Grade 11	Unit 1: The Puritans		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Program of Studies		
<ol> <li>Who were the Puritans?</li> <li>What content and style dictated their literature?</li> <li>How do their beliefs and writing compare to ours?</li> </ol>	□ ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human experience. □ ELA-EIII-R-3 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) and explain how they reflect periods (e.g., Renaissance, Romantic, Contemporary), styles, and cultures. □ ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature. □ ELA-EIII-R-5 apply analytical reading skills to make connections to the real world. □ ELA-EIII-R-7 interpret multiple meanings of vocabulary in context. □ ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays). □ ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing. □ ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations. □ ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling	□ Metaphor □ Conceit □ Figure of speech □ Archaic language □ Allusions □ Images □ Aphorism □ Maxim □ Proverb □ Biography □ Autobiography □ Literary elements □ Chart □ Analyze □ Non-literal □ Persuasion □ Theme □ Word choice □ Style □ Author's position	<ul> <li>□ Read and discuss pages 9-10 about the Puritans. Model summarizing technique using a copied page of text.</li> <li>□ Note the Salem witch trials in which people were easily persuaded to commit murder in the name of "belief." Think of modern day examples of leaders who caused a large group of people to act in "mass hysteria:" Hitler, Jim Jones 1978 Jonestown's mass suicide, Heaven's Gate cult, and Grateful Dead's deadheads.</li> <li>□ Summarize with a partner, and discuss Edward Taylor's biography page 72.</li> <li>□ Pre-reading strategy: define any difficult or archaic vocabulary before reading his poem.</li> <li>□ Read poem: Huswifery," page 74.</li> <li>□ Take notes on key terms.</li> <li>□ Read Jesse Jackson's extended metaphor page 74 about America being a "quilt" and construct a T-chart to compare</li> <li>□ Summarize Jonathan Edward's biography page 77 and report facts.</li> <li>□ Take notes on these terms: personification, simile, imagery; review extended metaphor, &amp; metaphor.</li> <li>□ Pre-reading Strategy: define any difficult vocabulary in "Sinners in the Hands of an Angry God" page 79.</li> <li>□ Ask class to notice figures of speech Edwards uses in his sermon as they listen to it on CD.</li> <li>□ Write short response to sermon and share with class. How is the Puritan view of God different from ours?</li> <li>□ Point figures of speech and "scary" imagery.</li> <li>□ Read Edwards' "My Sense of Divine Things."</li> <li>□ Compare Edwards' two pieces noting mode, purpose, tone, and imagery.</li> <li>□ Summarize Franklin's biography page 85 and share facts.</li> <li>□ Take notes on these terms: aphorism, proverb, and maximum.</li> <li>□ Read 20 Franklin's aphorisms page 95.</li> </ul>
	□ RD-11-1.0.4 Students will interpret the		□ Choose any 5 and paraphrase their meaning or advice.

Grade 11	Unit 1: The Puritans		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	meaning of jargon, dialect, or specialized		☐ Use their responses as a means of discussing each one.
	vocabulary found in a passage. DOK 2		□ <i>Note the Puritan philosophy contained in his aphorisms:</i>
	□ RD-11-2.0.1 Students will paraphrase		thrift, industry, patience, economy, virtuous living, etc.
	information in a passage. DOK 2		☐ Read part of Franklin's autobiography page 92.
	□ RD-11-2.0.6 Students will explain the main		☐ Discuss his determination and effort. Note the Puritan
	ideas of a passage and identify the key		philosophy contained in his 13 virtues.
	ideas or information that support them.		☐ Ask class to determine which one they think is the most
	DOK 3		important and which one they think is the least
	□ RD-11-2.0.7 Students will make inferences,		important. Are these virtues still important today?
	draw conclusions or make generalizations		□ Complete graphic organizer that helps students to
	based on evidence from a passage. DOK 3		compare the three Puritan writers, noting which Puritan
	□ RD-11-3.0.3 Students will explain an		characteristics they each contain.
	author's position based on evidence in a		☐ Review for test. Answer Multiple Choice questions.
	passage. DOK 2		□ Short answer Test
	□ RD-11-3.0.4 Students will accept or reject		
	an argument, giving supporting evidence		
	from the passage. DOK 3		
	□ RD-11-3.0.8 Students will analyze or		
	evaluate the use of persuasive or		
	propaganda techniques within a passage. DOK 3		
	□ RD-11-3.0.9 Students will explain the		
	appropriateness of an argument for an		
	intended audience. DOK 3		
	□ RD-11-4.0.1 Students will analyze the content		
	or make connections as it applies to students'		
	lives (text-to-self), real-world issues (text-to-		
	world) or other texts (text-to-text).		
	□ RD-11-5.0.1 Students will compare and		
	contrast the characteristics of a variety of		
	literary genres. DOK 3		
	□ RD-11-5.0.2 Students will analyze or		
	evaluate the effectiveness of literary		
	elements (e.g., theme, characterization,		
	setting, point of view, conflict and		
	resolution, plot, structure) within a		
	passage. DOK 3		
	□ RD-11-5.0.3 Students will analyze the		

