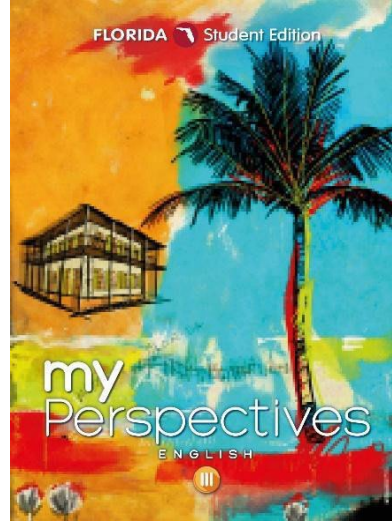


# ***myPerspectives*<sup>™</sup> Florida English Language Arts**



**SAVVAS**  
LEARNING COMPANY

**Quarter 1 Curriculum Map (Textbook Unit 5)  
Grade 11 – Nassau County School District  
2024-2025**

GRADE 11 | Q1 | UNIT 5: **The Threat of “The Other”**

ESSENTIAL QUESTION: *How does fear drive decisions?*

PERFORMANCE BASED ASSESSMENT: **Response to Literature**

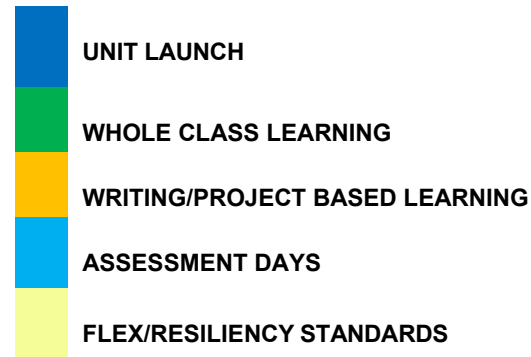
NOTES:

**IMPORTANT DATES:**

Quarter 1: August 12-October 11

- September 2: Labor Day
- September 18<sup>th</sup>: Half Day
- October 14: Planning Day

**INSTRUCTIONAL MODEL**



**Quarter 2 | Unit 5 Overview**

In this unit, students will read encounter many examples of fear of “otherness.”

**Unit 5 Goals**

Students will be able to:

- Read texts that explore fear and its role in decision-making.
- Understand and use academic vocabulary related to literary analyses.
- Recognize and analyze elements of different genres, including drama.
- Read a selection of their choice and make meaningful connections to other texts and ideas.
- Write a response to literature in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others’ ideas, develop consensus, and communicate effectively.
- Prepare and present an effective print advertisement.

**Selections & Media**

**Mentor Text**

- Science Fiction: A Mirror of Our Fears (1100L)

**SAVVAS Unit Texts**

- Historical Perspectives: Focus Period 1920-1960: *Times of Trouble*
- Drama: *The Crucible, Act I*, Arthur Miller (NP)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio



Video



Downloadable / Printable Document



Online Assessment



EL Highlights

- Drama: *The Crucible, Act II*, Arthur Miller (NP)
- Drama: *The Crucible, Act III*, Arthur Miller (NP)
- Drama: *The Crucible, Act IV*, Arthur Miller (NP)
- Autobiography: *from Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (1040L)
- Poetry: *Runagate Runagate*, Robert Hayden (NP)
- Short Story: *Antojos*, Julia Alvarez (980L)
- Classical Speech: *from On Duty*, Cicero (1200L)
- Magazine Article: *What You Don't Know Can Kill You*, Jason Daley (1390L)
- Poetry Collection: *1-800-FEAR*, Jody Gladding (NP)
- Poetry Collection: *Bears at Raspberry Time*, Hayden Carruth (NP)
- Poetry Collection: *For Black Women Who Are Afraid*, TOI Derricotte (NP)
- Essay: *What Are You So Afraid Of?*, Akiko Busch (1280L)
- Short Story: *Ambush*, Tim O'Brien (950L)

See [BEST Reading List & SAVVAS Library](#) for additional resources.

#### Performance-Based Assessment

Response to Literature

Students will write an essay in response to the following question:

*How does fear drive decision?*

**\*Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**

#### Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and fear: How does fear drive decisions?

**Resiliency Standards** will be embedded into the ELA Curriculum. This quarter we will support the standards of Gratitude (November) and Empathy (December). Lessons/activities that support these standards include those on news analysis, media literacy and bias.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio



Video






Downloadable / Printable Document








Online Assessment











EL Highlights

2 DAYS	2 DAYS	1 DAY	3 DAYS	2 DAYS
<b>FLEX/RESILIENCY DAYS</b> Citizenship	<b>UNIT INTRODUCTION</b>  SE pp 614-621	<b>SELECTION</b> The Crucible, Act I Arthur Miller  SE pp 622-650	<b>SELECTION</b> The Crucible, Act I Arthur Miller  SE pp 651-666	<b>SELECTION</b> The Crucible, Act I Arthur Miller  SE p 667
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>HE.912.R.3.2:</b> Analyze ways a leader can inspire confidence and motivate others. <b>HE.912.R.3.3:</b> Analyze situations and demonstrate strategies to engage in respectful debate.	<b>11.V.1.1:</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.V.1.2:</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>  <b>11.R.1.2:</b> Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap page 116)</i>
<b>RESILIENCY</b>  Establish class expectations & complete syllabus review.  Lesson on Citizenship.  Lesson resources at: <a href="https://charactercounts.org/c7/">https://charactercounts.org/c7/</a> Recommendation- use "Ridiculous Rules" lesson plan, but students list rules from school or society that they don't understand.  Lead discussion on why these rules exist.	<b>INTRODUCE</b>  <b>Motivate and Engage</b> Students discuss why students think people find it entertaining to be frightened.  <b>Watch the Video/Discuss</b> Students will watch the video on the Salem Witch Trials from History Channel: <a href="#">In Search of History: Salem Witch Trials (Full Documentary)</a>  <b>Performance-Based Assessment</b> <i>How does fear drive decision?</i>  <b>Unit Goals</b> Students will deepen their	<b>WHOLE-CLASS LEARNING</b>  <b>Essential Question</b> <i>How does fear drive decisions?</i>  <b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  <b>Background-</b> Take time to cover the background on the author section for Arthur Miller to understand purpose behind his writing.  <b>HISTORICAL PERSPECTIVES TIMES OF TROUBLE</b> <ul style="list-style-type: none"> <li><b>Voices of the Period-</b> Students read quotes</li> </ul>	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> vindictive; calumny; defamation  <b>Comprehension Strategy</b> Evaluate Details to Understand Key Ideas  <b>READ</b>  <b>Read the Selection</b>  The Crucible, Act I: Selection Audio  <b>BUILD INSIGHT</b> Students answer question #2 a-d on page 66 to ensure basic understanding of the text.	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Dramatic Elements</b> Students examine structural elements of drama such as dialogue, stage directions, and dramatic exposition.   Exit Ticket: Dramatic Elements  Reteach and Practice: Dramatic Elements (RP)  <b>STUDY LANGUAGE AND CRAFT</b>



SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	<p>perspective on the concept of fear by reading, writing, speaking, presenting, and listening.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> assert; relevant; certify; immutable; definitive</p> <p><b>Mentor Text</b> Students will read “<i>Science Fiction: A Mirror of Our Fears</i>” They will then be able to participate in discussions about fear of the unfamiliar.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: <i>How does fear drive decisions?</i></p>	<p>that relate to the key events of the focus period.</p> <ul style="list-style-type: none"> <li>• <b>History of the Period</b> Students discuss the extreme swings that occurred during the focus time and what these tell us about our nation.</li> <li>• <b>Literature Selections</b> Students discuss fear and its effect during the focus period.</li> </ul>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Word Study: Latin Root Word: <i>fama</i></b> Students complete activities relating to the Latin Root Word: <i>fama</i></p> <p> Exit Ticket: Latin Root Word: <i>fama</i></p> <p> Reteach and Practice: Latin Root Word: <i>fama</i> (RP)</p>	<p><b>Author’s Craft Setting, Plot, Characterization, and Theme</b> Students examine historical, social, and economic settings.</p> <p> Exit Ticket Literary Devices: Setting, Plot, Characterization, and Theme</p> <p> Reteach and Practice: Setting, Plot, Characterization, and Theme (RP)</p>
--	---	---	---	--



