| bogus     | romanticism | *vehement   |
| faculties | sultry      |             |

Course/Grade Level: Juniors

Week: 6 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom’s Cabin*

Evidence of Learning/Assessments

Formative: reading strategies that ensure understanding of the text, dice review game  
Summative: questions, quizzes

| 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 impact of the author’s choices.   | Continue reading in the novel using various strategies. We will review the novel from the beginning to where we are now through the Dice review game.  |
| L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc.<br>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 read, analyze, and respond to an informational text.<br><i>Students will analyze the difference between passive and active voice, weak and strong verbs and apply this craft in their writing.</i> |

Course/Grade Level: Juniors

Week: 7 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments  
Summative: questions, quizzes, SAT writing

| 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 continue analyzing the text through questions and quizzes.                                     |
| L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc.<br>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 essay.<br>Students will also work on preparing for the SAT through on-line material. |

### Key Vocabulary

|         |            |         |  |
|---------|------------|---------|--|
| avarice | inevitable | *deride |  |
| cede    | oppression | *zeal   |  |
| heathen | tenacious  |         |  |

Course/Grade Level: Juniors

Week: 8 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn /  
*Uncle Tom's Cabin*

Evidence of Learning/Assessments

Formative: images of characters from *Huck Finn*

Summative: SAT Practice, Essay, questions, quizzes, found poem

| 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 strong textual evidence to support my analysis.  | As we finish the novel, students will finish analyzing character motivation and write an essay on that topic. |
| <i>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task and purpose.</i>   | <i>I can write a found poem based on meaningful phrases in the text.</i>  | <i>Students will write a found poem, realizing the value of the author's style.</i>                           |
| 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 effect of the Duke and the King on the overall storyline of <i>Huck Finn</i> .                                    | Students will use the internet to discover images of the people and settings in the novel to this point       |
| L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc.<br>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 continue to work on SAT strategies / knowledge online.  |

Course/Grade Level: Juniors

Week: 9 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn and  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: event ordering, SAT Practice  
Summative: questions, quizzes, found poem

| 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 impact of the author’s choices.   | Students will receive a list of important events that happened in Chapters 1-27. They will be given the first event and the last event. They will then need to put the events in the order that they happened. |
| W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task and purpose.  | I can write a found poem based on meaningful phrases in the text.   | Students will write a found poem or a biopoem, realizing the value of the author’s style.  |
| L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc.<br>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 online SAT Practice English, reading, or writing test.  |
| 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 continue analyzing the text through questions and quizzes.   |

### Key Vocabulary

|            |            |            |             |
|------------|------------|------------|-------------|
| conclusive | practical  | stereotype | *benefactor |
| gracious   | refinement | welfare    | *elucidate  |

Course/Grade Level: Juniors

Week: 10 (sem 2)

Unit:  
A Troubled Young Nation – Huckleberry Finn and  
*Uncle Tom’s Cabin (Adv)*

Evidence of Learning/Assessments

Formative: Practice SAT  
Summative: Questions, quizzes

| Standards (Learning Targets)   | “ I can ---- “  | Instructional Strategies   |
|--|---|--|
| L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc.<br>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 online SAT Practice English, reading, or writing test.  |
| 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 continue analyzing the text through questions and quizzes. |

|                             |                  |
|-----------------------------|------------------|
| Course/Grade Level: Juniors | Week: 11 (sem 2) |
|-----------------------------|------------------|

|   |   |
|---|---|
| Unit:<br>A Troubled Young Nation – Huckleberry Finn and<br><i>Uncle Tom’s Cabin (Adv)</i> | Evidence of Learning/Assessments<br>Summative: Unit test on novel |
|---|---|

| Standards (Learning Targets)   | “ I can ---- “   | Instructional Strategies   |
|--|--|--|
| Students prepare for testing week!   | I can prepare for the test in a variety of ways.   | Pre-test activity-Students bubble in their information before they take the SAT test in a couple of weeks. Students will practice for the SAT on Khan Academy. |
| RL-10 By the end of 11 <sup>th</sup> grade, students will read and comprehend literature | I can demonstrate my understanding of <i>The Adventures of Huckleberry Finn</i> and <i>Uncle Tom’s Cabin</i> | Unit Test  |

Key Vocabulary

|             |             |            |
|-------------|-------------|------------|
| anguished   | parable     | *respite   |
| misanthrope | subjugation | *vacillate |
| indigent    | supremacy   |            |

Course/Grade Level: Juniors

Week: 12 (sem 2)

Unit:  
Testing Week/Oppressed People Groups

Evidence of Learning/Assessments

Formative: comparison chart

Summative: oppression project, poem

| Standards (Learning Targets)   | " I can ---- "  | Instructional Strategies  |
|--|---|---|
| SAT Test   | I can do well on this challenge!  |   |
| RI-5 Analyze and evaluate the effectiveness of the structure the author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.                   | I can analyze the importance of structure in the Emancipation Proclamation and Declaration of Sentiments. | Read and analyze the Declaration of Sentiments.<br>Create a comparison chart that analyzes the differences between the Declaration of Independence and the Declaration of Sentiments. |
| RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and persuasiveness, or beauty of the text. | I can determine the author's point of view and purpose in our text.                                       | Read and analyze "Ain't I a Woman" and "I Will Fight No More Forever."<br>Create a comparison chart regarding important facts of these people groups.                                 |

Course/Grade Level: Juniors

Week: 13 (sem 2)