Grade 11	Unit 1: The Puritans		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3  □ RD-11-5.0.4 Students will critique the author's word choice, style, tone or content. DOK 3  □ RD-11-5.0.6 Students will analyze the ways in which similar themes or ideas are developed in more than one text. DOK 4		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	Program of Studies		
<ol> <li>What is a narrative, autobiographica 1, free verse poem?</li> <li>How can I create a autobiographica 1 poem imitating styles from other models?</li> </ol>	<ul> <li>□ ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.</li> <li>□ ELA-EIII-R-3 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) and explain how they reflect periods (e.g., Renaissance, Romantic, Contemporary), styles, and cultures.</li> <li>□ ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature.</li> <li>□ ELA-EIII-R-5 apply analytical reading skills</li> </ul>	□ Autobiographical □ Free verse □ Sensory details □ Stanzas □ Line breaks □ Chronological order □ Order of importance □ Reflective thinking □ Narrative □ 1st person point of view □ Pre-writing □ Drafting	<ul> <li>Read along and listen to George Ella Lyons' "Where I am from" poem</li> <li>Select lines and or phrases that you relate to with the following four/five responses: amusing, sad, confusing, like/dislike, and best part.</li> <li>Listen and discuss each other's responses as a means to analyze the poem.</li> <li>Read my "Where I am from" poem and ask any questions you may have about content, style, word choice, etc.</li> <li>Compare/ contrast the two adult models noting the strengths of both particularly.</li> <li>Prewriting: recall and list of at least 30 childhood</li> </ul>
3. How can I revise my poem to raise to a higher level of performance on the holistic scoring guide?	to make connections to the real world.  □ ELA-EIII-R-7 interpret multiple meanings of vocabulary in context.  □ ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays).  □ ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal	<ul><li>□ Revising</li><li>□ Editing</li><li>□ Publishing</li></ul>	memories that coincide with the categories Lyon and Story employed and add any you find necessary: chores, games, toys, backyard, foods, smells, sounds, holidays, first friends & crushes, important family members, pets, expressions, church, places, best and worst memory, earliest recalled memory, etc.  Read and analyze previous proficient/distinguished models noting introduction, organization, line breaks, stanzas, concrete sensory detail with adjectives, & a

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	essays) and literary writing.  ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations.  ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).  Core Content – Reading  RD-11-1.04 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2  RD-11-2.03 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2  RD-11-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).  RD-11-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3  RD-11-5.03 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3  RD-11-5.0.5 Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4		reflective ending.  Arrange prewriting list in either order of importance or chronological order.  Use rubric (designed after the Holistic scoring guide guide's six writing criteria) to assist in the composition of your draft.  Create your own autobiographical, free verse poem Peer evaluate each other's drafts.  Assess your peer's suggestions as to one's you think will help improve your poem and ignore the ones that won't.  Type and edit poem on computer.  After teacher-rubric evaluation, revise your final copy to try to raise your performance level to a proficient or distinguished poem as part of your semester exam.