1 DAY	2 DAYS	1 DAY	1 DAY	1 DAY
<b>SELECTION</b> The Crucible, Act I Arthur Miller  SE pp 668-669	<b>SELECTION</b> The Crucible, Act II Arthur Miller  SE pp 670-681	<b>SELECTION</b> The Crucible, Act II Arthur Miller  SE pp 682-694	<b>SELECTION</b> The Crucible, Act II Arthur Miller  SE p 695	<b>SELECTION</b> The Crucible, Act II Arthur Miller  SE pp 696-697
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.R.3.2:</b> Paraphrase content from grade-level texts. <i>(Roadmap page 140)</i>	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>	<b>11.V.1.1-</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>EE.4.1-</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.
<b>ASSESS</b>   Selection Test: The Crucible, Act I  <b>Recovery Day</b> – Students check Focus for missing work, low scores.	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> condemnation; magistrates; proceedings (pg. 670)  <b>Comprehension Strategy</b> Paraphrase (pg. 670)  <b>READ</b>  <b>Read the Selection</b>  The Crucible, Act II: Selection Audio  The Crucible, Act II: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer question #2	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Dramatic Elements</b> Using page 696 teach external and internal conflict. Use questions 1-5 in collaborative groups to examine conflicts in Act II.  Exit Ticket: Dramatic Elements  Reteach and Practice: Dramatic Elements (RP)	<b>LANGUAGE STUDY</b>  <b>Word Study:</b> <b>Technical Words</b> Students complete activities relating to Technical Words (PG. 695)  Exit Ticket: Technical Words  Reteach and Practice: Technical Words (RP)  <b>AND/OR</b>  <b>SPEAKING &amp; LISTENING Discussion</b> Students have a discussion in comparing the psychology behind the mob mentality that overtook Salem during the witch trials with the way “viral”	<b>ASSESS</b>   Selection Test: The Crucible, Act II  <b>Recovery Day</b> – Students check Focus for missing work, low scores.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	a-c on page 694 using text evidence to support answers.		social media influences opinions today. (See pg. 695)  Exit Ticket Literary Devices: Discussion  Reteach and Practice: Discussion (RP)	
--	---	--	--	--

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video|











Downloadable / Printable Document |



Online Assessment |















EL Highlights

2 DAYS	1 DAY	1 DAY	1 DAY	2 DAYS
<b>SELECTION</b> The Crucible, Act III Arthur Miller  SE pp 698-714	<b>SELECTION</b> The Crucible, Act III Arthur Miller  SE pp 715-726	<b>SELECTION</b> The Crucible, Act III Arthur Miller  SE p 727	<b>SELECTION</b> The Crucible, Act III Arthur Miller  SE pp 728-729	<b>SELECTION</b> The Crucible, Act IV Arthur Miller  SE pp 730-739
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>  <b>11.R.3.4:</b> Evaluate an author's use of rhetoric in the text. <i>(Roadmap page 144)</i>	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.V.1.2:</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> remorseless; effrontery; callously  <b>Comprehension Strategy</b> Make Predictions (pg. 698) Prior to reading teach strategy  <b>READ</b>  <b>Read the Selection</b>  The Crucible, Act III: Selection Audio  The Crucible, Act III: Accessible Leveled Text  <b>BUILD INSIGHT</b>	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Literary Devices: Dramatic and Verbal Irony</b> Use page 728 to teach verbal vs. dramatic irony. Students examine how irony is used to show a contrast between expectation and reality. Use questions 1-3 in collaborative groups to examine irony in Act III.   Exit Ticket: Literary Devices: Dramatic and	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Logical Fallacies</b> Teach 4 types of logical fallacy from page 729. Students analyze logical fallacies in the reading. See also <a href="#">BEST Standards</a> page 181-182.  Exit Ticket Literary Devices: Logical Fallacies  Reteach and Practice: Logical Fallacies (RP)	<b>ASSESS</b>   Selection Test: The Crucible, Act III  <b>Recovery Day</b> – Students check Focus for missing work, low scores.	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> conciliatory; adamant; disputation  <b>Comprehension Strategy</b> Make Connections (pg. 730) Prior to reading teach strategy.  <b>READ</b>  <b>Read the Selection</b>  The Crucible, Act IV: Selection Audio  The Crucible, Act IV: Accessible Leveled Text

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice










<p>Students answer question #2 a-c on page 726 as a comprehension check.</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Word Study:</b> <b>Connotation</b> Students complete activities relating to Connotation (see page 727).</p> <p> Exit Ticket: Connotation</p> <p> Reteach and Practice: Connotation (RP)</p>	<p>Verbal Irony</p> <p> Reteach and Practice: Literary Devices: Dramatic and Verbal Irony (RP)</p>			<p><b>BUILD INSIGHT</b> Students answer question #2 a-c on page 749 as a comprehension check.</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Word Study: Etymology</b> Students complete activities relating to Etymology. (See pg. 750)</p> <p> Exit Ticket: Etymology</p> <p> Reteach and Practice: Etymology (RP)</p>
---	---	--	--	--

1 DAY	1 DAY	1 DAY	1 DAY	4 DAYS
<b>SELECTION</b> The Crucible, Act IV Arthur Miller  SE pp 740-749	<b>SELECTION</b> The Crucible, Act IV Arthur Miller  SE pp 750-751	<b>SELECTION</b> The Crucible, Act IV Arthur Miller  SE pp 752-753	<b>SELECTION</b> The Crucible, Act IV Arthur Miller  SE pp 754-755	<b>PERFORMANCE TASK</b>
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory. <i>(Roadmap page 138)</i>	<b>11.R.1.2:</b> Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap page 116)</i>	<b>11.R.1.2:</b> Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap page 116)</i>  <b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory. <i>(Roadmap page 138)</i>	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>11.C.4.1:</b> Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>11.C.5.1:</b> Create digital presentations to improve the experience of the audience. <b>11.C.5.2:</b> Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Literary Devices: Allegory</b> Students examine the two layers of allegory - literal and symbolic. (See pg. 751)  Use questions 1-3 in collaborative groups to examine allegory in Act IV.   Exit Ticket: Literary Devices: Allegory  Reteach and Practice: Literary	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Author's Craft</b> <b>Character, Plot, and Theme</b> Students locate characters facing moral dilemmas and how this develops themes within the text. (See pg. 753)   Exit Ticket Literary Devices: Character, Plot, and Theme  Reteach and Practice: Character, Plot, and Theme (RP)	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Biblical Allusions</b> Students examine the author's use of Biblical allusions. Using page 752.   Exit Ticket: Biblical  Allusions Reteach and Practice: Biblical Allusions (RP)	<b>ASSESS</b>   Selection Test: The Crucible, Act III  <b>Recovery Day</b> – Students check Focus for missing work, low scores.	<b>EXTENDED STUDY: PROJECT</b>  See folder resource document or "Hook & Inspire" extension activities.  Students select one of the choice board activities as a way of showing their mastery of this content's key ideas. <ul style="list-style-type: none"> <li>• Abigail After</li> <li>• Memorial</li> </ul>



SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Devices: Allegory (RP)		<p><b>Write an Argument: Literary Analysis (Honors Extension)</b> Students write a literary analysis essay about a literary work recently read. (See pages 754-765)</p> <ul style="list-style-type: none"> <li>• <b>Planning /PreWriting</b> Students select a topic, structure their argument, revisit thesis, find evidence, and incorporate the evidence into the essay.</li> <li>• <b>Drafting</b> Students organize and write a first draft. <ul style="list-style-type: none"> <li>• Read like a writer</li> <li>• Create coherence</li> </ul> </li> </ul>		<p>Design</p> <ul style="list-style-type: none"> <li>• Historical Tituba vs. Miller's Tituba</li> <li>• Archival Sleuthing McCarthyism in Movies</li> </ul>
------------------------	--	--	--	---