Unit:  
Oppressed People Groups

Evidence of Learning/Assessments

Formative: notes on Wounded Knee video, mark text of Emancipation Proclamation  
Summative: questions based on What They Fought For

| Standards (Learning Targets)  | " I can ---- "  | Instructional Strategies                             |
|---|---|--|
| W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience, etc. | I can gather relevant information from digital sources.                     | Begin to watch "Bury My Heart at Wounded Knee."      |
| 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 book review.   | Read and evaluate McPherson's "What They Fought For" |
| RI-5 Analyze and evaluate the effectiveness of the structure the author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.                                  | I can analyze the importance of structure in the Emancipation Proclamation. | Read and analyze the Emancipation Proclamation.      |

### Key Vocabulary

|           |              |               |
|-----------|--------------|---------------|
| bemused   | commensalism | *contemptuous |
| morose    | amensalism   | *discourse    |
| mutualism | parasitism   |               |

Course/Grade Level: Juniors

Week: 14 (sem 2)

Unit:  
Oppressed People Groups

Evidence of Learning/Assessments

Formative: analysis of Riis' photography

Summative: Jane Addams Questions, Oppressed People Groups Project

| Standards (Learning Targets)   | " I can ---- "  | Instructional Strategies  |
|--|---|---|
| RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and persuasiveness, or beauty of the text. | I can determine the author's point of view and purpose in our text. | Students will analyze documents by Jacob Riis/Jane Addams and will reflect on the conditions the immigrants lived in. |
| W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | I can produce clear and logical writing.                            | Students will create an oppression project based on the documents that we have explored.                              |

Course/Grade Level: Juniors

Week: 15 (sem 2)

Unit:  
Emerging Modernism – The Pearl / Of Mice and Men

Evidence of Learning/Assessments

Formative: Quick writes, drawings

Summative: parable, keynote, various quizzes throughout

| Standards (Learning Targets)   | “ I can ---- “  | Instructional Strategies   |
|--|---|--|
| <i>RL-5 Analyze the author’s choices concerning how to structure specific parts of a text and how it contributes to the story’s meaning as well as its aesthetic impact.</i>   | <i>I can analyze the author’s choices and identify the moral of parables provided.</i>                            | <i>Students will use their ipads to explore various parables and determine the “moral of the story.”</i>   |
| <i>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>   | <i>I can analyze the author’s choices as they affect setting.</i>   | <i>Students will begin reading and analyzing The Pearl. They will take various quizzes to show their understanding of the text.</i>  |
| 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 type of symbiotic relationships of various people/characters.                                   | Students will create a Keynote with the 4 relationships, their definition, and at least one picture from the internet that reflect that relationship.  |
| SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | I can participate effectively in a discussion about the struggles of migrant workers during the Great Depression. | Students will pass around a backpack full of items that migrant workers may have carried as they moved. They will then rank a list of thirty-five items and decide which items they would bring with them in their backpack if they were a migrant worker.<br><br>They will complete a quick write about this and what the qualities of a good travel buddy are. They will discuss both of these writings. |
| RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is meant (satire, sarcasm, irony, or understatement)   | I can analyze the text for details and understanding especially using inference.                                  | Students will begin to read the book and will draw out the scene from pp. 2-3, filling the page with things they heard.  |

Key Vocabulary

aloof

contemplate

\*brusquely

|             |           |            |
|-------------|-----------|------------|
| aspiration  | elaborate | *judicious |
| belligerent | ominous   |            |

|                             |                  |
|-----------------------------|------------------|
| Course/Grade Level: Juniors | Week: 16 (sem 2) |
|-----------------------------|------------------|

|   |  |
|---|--|
| Unit:<br>Emerging Modernism – Of Mice and Men | Evidence of Learning/Assessments<br>Formative: relationship analysis, class discussion, crossword puzzle |
|---|--|

| Standards (Learning Targets)  | “ I can ---- “  | Instructional Strategies  |
|---|---|---|
| RL-2 Determine two or more themes or 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 relationships in our text.                                    | Given a list of relationships, students will determine which one best describes each and back it up with support.   |
| RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is meant  | I can analyze the text for details and understanding, especially using inference. | Read portion of novel that describes the Letter to the Editor.<br>Students will write their theory of why it is there.<br>Together as a class we will determine the reason. |
| 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 regarding the drama of our text.               | Continue reading the novel<br>Crossword puzzle.   |

Course/Grade Level: Juniors

Week: 17 (sem 2)

Unit:  
Emerging Modernism – Of Mice and Men

Evidence of Learning/Assessments

Formative: relationship analysis

Summative: various quizzes to ensure understanding

| Standards (Learning Targets)  | “ I can ---- “  | Instructional Strategies  |
|---|---|---|
| RL-2 Determine two or more themes or 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 relationship aspects of our text.               | Students will continue to determine which type of relationship best describes each set of people and back it up with support. |
| 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 regarding the drama of our text. | Continue reading and analyzing the novel  |

Course/Grade Level: Juniors

Week: 18 (sem 2)

Unit:  
Emerging Modernism - Of Mice and Men

Evidence of Learning/Assessments  
Formative: Review Activities  
Summative: Unit test

| 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 impact of the author's choices on the setting, action, and drama. | Finish reading the novel and take unit test.                 |
| RL-10 By the end of 11 <sup>th</sup> grade, students will read and comprehend literature.  | I can show my understanding of semester 2 content.                                  | Review activities for various texts throughout the semester. |