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	will establish and maintain a focused		Staten wat.
	purpose to communicate with an authentic		
	audience by		
	□ Narrowing the topic to present an idea,		
	theme or thesis		
	□ Choosing a perspective authentic to the		
	writer		
	☐ Analyzing and addressing the needs of		
	the intended audience		
	☐ Adhering to the characteristics of the		
	form		
	☐ Applying a suitable tone		
	☐ Allowing voice to emerge when		
	appropriate DOK 4		
	□ WR-HS-1.1.02 In Literary Writing,		
	☐ Students will communicate to an		
	audience about the human condition (e.g.,		
	by painting a picture, recreating a feeling,		
	telling a story, capturing a moment,		
	evoking an image, or showing an		
	extraordinary perception of the ordinary).		
	☐ Students will apply characteristics of the		
	selected form (e.g., short story,		
	play/script, poem).		
	Students will sustain point of view.		
	☐ Students will sustain a suitable tone or		
	appropriate voice.		
	☐ Students will apply fictional perspective		
	in literary writing when appropriate.		
	□ WR-HS-1.2.0 Idea Development/Support:		
	Students will support main ideas and		
	deepen the audience's understanding of		
	purpose by		
	☐ Developing logical, justified, and		
	suitable explanations		
	□ Providing relevant elaboration		
	<ul><li>Explaining related connections or</li></ul>		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
	reflections Applying idea development strategies appropriate to the form DOK 4  WR-HS-1.2.2 In Personal Expressive/Literary Writing, Students will communicate theme/main idea through use of literary elements appropriate to the genre: Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, reactions descriptions thoughts or		Student will:
	reactions, descriptions, thoughts, or dialogue when appropriate.  Students will develop plot/story line appropriate to form.  Students will develop an appropriate setting, mood, scene, image, or feeling.  Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.  Students will incorporate reflection, insight and analysis when appropriate.		
	<ul> <li>□ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</li> <li>□ Engaging the audience</li> <li>□ Establishing a context for reading when appropriate</li> <li>□ Communicating ideas and support in a meaningful order</li> <li>□ Applying transitions and transitional elements to guide the reader through the piece</li> <li>□ Developing effective closure DOK 3</li> </ul>		
	□ WR-HS-2.3.2 In Personal Expressive/Literary Writing,		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul> <li>□ Students will engage the interest of the reader.</li> <li>□ Students will communicate ideas and details in meaningful order.</li> <li>□ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.</li> <li>□ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li>□ Students will apply effective paragraphing.</li> <li>□ Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.</li> <li>□ Students will create effective conclusions.</li> <li>□ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</li> <li>□ Applying a variety of structures and</li> </ul>		Student will:
	lengths  Maintaining parallel structure  Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3		
	<ul> <li>□ WR-HS-3.5.0 Language: Students will exemplify effective language choices by</li> <li>□ Applying correct grammar and usage</li> <li>□ Applying concise use of language</li> <li>□ Incorporating strong verbs, precise nouns, concrete details, and sensory details</li> <li>□ Applying language appropriate to the content, purpose and audience DOK 2</li> </ul>		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul> <li>□ WR-HS-3.5.2 In Personal Expressive/Literary Writing,</li> <li>□ Students will adhere to standard guidelines for usage and grammar or apply non-standard for an intentional effect.</li> <li>□ Students will incorporate language based on economy, precision, richness, or impact on the reader.</li> <li>□ Students will develop ideas through descriptive or figurative language.</li> <li>□ WR-HS-3.6.0 Correctness: Students will communicate clearly by</li> <li>□ Applying correct spelling</li> <li>□ Applying correct capitalization</li> <li>□ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</li> <li>□ Incorporating appropriate documentation of ideas and</li> </ul>		
	information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page)  DOK 2  WR-HS-4.8.0 Prewriting:  Establishing a purpose and		
	central/controlling idea or focus  Identifying and analyzing the audience  Determining the most appropriate form to meet the needs of purpose and audience  Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Organizing ideas – consider other models of good writing and appropriate text structures to match purpose and organize information		
	<ul> <li>□ WR-HS-4.9.0 Drafting</li> <li>□ Writing draft(s) for an intended audience</li> <li>□ Developing topic, elaborating ideas, exploring sentence variety and language use</li> </ul>		
	<ul> <li>□ WR-HS-4.10.0 Revising (Content/Ideas)</li> <li>□ Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content</li> <li>□ Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content</li> <li>□ Checking for accuracy of content</li> <li>□ Considering voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>□ Comparing with rubric criteria and anchor papers/models</li> <li>□ Considering effectiveness of language usage and sentences to communicate ideas</li> </ul>		
	Revising Skills Idea Development  Students will narrow topic for selected writing.  Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness.  Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research,		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	needed definitions, causes and effects, comparisons, contrasts, reference to concepts).  Students will delete extraneous/irrelevant materials.		
	Organization  Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.  Students will compose effective and subtle transitions.  Students will develop effective introductions and closures for writing.  Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development).		
	<ul> <li>Word Choice</li> <li>Students will eliminate redundant words and phrases.</li> <li>Students will apply the most specific word for use in a sentence.</li> </ul>		
	<ul> <li>□ WR-HS-4.11.0 Editing (Conventions and Mechanics)</li> <li>□ Checking for correctness with self, teacher or peer(s)</li> <li>□ Language usage</li> <li>□ Sentence structure</li> <li>□ Spelling</li> <li>□ Capitalization</li> <li>□ Punctuation</li> <li>□ Documentation of sources</li> <li>□ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</li> </ul>		