1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
<b>RESILIENCY</b> September: Honesty	<b>SELECTION</b> Antojos Julia Alvarez  SE pp 798-809	<b>SELECTION</b> Antojos Julia Alvarez  SE pp 810-811	<b>SELECTION</b> Antojos Julia Alvarez  SE pp 812-813	<b>SELECTION</b> Antojos Julia Alvarez
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>HE.912.R.4.1:</b> Analyze the importance of character and grit to achieve successful outcomes.	<b>11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>11.R.2.1:</b> Evaluate the structure(s) and features in texts. <i>(Roadmap page 126)</i>	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>	<b>11.C.3.1:</b> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.
<b>RESILIENCY</b>  <b>Honesty</b>  Students reflect on how honesty at various points in the plot could have impacted outcomes in <i>The Crucible</i> .  <a href="https://charactercounts.org/c/2/">https://charactercounts.org/c/2/</a>  Using link provided complete the "Trust or Distrust" activity.  Lead discussion: <ul style="list-style-type: none"> <li>How does honesty impact our character and grit?</li> </ul>	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> cantina; cabana; machetes  Teach context clues using page 774 - 3 Types are specified here: context, familiar base words, conclusion.  <b>Comprehension Strategy</b> Make Inferences using text features (see page 774)  <b>READ</b>  <b>Read the Selection</b>  Antojos: Selection Audio 	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Plot Structure</b> Students analyze different plot structures such as <i>in media res</i> , flashback, and foreshadowing (See pg. 811)  Exit Ticket: Plot Structure  Reteach and Practice: Plot Structure (RP)  <b>SHARE IDEAS</b>  <b>Composition</b> <b>Short Story</b> Students write a short story	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Conventions and Style</b> <b>Pronoun-Antecedent Agreement</b> Students identify pronouns and their antecedents. (See pg. 812)  Exit Ticket: Pronoun-Antecedent Agreement  Reteach and Practice: Pronoun-Antecedent Agreement (RP)  <b>LANGUAGE STUDY</b>  <b>Word Study: Foreign</b>	<b>ASSESS</b>   Selection Test: Antojos  <b>Recovery Day</b> – Students check Focus for missing work, low scores.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<ul style="list-style-type: none"> <li>How does building character &amp; grit improve our outcomes?</li> </ul>	<p>Antojos: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer question #2 on pg. 809, using text evidence to support answers.</p>	<p>that expands on some aspect of “Antojos.”. (Honors Extension)</p>	<p><b>Words in English</b> Students complete activities relating to Foreign Words in English .</p> <p> Exit Ticket: Foreign Words in English</p> <p> Reteach and Practice: Plot Structure</p>	
--	---	--	---	--



4 DAYS	1 DAY	2 DAYS
<b>PERFORMANCE TASK</b> <b>Present an Advertisement</b>  SE pp 824-825	<b>RESILIENCY</b> October: Personal Responsibility	<b>UNIT ASSESSMENT</b>
<b>Florida's B.E.S.T Spotlight Standard</b>		
<u><b>11.C.5.1:</b></u> Create digital presentations to improve the experience of the audience  <u><b>11.R.3.4:</b></u> Evaluate an author's use of rhetoric in text. ( <i>Roadmap page 144</i> )  <u><b>EE.6.1:</b></u> Use appropriate voice and tone when speaking or writing.	<u><b>HE.912.R.2.1:</b></u> Describe the importance of leadership skills in the school and the community.  <u><b>HE.912.R.2.2:</b></u> Analyze different perspectives to inform responsible decision-making	<u><b>EE.2.1-</b></u> Read and comprehend grade level texts proficiently
<b>PERFORMANCE TASK</b>  <b>Present an Advertisement</b> Students develop an advertisement. Intentionally use at least one rhetorical device and one logical fallacy.  <b>Plan With Your Group</b> Students will choose a product or service and analyze persuasive techniques.  <b>Organize and Draft</b> Students choose a message and medium and draft their explanation.  <b>Present, Analyze, and</b>	<b>RESILIENCY</b>  Ask the students whose responsibility it is to address needs in our communities and work toward solutions. Lead the discussion to personal civic virtue in which everyone who is concerned needs to be a part of the solution.  Discuss the quote, "You either have to be part of the solution, or you're going to be part of the problem" by Eldridge Cleaver.  Define civic responsibility as	<b>ASSESS</b>  Administer Part 1 of the Unit 5 Assessment   Unit 5 Test  Test will take 2 class periods. As students finish, they can reflect on unit goals.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |



Online Assessment |

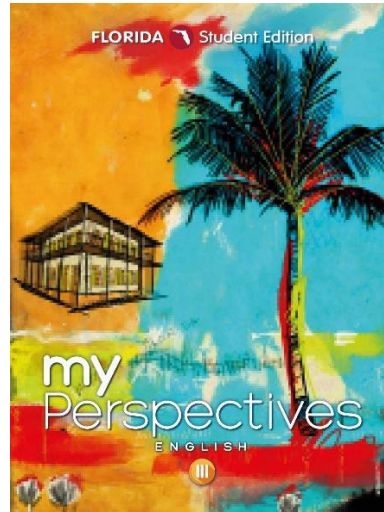


EL Highlights

<p><b>Discuss</b> Students deliver presentation, listen and discuss other presentations, and draw conclusions.</p>	<p>"active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good."</p> <p>Have students brainstorm issues in their community that affect them and people they care about. Why is it important for the people affected to be part of the solution building? What could be the problem with people outside the problem making solutions?</p> <p>Next, ask students to select an issue that matters to them and brainstorm with classmates ways that they could take steps to address the issues.</p> <p>People may not be civically engaged because of lack of knowledge, lack of time, not knowing what to do, feeling that they cannot make a difference, mistrust of politicians, and other reasons. What are some arguments to get involved in some way now, even as youth?</p>	
--	---	--



# ***myPerspectives*™ Florida English Language Arts**



**SAVVAS**  
LEARNING COMPANY

**Quarter 2 Curriculum Map (Textbook Units 1 & 3)  
Grade 11 – Nassau County School District**

**2024-2025**



GRADE 11 | Q2 | UNIT 1 & 3: **The American Story Begins**  
ESSENTIAL QUESTION: *What makes a nation?*  
PERFORMANCE BASED ASSESSMENT: **Create Your Own Country Project**

**\*\*43 Instructional Days**

**IMPORTANT DATES:**

- Quarter 2: October 15-December 20
- November 11: Veteran's Day
- November 25-29: Thanksgiving Break

**INSTRUCTIONAL MODEL**

**UNIT LAUNCH**

**WHOLE CLASS LEARNING**

**WRITING/PROJECT BASED LEARNING**

**FLEX/RESILIENCY STANDARDS**

**Quarter 1: Unit 1 & 3 Overview**

In this unit, students will read many examples showing how the conflicting perspectives of these groups helped shape our nation.

**Unit Goals**

Students will be able to:

- Read texts that explore the meaning of American independence and nationhood and develop their own perspective.
- Understand and use academic vocabulary related to arguments.
- Recognize and analyze elements of different genres, including speeches, historical writing, and myths.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, offer purposeful ideas and judgments, ask relevant and insightful questions, and communicate effectively.
- Prepare and deliver presentation on Create Your Own Country Projects

**Selections & Media**

**Mentor Text**

- Totally Free? (1140L)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |



Online Assessment |



EL Highlights

### SAVVAS Text Resources

- Historical Perspectives: Focus Period 1750-1800: *A New Nation*
- Foundational Document: *Declaration of Independence*, Thomas Jefferson (1390L)
- *From What to the Slave is the Fourth of July?* Frederick Douglass
- Speech: *Speech in the Convention*, Benjamin Franklin (1500L)
- *From An Address of Female Suffrage*, Catherine Esther Beecher
- Ain't I a Woman? Sojourner Truth
- Classical Speech: *Pericles' Funeral Oration*, Thucydides (1240L)
- Gettysburg Address: Abraham Lincoln

See [BEST Reading list](#) for additional text resources.

### Performance-Based Assessment

Create Your Own Country based on readings and foundational documents.

*What makes a great nation?*

**\*Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**

### Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and Essential Question – What Makes a Nation?

**Resiliency Standards** will be embedded into the ELA Curriculum. This quarter we will support the standards of Personal Responsibility (October), Gratitude (November), and Empathy (December).

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |








Downloadable / Printable Document |





Online Assessment |







EL Highlights

1 DAY	(Section: 5 Days) 1 DAY	1 DAY	2 DAYS	1 DAY
<b>UNIT INTRODUCTION</b>  SE pp 2-9	<b>SELECTION</b> Declaration of Independence Thomas Jefferson	<b>SELECTION</b> Declaration of Independence Thomas Jefferson  SE pp 30-37	<b>SELECTION</b> Declaration of Independence Thomas Jefferson  SE pp 38-41	<b>SELECTION</b> Declaration of Independence Thomas Jefferson  SE pp 42-43
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>11.R.3.4: Evaluate the author's use of rhetoric in text.</b>	<b>11.R.2.1: Evaluate the structure(s) and features in text. (Roadmap pg. 126)</b>  <b>11.R.3.4: Evaluate the author's use of rhetoric in text. (Roadmap pg. 144)</b>	<b>11.R.3.4: Evaluate the author's use of rhetoric in text. (Roadmap pg. 144)</b>  <b>11.R.2.1: Evaluate the structure(s) and features in texts. (Roadmap pg. 126)</b>	<b>11.R.3.4: Evaluate the author's use of rhetoric in text. (Roadmap pg. 144)</b>  <b>11.R.2.1: Evaluate the structure(s) and features in texts. (Roadmap pg. 126)</b>	<b>EE.2.1- Read and comprehend grade-level complex texts proficiently</b>
<b>INTRODUCE</b>  <b>Motivate and Engage Essential Question</b> <i>What makes a nation? (Quickwrite. Think-Pair-Share)</i>  <b>Watch the Video/Discuss It</b> Students will watch the video "How to Start Your Own Country" and discuss the question:  <i>What components do you think have to be in place before a new country can be created?</i>  <b>Mentor Text</b> Students will read "Totally Free?" They will then be able to participate in discussions about freedom.  <b>Questions to Discuss:</b>	<b>HOOK:</b> Ultimate Break-Up Letter (PowerPoint in Q2 documents)  <b>OR</b>  <b>HOOK &amp; INSPIRE Introduction</b> Show Pawn Stars Video from Hook & Inspire, or build background info on Declaration.  <b>Concept Vocabulary</b> unalienable; constrains; tyranny; assent; acquiesce; rectitude	<b>PREPARE TO READ</b>  <b>READ</b> <b>Read the Selection</b>  Declaration of Independence: Selection Audio   Declaration of Independence: Accessible Leveled Text  <b>MEDIA CONNECTION</b> John F. Kennedy Reads the Declaration of Independence  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers. See #2 on pg. 37.	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Rhetorical Appeals</b> Students analyze types of appeals such as ethos, pathos, and logos. (Pg. 39)  Collaborate on questions #1-2  Exit Ticket: Rhetorical Appeals  Reteach/Practice: Rhetorical Appeals  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Structure of an Argument</b> Students examine various text structures for building a claim (pg. 41)  Collaborative work: #1-3	<b>ASSESS</b>   Selection Test: Declaration of Independence  <b>Composition Editorial (Honors Extension)</b> Students write an editorial for a local or school newspaper in which you argue your side of an issue that affects your community or school.  <b>Recovery Day</b> – Students check Focus for missing work, low scores









SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p><i>Are foundational writings fixed, unalterable texts or living documents that can change over time?</i></p> <p><i>How can people come to agreement when there is sharp dissent over basic issues?</i></p> <p><b>Introduce Question for Project-Based Assessment that will be done at the end of the unit:</b></p> <p><i>What makes a GREAT nation?</i></p> <p><b>Academic Vocabulary</b> confirm; demonstrate; supplement; establish;</p>			<p> Exit Ticket: Structure of an Argument</p> <p><b>Word Study: Latin Prefix: -rect-</b> Students complete activities related to Latin Prefix: -rect- (see pg. 40)</p> <p> Exit Ticket: Latin Prefix: -rect-</p> <p>Students analyze a sample argument structure.</p>	
---	--	--	---	--







(Section: 5 Days) 2 DAYS	2 DAYS	1 DAY	2 DAYS	(Section: 3 days) 1 DAY
<b>SELECTION</b> <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass  SE pp 318-329	<b>SELECTION</b> <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass  SE pp 330-333	<b>SELECTION</b> <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass  SE pp 334-335	<b>COLLABORATIVE ACTIVITY</b>	<b>SELECTION</b> Speech in the Convention Benjamin Franklin  SE pp 44-45
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>11.R.3.4:</b> Evaluate an author's use of rhetoric in text. <i>(Roadmap pg. 144)</i>  <b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory <i>(Roadmap pg. 138)</i>	<b>11.R.3.4:</b> Evaluate an author's use of rhetoric in text. <i>(Roadmap pg. 144)</i>  <b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory <i>(Roadmap pg. 138)</i>	<b>11.R.3.4:</b> Evaluate an author's use of rhetoric in text. <i>(Roadmap pg. 144)</i>  <b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory <i>(Roadmap pg. 138)</i>	<b>11.R.3.3:</b> Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. <i>(Roadmap pg. 142)</i>	<b>11.R.2.1:</b> Evaluate the structure(s) and features in texts. <i>(Roadmap pg. 126)</i>
<b>HISTORICAL PERSPECTIVES</b>  <b>Voices of the Period</b> Students analyze the words of key people during slavery and Civil War, including an author, a resident, and an abolitionist.  <b>History of the Period</b> Students discuss how the Civil War and the expansion afterwards make it possible for the United States and its people to grow and mature. (pg. 320-323)  <b>PREPARE TO READ</b>	<b>ANALYZE AND INTERPRET</b>   <b>Watch</b> Students will watch descendants of Frederick Douglass recite <a href="#">"What to the Slave" speech</a>  <b>Literary/Text Elements Characteristics and Structure of Argumentative Texts</b> Students analyze argumentative purpose and the effectiveness of the speech in achieving purpose. (pg. 331)  Answer # 1 in a "we do"	<b>ASSESS</b>   Selection Test: <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass  <b>Recovery Day</b> – Students check Focus for missing work, low scores  <b>Composition Research Report (Honors Extension)</b> Students briefly research how some enslaved people, including Douglass, learned	<b>COLLABORATIVE ACTIVITY</b> Students will look at both speeches and compare and contrast Declaration of Independence and What to the Slave and analyze them within the context of the time period. Students create posters for Gallery Walks. Can use these at the end of the quarter for final projects.  Using notebooks, add evidence from document and speech to include in final "What Makes a Great Nation?" project	<b>PREPARE TO READ</b> <b>Concept Vocabulary</b> infallibility; despotism; corrupted; prejudices; salutary; integrity  <b>Comprehension Strategy</b> Generate Questions (pg. 44)  <b>READ</b>  <b>Read the Selection</b>   Speech in the Convention: Selection Audio  Speech in the Convention: Accessible Leveled Text  <b>BUILD INSIGHT</b>


SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p><b>Concept Vocabulary</b> obdurate; stolid; disparity; denounce; equivocate; conceded</p> <p><b>Read the Selection</b>  <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass: Selection Audio  <i>from</i> What to the Slave Is the Fourth of July Frederick Douglass: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer question #2 a-d on page 329 to ensure basic understanding of the text.</p>	<p>format then have students collaborate on #2-4  Exit Ticket: Characteristics and Structure of Argumentative Texts  Small Group Remediation: Characteristics and Structure of Argumentative Texts (RP)</p> <p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Word Study: Latin Prefix:</b> <b>ob-</b> Page 332- Students complete activities relating to the Latin Prefix: <b>ob-</b>  Exit Ticket: Latin Prefix: <b>ob-</b></p> <p><b>Conventions and Style</b> <b>Author's Use of Rhetoric</b> Students analyze rhetorical devices such as questions, synecdoche, and asyndeton. (see page 333)</p> <p>Students collaborate on #1-3  Exit Ticket: Author's Use of Rhetoric  Small Group Remediation: Author's Use of Rhetoric (RP)</p>	<p>to read. Then, write a one- page report for two different audiences, or readers.</p>		<p>Students answer question #2 a-d on page 49 to ensure basic understanding of the text.</p> <p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Word Study: Latin Suffix:</b> <b>-ity</b> Students complete activities related to Latin Suffix: <b>-ity</b> (pg. 52)  Exit Ticket: Latin Suffix: - <b>ity</b></p>
--	---	---	--	--