Grade 11	Unit 2: "Where I am From" poetry writing		Suggested Length: 1 week
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Editing Skills  Language Usage  Students will apply knowledge of subject/verb agreement with both singular and plural subjects.  Students will apply knowledge of present, past and future tenses.  Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.  Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun reference and double negatives.  Students will apply knowledge of idiomatic expressions.		

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Program of Studies		
<ol> <li>What are the features of a memoir?</li> <li>How can I revise my memoir to improve its performance level?</li> </ol>	<ul> <li>□ ELA-EIII-R-5 apply analytical reading skills to make connections to the real world.</li> <li>□ ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays).</li> <li>□ ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing.</li> <li>□ ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations.</li> </ul>	□ Personal narrative □ Personal essay □ Memoir □ Snapshot □ Thought shot □ Prewriting □ Cluster □ Reflective thinking □ Holistic scoring guide: purpose, audience, idea development, organization, sentence structure, language,	<ul> <li>□ Complete 100 item personal inventory prewriting sheet</li> <li>□ Review prewriting sheet noting significant people, places, objects, and animals from their personal experience.</li> <li>□ Select one important person, place, object, and animal and recall (cluster) t memorable experiences for each</li> <li>□ Distinguish the differences among personal narrative, personal essay, and memoir</li> <li>□ Decide which topic will produce the "best" memoir</li> <li>□ Read, compare, analyze, &amp; assess several memoirs models (students', benchmarks, &amp; professional) against the criteria and performance levels on the holistic</li> </ul>
	□ ELA-EIII-W-6 critique own and others' works	wording, correctness	scoring guide

		Suggested Length: introduction two weeks
Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).  □ ELA-EIII-1-3 use criteria to evaluate the appropriateness of material accessed through technology for a particular purpose (additional supporting Academic Expectation 5.4).  Core Content – Writing  □ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by  □ Developing logical, justified and suitable explanations  □ Providing relevant elaboration  □ Explaining related connections or reflections  □ Applying idea development strategies appropriate to the form DOK 4  □ WR-HS-2.3.2 In Personal Expressive/Literary Writing,  □ Students will engage the interest of the reader.  □ Students will communicate ideas and details in meaningful order.  □ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.  □ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.	□ Novice, apprentice, proficient, distinguished □ Readability □ Passive voice □ Multi-syllable □ Transitions	Student will:  Read examples of well-written snapshots (a term developed by Barry Lane that recreates a vivid memory through words) Distinguish between "snapshots" and "thought shots" (one is physically descriptive while the other is mentally reflective) Select one memory from one memoir clusters and writes a snapshot containing reflective though shots and/or dialogue. Conference with teacher about strengths and weaknesses of snapshot; and revise. Continue writing a memoir of 5 snapshots linked together with transitions Practice specific revisions strategies involving language, sentences structure, and correctness. Test readability on Microsoft Word Apply revision strategies to won memoir draft to improve readability level and/or to "boast" their draft up a performance level Peer critique draft for suggestions mainly on idea development and organization Revise memoir after teacher conference; critique draft using holistic scoring guide. Complete reflection sheet to use as an aid when writing letter to reviewer and for revision during senior year.
•	based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).  □ ELA-EIII-I-3 use criteria to evaluate the appropriateness of material accessed through technology for a particular purpose (additional supporting Academic Expectation 5.4).  Core Content – Writing  □ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by  □ Developing logical, justified and suitable explanations  □ Providing relevant elaboration  □ Explaining related connections or reflections  □ Applying idea development strategies appropriate to the form DOK 4  □ WR-HS-2.3.2 In Personal Expressive/Literary Writing,  □ Students will engage the interest of the reader.  □ Students will communicate ideas and details in meaningful order.  □ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.  □ Students will apply a variety of transitions or transitional elements between ideas and details to guide the	based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).  □ ELA-EIII-1-3 use criteria to evaluate the appropriateness of material accessed through technology for a particular purpose (additional supporting Academic Expectation 5.4).  Core Content – Writing  □ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by  □ Developing logical, justified and suitable explanations  □ Providing relevant elaboration  □ Explaining related connections or reflections  □ Applying idea development strategies appropriate to the form DOK 4  □ WR-HS-2.3.2 In Personal Expressive/Literary Writing,  □ Students will engage the interest of the reader.  □ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.  □ Students will apply a variety of transitions or transitions or understanding to guide the