1 DAY	1 DAY	(Section: 3 days) 1 DAY	1 DAY	1 DAY
<b>SELECTION</b> Speech in the Convention Benjamin Franklin  SE pp 46-49	<b>SELECTION</b> Speech in the Convention Benjamin Franklin  SE pp 50-53	<b>SELECTION</b> <i>from</i> An Address of Female Suffrage Catharine Esther Beecher  SE pp 428-434	<b>SELECTION</b> <i>from</i> An Address of Female Suffrage Catharine Esther Beecher  SE pp 428-434	<b>SELECTION</b> <i>from</i> An Address of Female Suffrage Catharine Esther Beecher  SE pp 437
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>R.2.1: Evaluate the structure(s) and features in texts. (Roadmap pg. 126)</b>  <b>11.R.3.4: Evaluate an author's use of rhetoric in the text. (Roadmap page 144)</b>	<b>EE.2.1- Read and comprehend grade-level complex texts proficiently</b>	<b>R.2.1: Evaluate the structure(s) and features in texts. (Roadmap pg. 126)</b>  <b>R.2.4: Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. (Roadmap pg. 132)</b>	<b>EE.2.1- Read and comprehend grade-level complex texts proficiently</b>	<b>R.2.1: Evaluate the structure(s) and features in texts. (Roadmap pg. 126)</b>
<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Structural Elements of Argumentative Texts</b> Students analyze structural elements such as counterargument, rebuttal, concession, rhetorical questions. (pg. 51)  Collaborate on #1-3  Exit Ticket: Structural Elements of Argumentative Texts	<b>ASSESSMENT</b>  Selection Test: Speech in the Convention  <b>CROSS-CURRICULAR PERSPECTIVES (Honors Extension)</b> Research and write a brief report about the Constitutional Convention of 1787 to help them understand the context of Franklin's speech.	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> impugning; antagonistic; approbation (pg. 425)  <b>Comprehension Strategy</b> Monitor Comprehension  <b>Read the Selection</b>  <i>from</i> An Address of Female Suffrage: Selection Audio  <b>BUILD INSIGHT</b> Students answer question #2 a-d on page 434 to ensure basic understanding of the text.	<b>ASSESSMENT</b>  Selection Test: from An Address of Female Suffrage  <b>Recovery Day</b> – Students check Focus for missing work, low scores	<b>DIGITAL SAT PREP</b>  <b>Transitions</b> Spend time focusing on the table on page 437.  Transitions and Relationships  *This is 8-12 questions (20%) of the R&W section of the Digital SAT.  <b>READ &amp; WRITE</b> Complete the Read and Write activity on page 437.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author's Craft</b>  <b>Rhetoric</b>  Students identify parallel elements.(pg. 53)</p> <p>Students collaborate on "Read" #1-2</p> <p> Exit Ticket: Rhetoric Rhetoric (RP)</p>				
--	--	--	--	--





1 DAY	(Section: 3 days) 1 DAY	2 DAYS	1 DAY	(Section 3 days) 1 DAY
<b>RESILIENCY</b> <b>Gratitude</b>	<b>SELECTION</b> Ain't I a Woman? Sojourner Truth  SE pp 412-415	<b>SELECTION</b> Ain't I a Woman? Sojourner Truth  SE pp 416-418	<b>SELECTION</b> Ain't I a Woman? Sojourner Truth  SE pp 418-419	<b>COLLABORATIVE ACTIVITY</b>
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>HE.912.R.4.3:</b> Describe ways to anticipate, avoid or de-escalate conflicts. <b>HE.912. R.1.1:</b> Demonstrate effective and respectful communication skills and strategies.	<b>ELA.11.R.2.1:</b> Evaluate the structure(s) and features in texts <i>(Roadmap page 126)</i>	<b>ELA.11.R.2.1:</b> Evaluate the structure(s) and features in texts <i>(Roadmap page 126)</i>  <b>11.R.3.4:</b> Evaluate an author's use of rhetoric in the text. <i>(Roadmap page 144)</i>	<b>EE.2.1-</b> Read and comprehend grade-level complex texts proficiently	
<b>RESILIENCY</b>  Tie lesson into Q2 texts, theme of the unit...  1. What are you most thankful for about being a United States citizen? 2. What are you thankful for? 3. What are some ways to express gratitude?	<b>PREPARE TO READ</b>  <b>Concept Vocabulary-</b> using context clues (pg. 412) racket; fix; obliged  <b>READ</b>  <b>Read the Selection</b>  Ain't I a Woman? Selection Audio  Ain't I a Woman?: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer question #2 a-b on page 415 to ensure basic understanding of the text.  <b>MEDIA CONNECTION:</b>  On Woman's Rights  <b>Media Connection</b> On Women's Rights	<b>ANALYZE &amp; INTERPRET</b>  <b>Author's Use of Structure &amp; Rhetoric</b> Students learn about the structure of a refrain.  Collaborate and practice with questions 1-3. Consider # 1 in a "we do" for additional support.   Exit Ticket: Author's Use of Structure and Rhetoric  Reteach and Practice: Author's Use of Structure and Rhetoric (RP)  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Author's Craft</b> <b>Diction and Purpose</b> Students contrast two versions of Truth's famous speech. (pg.417)	<b>ASSESSMENT</b>   Selection Test: Ain't I A Woman?  <b>Recovery Day</b> – Students check Focus for missing work, low scores	<b>COLLABORATIVE LEARNING PERFORMANCE TASK</b>  Students will develop and deliver Gallery Walks or Presentations about a leader or visionary who saw a need for change in the world.  (Can even tie in current election season and candidates running for presidency.)  Add to notes for Q2 final project: "What makes a great nation?"

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |





Downloadable / Printable Document |









Online Assessment |








EL Highlights

	How do words change the world?	 Exit Ticket: Diction and Purpose  Reteach and Practice: Diction and Purpose (RP)		
--	--------------------------------	--	--	--