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	paragraphing.  Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.  Students will create effective conclusions.		
	<ul> <li>□ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</li> <li>□ Applying a variety of structures and lengths</li> <li>□ Maintaining parallel structure</li> <li>□ Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3</li> </ul>		
	<ul> <li>□ WR-HS-3.5.0 Language: Students will exemplify effective language choices by</li> <li>□ Applying correct grammar and usage</li> <li>□ Applying concise use of language</li> <li>□ Incorporating strong verbs, precise nouns, concrete details, and sensory details</li> <li>□ Applying language appropriate to the content, purpose and audience DOK 2</li> </ul>		
	<ul> <li>□ WR-HS-3.5.2 In Personal Expressive/Literary Writing,</li> <li>□ Students will adhere to standard guidelines for usage and grammar or apply nonstandard for an intentional effect.</li> <li>□ Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>□ Students will develop ideas through descriptive or figurative language.</li> </ul>		

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	□ WR-HS-3.6.0 Correctness: Students will communicate clearly by □ Applying correct spelling □ Applying correct punctuation □ Applying correct capitalization □ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate □ Incorporating appropriate □ Incorporating appropriate □ documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page)  DOK 2		
	<ul> <li>□ WR-HS-4.8.0 Prewriting:</li> <li>□ Establishing a purpose and central/controlling idea or focus</li> <li>□ Identifying and analyzing the audience</li> <li>□ Determining the most appropriate form to meet the needs of purpose and audience</li> <li>□ Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)</li> <li>□ Organizing ideas – consider other models of good writing and appropriate text structures to match purpose and organize information</li> </ul>		
	<ul> <li>□ WR-HS-4.9.0 Drafting</li> <li>□ Writing draft(s) for an intended audience</li> <li>□ Developing topic, elaborating ideas, exploring sentence variety and language use</li> </ul>		
	□ WR-HS-4.10.0 Revising (Content/Ideas)		

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
			Student will:
	☐ Reflecting to determine where to add,		
	delete, rearrange, define/redefine, or		
	elaborate content		
	☐ Conferencing with teacher or peer(s) to		
	help determine where to add, delete,		
	rearrange, define/redefine or elaborate		
	content		
	<ul> <li>Checking for accuracy of content</li> </ul>		
	☐ Considering voice, tone, style, intended		
	audience, coherence, transitions, pacing		
	<ul> <li>Comparing with rubric criteria and</li> </ul>		
	anchor papers/models		
	<ul> <li>Considering effectiveness of language</li> </ul>		
	usage and sentences to communicate		
	ideas		
	Revising Skills		
	Idea Development		
	<ul> <li>Students will narrow topic for selected</li> </ul>		
	writing.		
	☐ Students will identify topic sentence of a		
	paragraph that is purposefully placed to		
	enhance reader awareness.		
	<ul> <li>Students will select appropriate</li> </ul>		
	supporting details relevant to a specific		
	writing category (e.g., dialogue,		
	predictions, findings from research,		
	needed definitions, causes and effects,		
	comparisons, contrasts, reference to		
	concepts).		
	☐ Students will delete extraneous/irrelevant		
	materials.		
	Organization		
	☐ Students will correct sentences that are		
	out of chronological/sequential order or		
	insert new sentences in the correct		
	chronological/sequential position.		
	☐ Students will compose effective and		

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	subtle transitions.  Students will develop effective introductions and closures for writing.  Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development).		
	Word Choice  Students will eliminate redundant words and phrases.  Students will apply the most specific word for use in a sentence.		
	<ul> <li>□ WR-HS-4.11.0 Editing (Conventions and Mechanics)</li> <li>□ Checking for correctness with self, teacher, or peer(s)</li> <li>□ Language usage</li> <li>□ Sentence structure</li> <li>□ Spelling</li> <li>□ Capitalization</li> <li>□ Punctuation</li> <li>□ Documentation of sources</li> <li>□ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</li> </ul>		
	Editing Skills  Language Usage  Students will apply knowledge of subject/verb agreement with both singular and plural subjects.  Students will apply knowledge of present, past and future tenses.  Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.  Students will apply knowledge of special		

Grade 11	Unit 3: memoir		Suggested Length: introduction two weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	problems in usage, (i.e., a/an, to/two/too,		
	their/there/they're) and pronoun		
	references and double negatives.		
	<ul> <li>Students will apply knowledge of</li> </ul>		
	idiomatic expressions.		