1 DAY	1 DAY	(Section: 4 days) 1 DAY	2 DAYS	1 DAY
<b>COLLABORATIVE ACTIVITY</b>	<b>COLLABORATIVE ACTIVITY</b>	<b>SELECTION</b> Pericles' Funeral Oration Thucydides  SE pp 134-145	<b>SELECTION</b> Pericles' Funeral Oration Thucydides  SE pp 146-147	<b>SELECTION</b> Pericles' Funeral Oration Thucydides  SE pp 148-149
<b>Florida's B.E.S.T Spotlight Standard</b>				
		<b>11.R.3.2: Paraphrase content from grade-level texts. (Roadmap pg. 140)</b>  <b>11.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. (Roadmap pg. 130)</b>	<b>11.R.3.2: Paraphrase content from grade-level texts. (Roadmap pg. 140)</b>  <b>11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</b>	<b>EE.2.1- Read and comprehend grade-level complex texts proficiently</b>
<b>COLLABORATIVE LEARNING PERFORMANCE TASK</b>  Students will develop and deliver Gallery Walks or Presentations about a leader or visionary who saw a need for change in the world.  (Can even tie in current election season and candidates running for presidency.)  Add to notes for Q2 final project: "What makes a great nation?"	<b>COLLABORATIVE LEARNING PERFORMANCE TASK</b>  Students will develop and deliver Gallery Walks or Presentations about a leader or visionary who saw a need for change in the world.  (Can even tie in current election season and candidates running for presidency.)  Add to notes for Q2 final project: "What makes a great nation?"	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> obscurity; oppressed; relinquish  <b>Comprehension Strategy</b> Paraphrase  <b>READ</b>  <b>Read the Selection</b>  Pericles' Funeral Oration: Selection Audio  Pericles' Funeral Oration: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer question #2 on page 145 to ensure basic understanding of the text.	<b>ANALYZE AND INTERPRET</b>  <b>Literary / Text Elements</b> <b>Central Idea: Purpose and Audience</b> Students analyze selections for primary or secondary sources. (p. 147)  Collaborate on questions 1-4.  Exit Ticket: Central Idea: Purpose and Audience  <b>Author's Craft</b> <b>Author's Choices: Structure</b> Students examine common organizational structures. (pg. 148)  Collaborate on questions 1-4.  Exit Ticket: Author's Choices: Structure	<b>ASSESSMENT</b>    Selection Test: Pericles' Funeral Oration  <b>Recovery Day</b> – Students check Focus for missing work, low scores  <b>Building Connections (Honors Extension)</b> After students complete the task, ask them to consider why Pericles' advice to women is situated in the last paragraph. Have them discuss what that advice and its location within the speech suggest about women's role in ancient Greece.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Section (4 days): 1 DAY	2 DAYS	1 DAY	Section (5 days): 4 DAYS	1 DAY
<b>SELECTION</b> Gettysburg Address Abraham Lincoln  SE pp 336-339	<b>SELECTION</b> Gettysburg Address Abraham Lincoln  SE pp 340-343	<b>SELECTION</b> Gettysburg Address Abraham Lincoln	<b>PROJECT BASED LEARNING</b>	<b>PROJECT BASED LEARNING</b>
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.11.R.3.2: Paraphrase content from grade-level texts. (Roadmap pg. 140)</b>	<b>ELA.11.R.3.2: Paraphrase content from grade-level texts. (Roadmap pg. 140)</b>  <b>ELA.11.R.3.4: Evaluate an author's use of rhetoric in text (Roadmap pg. 144)</b>	<b>EE.2.1- Read and comprehend grade-level complex texts proficiently</b>	<b>ELA.11.C.4.1: Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</b>	<b>ELA.11.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</b>
<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> dedicated; consecrate; hallow  <b>Comprehension Strategy</b> Establish a Purpose for Reading (pg. 336)  <b>Read the Selection</b>  Gettysburg Address: Selection Audio  Gettysburg Address: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer question #2 on page 339 to ensure basic understanding of the text.  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Word Study: Denotation and Connotation</b> Students complete activities relating to Denotation and	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Diction and Tone</b> Students analyze examples of formal diction and tone and informal revision. (pg. 341)  Collaborate on #1-4.   Exit Ticket: Diction and Tone  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Author's Craft Rhetorical Devices</b> Students analyze examples of parallelism and antithesis. (pg. 343)  Collaborate on #1-2 "Read"  Exit Ticket: Rhetorical Devices  SE: Student Edition   TE: Teacher Edition   RP: Reteach and Practice	<b>ASSESSMENT</b>   Selection Test: Gettysburg Address  <b>Recovery Day</b> – Students check Focus for missing work, low scores  <b>Building Connections (Honors Extension)</b> Compare Pericles' Funeral Oration and Lincoln's Gettysburg Address	<b>Essential Question</b> <i>What makes a nation?</i>  <b>QUARTER 1 PROJECTS</b> Begin working on final projects: "What makes a GREAT nation?"  Students have a choice in project medium: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Research Papers</li> <li>• Brochures</li> <li>• Art work</li> </ul> Students will create a project based around the essential question focusing on leadership, rules, government, population, etc.  Students will present their projects to the class.  Can have time in class or work on them at home.	<b>Share your Projects</b> <ul style="list-style-type: none"> <li>• Begin presenting projects to the class.</li> </ul>

Connotation (pg. 342)



Exit Ticket: Denotation and Connotation

--	--	--	--	--



2 DAYS	2 DAYS
<b>ASSESSMENT</b>	<b>RESILIENCY</b> Empathy
<b>Florida's B.E.S.T Spotlight Standard</b>	
<b>EE.2.1-</b> Read and comprehend grade-level complex texts proficiently	<b>HE.912.R.1.2:</b> Demonstrate empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.
<b>ASSESS</b>  Students take Part 1 of the Unit 3 test (edit assessment to remove questions 14-18. We will cover poetry in the next unit.)	<b>PERFORMANCE TASK</b>  Clarify meaning of empathy in contrast to sympathy. Empathy can be much harder to give as it requires us to identify the feelings, perspectives, & circumstances of others which may be very different from our own.  Discussion Questions from unit:  In the speech, Lincoln elicits empathy from his audience.  What does this mean? How does this help him persuade his audience?  How does trying to understand how and why others think, feel, and act help us find solutions to conflicts that arise?

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |

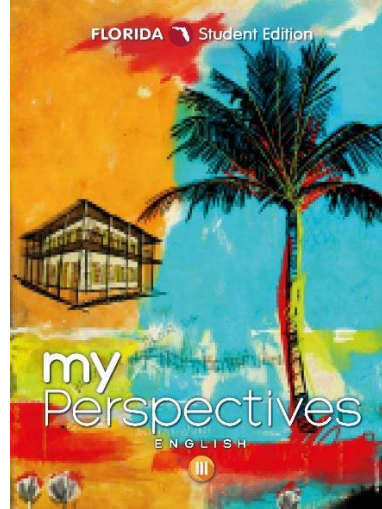


Online Assessment |



EL Highlights

# ***myPerspectives*<sup>™</sup> Florida English Language Arts**



**SAVVAS**  
LEARNING COMPANY

**Quarter 3 Curriculum Map (Textbook Unit 2)  
Grade 11 – Nassau County School District  
2024-2025**

GRADE 11 | Q3 | UNIT 2: **The Individual and Society**

ESSENTIAL QUESTION: *What role does individualism play in American Society?*

PERFORMANCE BASED ASSESSMENT: **Personal Narrative**

NOTES:

**\*\*45 Instructional Days**

**IMPORTANT DATES:**

- Quarter 3: January 9-March 13
- January 15: Martin Luther King Jr. Day
- February 19: President's Day
- March: (Usually 1<sup>st</sup> Wednesday): SAT School Day
- March 13: Last Day of 3<sup>rd</sup> quarter
- March 14<sup>th</sup>: Planning Day

**Quarter 3: Unit 2 Overview**

In this unit, students will encounter many perspectives on the effects individuals have on society and vice versa.

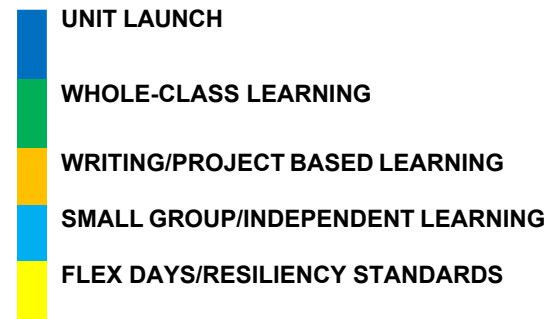
**Unit 3 Goals**

Students will be able to:

- Read texts that explore the idea of individualism and develop my own perspective about its role in American society.
- Understand and use academic vocabulary related to personal narratives.
- Recognize and analyze American literary movements, including Transcendentalism.
- Read a selection of choice and make meaningful connections to other texts and ideas.
- Write a personal essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Prepare for and participate in a panel discussion.

**Selections & Media**

**INSTRUCTIONAL MODEL**



SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |



Online Assessment |



EL Highlights



### SAVVAS Texts

- *from Up From Slavery*, Booker T. Washington (1090L)
- Historical Perspectives: Focus Period 1800-1870: *An American Identity*
- Essay/Poetry Collection: *The Writing of Walt Whitman*, Walt Whitman (1900L)
- Poetry Collection: *The Poetry of Emily Dickinson*, Emily Dickinson (NP)
- Media, Radio Broadcast: *from Emily Dickinson*, BBC Radio 4
- Philosophical Writing: *from Nature*, Ralph Waldo Emerson (960L)
- Philosophical Writing: *from Self-Reliance*, Ralph Waldo Emerson (980L)
- Philosophical Writing: *from Walden*, Henry David Thoreau (1200L)
- Philosophical Writing: *from Civil Disobedience*, Henry David Thoreau (980L)
- Poetry: *You Got a Song, Man*, Martin Espada (NP)
- Media, Public Documents: *Innovators and Their Inventions*,
- Poetry: *The Love Song of J. Alfred Prufrock*, T.S. Elliot (NP)
- Short Story: *A Wagner Matinee*, Willa Cather (1410L)
- News Article: *Sweet Land of ... Conformity?*, Claude Fischer (1310L)
- Short Story: *Young Goodman Brown*, Nathaniel Hawthorne (1210L)
- Magazine Article: *My Name is Casares*, Oscar Casares (1310L)
- Short Story: *Hamadi*, Naomi Shihab Nye (790L)
- Literary Criticism: *Reckless Genius*, Galway Kinnell (1400L)

See [BEST Standards Reading List](#) and [SAVVAS Library](#) for additional text resources.