Grade 11	Unit 4: The Transcendentalists		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Program of Studies		
<ol> <li>Who were the Transcendentali sts?</li> <li>What content and style</li> </ol>	<ul> <li>□ ELA-EIII-R-2 Students will read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.</li> <li>□ ELA-EIII-R-3 Students will respond critically to a variety of literary genres (e.g. novels,</li> </ul>	<ul> <li>□ Ttranscend</li> <li>□ Philosophy</li> <li>□ Idealism</li> <li>□ Analogy</li> <li>□ Divine Soul</li> <li>□ Self-reliance</li> </ul>	<ul> <li>Read and discuss characteristics and history of the transcendentalists.</li> <li>Discuss Plato's two levels of reality and his Cave Analogy (a cornerstone of transcendental thought).</li> <li>Discuss the progression of American literature by comparing this new unit to the two previously taught.</li> </ul>
dictated their literature?	essays, short stories, poetry, drama) and explain how they reflect periods (e.g. Renaissance, Romantic, Contemporary)	□ Paradox □ Optimistic □ Chart	Read Emerson and Thoreau's biography and write down ten important facts about their lives. (Later, after reading their works, we will note how the events of their
3. How do their beliefs and writing compare to modern day?	styles, and cultures.  □ ELA-EIII-R-4 Students will apply a knowledge of literary terms and concepts (e.g. theme, symbolism, tone) to analyze literature.  □ ELA-EIII-R-5 Students will apply analytical	<ul> <li>□ Literary elements</li> <li>□ Analyze</li> <li>□ Theme</li> <li>□ Nonliteral</li> <li>□ Word choice</li> </ul>	lives may or may not have influenced their writings and outlooks on life.)  Read Emerson's aphorisms. Choose one and paraphrase its meaning; translate the language into modern-day vernacular.
4. What do they teach that you can apply to your life?	reading skills to make connections to the real world.  □ ELA-EIII-W-1 Students will use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays).  □ ELA-EIII-W-2 Students will use writing-to-demonstrate-learning strategies in situations	□ Style □ Author's position	<ul> <li>□ Share interpretations of the above translations as a means to motivate class discussion.</li> <li>□ Rereading strategy: define any difficult or archaic language before reading Emerson and Thoreau's essays.</li> <li>□ Read Emerson's essay from "Nature"</li> <li>□ Note Emerson and Thoreau's use of figurative language.</li> <li>□ Share personal anecdotes that relate to some of the experiences Emerson has <i>felt</i> with nature: graveyard hill, Hale-Bopp comet, meteor shower, the first snowfall</li> </ul>
	such as essays, essay tests, and open-response questions.		of the season, hunting in the woods, property lines that cannot destroy the overall landscape (no one owns the

Grade 11	Unit 4: The Transcendentalists		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Core Content – Reading  RD-11.1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2  RD-11-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2  RD-11-2.0.1 Students will paraphrase information in a passage. DOK 2  RD-11-2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2  RD-11-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3  RD-11-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).  RD-11-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage.  RD-11-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3  RD-10-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3  RD-11-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3		view), and the unusually beautiful Autumn day on Sept.  11 when something so tragic occurred.  Read Emerson's essay from "Self-Reliance"  Read parts of Thoreau's book from "Walden"  Take a personality profile test on the Internet that assesses what kind of thinker students are and compare to the transcendentalists who "think" with their intuition as opposed to using logic: the ole' heart vs. head. This will help relate transcendentalism to their own lives.  Use graphic organizer to compare contrast Emerson and Thoreau's transcendental views.  Review by completing multiple choice questions  Short Answer Test with OR

Grade 11	Unit 4: The Transcendentalists		Suggested Length: 2 weeks
<b>Essential Questions</b>	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	□ RD-11-5.0.4 Students will critique the author's word choice, style, tone or content. DOK 3 □ RD-11-5.0.5 Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4		