### Performance-Based Assessment

#### Writing a Personal Narrative

Students will write a personal narrative in response to the Essential Question:

*What role does individualism play in American society?*

#### Unit Reflection

Students will reflect on the unit goals, learning strategies, and What role individualism plays in American society.

**\*Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**

**Resiliency Standards** will be embedded into the ELA Curriculum. This quarter we will support the standards of Grit (January), Perseverance (February) and Problem Solving (March). Lessons/activities that support these standards include those on news analysis, media literacy and bias.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio



Video






Downloadable / Printable Document




Online Assessment









EL Highlights









1 DAY	(Section: 2 Days) 1 DAY	1 DAY	(Section: 4 Days) 1 DAY	2 DAYS
<b>NCSD Resiliency Standard for January: GRIT: Working Consistently Towards My Long-Term Goals</b>	<b>UNIT INTRODUCTION</b>	<b>UNIT INTRODUCTION</b>	<b>SELECTION</b> The Writings of Walt Whitman Walt Whitman  SE pp 168-185	<b>SELECTION</b> The Writings of Walt Whitman Walt Whitman  SE pp 186-187
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>HE.912.R.2.3:</b> Formulate a plan to attain a personal goal that addresses strengths, needs and risks.  <b>HE.912.R.2.4:</b> Implement strategies and monitor progress in achieving a personal goal.  <b>HE.912.R.2.7:</b> Evaluate strategies that assist with managing challenges or setbacks.	<b>K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.V.1.1:</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.	<b>K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>11.V.1.1:</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.	<b>ELA.11.R.1.4:</b> Analyze ways in which poetry reflects themes and issues of its time period. <i>(Roadmap page 120)</i>  <b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>  <b>11.R.3.1:</b> Analyze the author's use of figurative language and explain examples of allegory. <i>(Roadmap page 138)</i>  <b>ELA.11.R.1.4:</b> Analyze ways in which poetry reflects themes and issues of its time period. <i>(Roadmap page 120)</i>	
<b>RESILIENCY STANDARDS:</b>  <b>Watch Video:</b>  Watch " <a href="#">Handle Hard Better</a> " on YouTube by Kara Lawson (Girls' Basketball Coach at Duke).  <b>Peer Group Learning</b> Students form Think-Pair-Share groups and discuss how to have grit and ways to "handle hard better."  Implement strategy of the	<b>INTRODUCE</b>  <b>Anticipation Guide</b> Introduction to Transcendentalism using Anticipation Guide (Found in Q3 Documents in Teams)  <b>Performance-Based Assessment</b> <i>What role does individualism play in American society?</i>	<b>INTRODUCE</b>  <b>Anticipation Guide</b> Discuss Anticipation Guide questions through "This or That" Classroom Discussion. (Powerpoint with "This or That" guide can be found in Q3 Documents in Teams.)  Ask the entire class to consider the statements from the anticipation guide and discuss as a group.  Show each statement on a Google slide and ask students to move around the	<b>WHOLE CLASS LEARNING</b>  <b>AN AMERICAN IDENTITY</b> (background for literary period-may also see <a href="#">BEST Standards</a> pg. 165-167)  <ul style="list-style-type: none"> <li><b>Voices of the Period</b> Students analyze what alternative ideology may exist that would be in conflict with individualism. (170)</li> <li><b>History of the Period</b> Students discuss growth in the United States and the influence of individualism. (pg. 170-172)</li> </ul>	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Poetic Structures</b> Students examine poetic structures Whitman uses such as free verse, anaphora, catalogue. (pg. 187)  Exit Ticket: Poetic Structures  Reteach and Practice: Poetic Structures (RP)  <b>SWIFT</b> Structure, Word Choice, Imagery, Figurative Language, Tone





<p>month by creating SMART Goals, talking about Grit, using Jon Gordon's "One Word", etc.</p>		<p>room according to whether they agree or disagree. Ask them to verbally defend their Position. <i>To what extent are we defined by others—from classmates to family to society—and to what extent are we self-defined?</i></p>	<p>• <b>Literature Selections</b> Students compare the genres of poetry and persuasive essay from other units that tie to this period (173).</p> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> ampler; teeming; vast; breadth; prolific; multitudes</p> <p><b>Comprehension Strategy</b> Create Mental Images (p. 174)</p> <p><b>READ</b></p> <p><b>Read the Selection</b>  Leaves of Grass   Song of Myself   I Hear America Singing   On the Beach at Night Alone: Selection Audio</p> <p><b>BUILD INSIGHT</b> Students answer question 2 on pg 185 using text evidence to support answers.</p>	<p>(Use format to analyze Whitman's poems through collaboration)</p> <p><b>Formal Presentation</b> Present SWIFT posters at the end of the week. Each group is assigned one of Whitman's poems to analyze and present to the class.</p> <p><b>Inquiry and Research</b> <b>Informal Inquiry</b> Students skim through Whitman's writings, and develop two questions for informal research. (Honors extension)</p>
---	--	--	---	--









1 DAY	(Selection: 4 Days) 1 DAY	1 DAY	1 DAY	1 DAY
<b>SELECTION</b> The Writings of Walt Whitman Walt Whitman  SE pp 188-189	<b>SELECTION</b> The Poetry of Emily Dickinson Emily Dickinson  SE pp 192-201	<b>SELECTION</b> The Poetry of Emily Dickinson Emily Dickinson  SE pp 202-203	<b>SELECTION</b> The Poetry of Emily Dickinson Emily Dickinson  SE pp 204-205	<b>SELECTION</b> The Poetry of Emily Dickinson Emily Dickinson  SE pp 206-207
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>K12.EE.2.1: Read and comprehend grade-level complex texts proficiently</b>	<b>K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</b>  <b>11.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</b>	<b>ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap page 114)</b>  <b>K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</b>	<b>ELA.11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</b>  <b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>K12.EE.2.1: Read and comprehend grade-level complex texts proficiently</b>  <b>ELA.11.C.1.3: Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</b>
<b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: ampler; teeming; vast; breadth; prolific; multitudes  <b>Word Study: Latin Combining Form: multi-</b> Students complete activities relating to Latin Combining Form: multi-  Exit Ticket: to Latin	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> emperor; imperial; treason; sovereign, captivity  <b>Comprehension Strategy</b> Generate Questions (pg. 192)  <b>READ</b>  <b>Read the Selection</b> The Soul selects her own Society   The Soul unto itself   Fame is a fickle food   They shut me up   Prose   There is a solitude of space   I heard a Fly	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Literary and Sound Devices</b> Students analyze Dickinson's use of slant and rhyme.(pg. 203)  Exit Ticket: Literary and Sound Devices   Reteach and Practice: Literary and Sound Devices (RP)  <b>Speaking and Listening Oral Interpretation</b>	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Word Study: Word Derivations</b> Students complete activities related to Word Derivations (p. 204)  Exit Ticket: Word Derivations  Reteach and Practice: Word Derivations (RP)  <b>Conventions and Style Parts of Speech</b> Students identify abstract and	<b>ASSESS</b>  <b>Selection Test:</b> The Poetry of Emily Dickinson  <b>SHARE IDEAS</b>  <b>Composition Friendly Letter</b> Students write a friendly letter to the speaker of one of Emily Dickinson's poems (pg. 207). (Honors extension)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice









<p>Combining Form: <i>multi-</i></p> <p> Reteach and Practice: to Latin Combining Form: <i>multi-</i> (RP)</p> <p><b>Author's Craft: Diction and Voice</b> Students analyze various types of words combine to create his distinctive voice.</p> <p> Exit Ticket: Diction and Voice</p> <p> Reteach and Practice: Diction and Voice (RP)</p> <p> Selection Test: The Writings of Walt Whitman</p>	<p>buzz when I died   I'm Nobody! Who are You?: Selection Audio</p> <p><b>BUILD INSIGHT</b> Students answer question2 on pg. 201 using text evidence to support answers.</p>	<p>Students perform an oral interpretation of an Emily Dickinson poem. (pg. 207)</p> <p> Exit Ticket: Oral Interpretation</p> <p> Reteach and Practice: Oral Interpretation (RP)</p>	<p>concrete nouns. (pg. 205)</p> <p> Exit Ticket: Parts of Speech</p> <p> Reteach and Practice: Parts of Speech (RP)</p>	
--	--	--	--	--

(Section: 3 Days) 1 DAY	1 DAY	1 DAY	(Selection: 4 Days) 1 DAY	1 DAY
<b>PERFORMANCE TASK: WRITING FOCUS</b> <b>Choice:</b> Write a Personal Narrative or a Poem  SE pp 214-219	<b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Personal Narrative or a Poem  SE pp 220-221	<b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Personal Narrative or a Poem  SE pp 222-225	<b>SELECTION</b> <i>from Nature • from Self-Reliance</i> Ralph Waldo Emerson  SE pp 228-239	<b>SELECTION</b> <i>from Nature • from Self-Reliance</i> Ralph Waldo Emerson  SE pp 240-241
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.</b>	<b>ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.</b>	<b>ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.</b>	<b>K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</b>  <b>11.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</b>	<b>ELA. 11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</b>  <b>ELA.11.R.2.1: Evaluate the structure(s) and features in texts. (Roadmap page 126)</b>  <b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>
<b>PERFORMANCE TASK</b>  <b>Write a Personal Narrative</b> Students write a focused, structured, and coherent personal narrative about a time when you discovered the value of either standing alone or joining forces with others.  <b>Write a Poem</b>  Students write a focused, structured, and coherent poem that relates to the	<b>PERFORMANCE TASK</b>  <b>Drafting</b> Students organize and write a first draft. <ul style="list-style-type: none"> <li>• Read Like a Writer</li> <li>• Create Coherence</li> </ul>	<b>PERFORMANCE TASK</b>  <b>Revising</b> Students evaluate and revise draft using the revision guide for narratives. <ul style="list-style-type: none"> <li>• Read like a writer</li> <li>• Take a closer look at your draft</li> </ul> <b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies. <ul style="list-style-type: none"> <li>• Read like a writer</li> </ul>	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> sanctity; transcendent; redeemers  <b>Comprehension Strategy</b> Make Connections (pg. 234)  <b>READ</b>  <b>Read the Selection</b>  <i>from Nature • from Self-Reliance: Selection Audio</i>  <i>from Nature • from Self-Reliance: Accessible Levelled</i>	<b>ANALYZE AND INTERPRET</b>  <b>Word Study: Latin Root: -sanct-</b> Students complete activities relating to the Latin Root: - <i>sanct</i> – (pg. 240)  Exit Ticket: Latin Root: - <i>sanct</i> -   Reteach and Practice: Latin Root: - <i>sanct</i> - (RP)  <b>Literary/Text Elements: Organizational Design and Author's Purpose</b> Students analyze different

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice





<p>themes of the unit so far.</p> <p><b>PreWriting/Planning</b> Students freewrite, structure the essay/poem, read like a writer, develop commentary, and use transitions to indicate time.</p>		<ul style="list-style-type: none"> <li>• Focus on sentences</li> <li>• Focus on Spelling and Punctuation</li> </ul> <p><b>Publishing and Presenting</b> Students create a final version of their essay and deliver a formal presentation.</p>	<p>Text</p> <p><b>BUILD INSIGHT</b> Students answer question 2 on pg. 239 using text evidence to support answers.</p> <p><b>Composition</b> <b>Analytic Response</b> Students defend or challenge a claim made by Emerson in his writings. (Honor's Extension)</p> <p> Exit Ticket: Analytic Response</p> <p> Reteach and Practice: Analytic Response (RP)</p>	<p>types of organizational design such as setting the scene, re-envisioning the ordinary, redefining words, and finding limits. (pg. 241)</p> <p> Exit Ticket: Organizational Design and Author's Purpose</p> <p> Reteach and Practice: Organizational Design and Author's Purpose Texts (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Conventions and Style</b> <b>Sentence Variety</b> Students look at types of sentences such as simple, compound, complex, and compound-complex </p> <p>Exit Ticket: Sentence Variety</p> <p> Reteach and Practice: Sentence Variety (RP)</p>
---	--	---	--	---



1 DAY	(Section: 4 Days) 1 DAY	1 DAY	1 DAY	1 DAY
<b>SELECTION</b> <i>from Nature • from Self-Reliance</i> Ralph Waldo Emerson  SE pp 242-243	<b>SELECTION</b> <i>from Walden • from Civil Disobedience</i> Henry David Thoreau  SE pp 244-255	<b>SELECTION</b> <i>from Walden • from Civil Disobedience</i> Henry David Thoreau  SE pp 256-257	<b>SELECTION</b> <i>from Walden • from Civil Disobedience</i> Henry David Thoreau  SE pp 258-259	<b>SELECTION</b> <i>from Walden • from Civil Disobedience</i> Henry David Thoreau
Florida's B.E.S.T Spotlight Standard				
K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	ELA.11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	ELA.11.R.3.4: Evaluate an author's use of rhetoric in text ( <i>Roadmap page 144</i> )	ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. ( <i>Roadmap page 114</i> )	K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.
<b>ASSESS</b>  <b>Selection Test:</b> <i>from Nature; from Self-Reliance</i>	<b>PREPARE TO READ</b> <b>Concept Vocabulary</b> sufficed; superfluous; vital (pg. 244)  <b>Comprehension Strategy</b> Make Connections  <b>READ</b> <b>Read the Selection</b> pg. 245-254  <i>from Walden • from Civil Disobedience: Selection Audio</i>  <i>from Walden • from Civil Disobedience: Accessible Leveled Text</i>  <b>BUILD INSIGHT</b> Students answer question 2 on pg. 255 using text evidence to support answers.	<b>ANALYZE AND INTERPRET</b> <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: sufficed; superfluous; vital  <b>Literary/Text Elements:</b> <b>Author's Use of Rhetoric</b> Students analyze different types of appeal such as logos, pathos, ethos, and kairos. ( <i>note: Kairos is new terminology in 11<sup>th</sup> grade</i> )- pg. 257  Collaborative practice with #1-2  Exit Ticket: Author's Use of Rhetoric  Reteach and Practice: Author's Use of Rhetoric (RP)	<b>STUDY LANGUAGE AND CRAFT</b> <b>Author's Craft</b> <b>Language and Style</b> Students analyze types of language Thoreau used to establish a conversational style.(pg. 258)  Exit Ticket: Language and Style  Reteach and Practice: Language and Style (RP)  <b>SHARE IDEAS</b> <b>Speaking and Listening Oral Instructions</b> Working with a group, students give oral instructions to another group. Page 259 ( <i>Honor's extension</i> )	<b>ASSESS</b>  <b>Selection Test:</b> <i>from Walden • from Civil Disobedience</i>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



	<p><b>Word Study: Latin Prefix: <i>super-</i></b></p> <p>Students complete activities relating to the Latin Prefix: <i>super-</i></p> <p> Exit Ticket: Latin Prefix: <i>super-</i></p> <p> Reteach and Practice: Latin Prefix: <i>super-</i> (RP)</p>		<p> Exit Ticket: Oral Instructions</p> <p> Reteach and Practice: Oral Instructions (RP)</p>	
--	---	--	---	--

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video|










Downloadable / Printable Document |









Online Assessment |





EL Highlights

(Section: 2 Days) 1 DAY	1 DAY	(Section: 4 Days) 1 DAY	1 DAY	1 DAY
<b>SELECTION</b> You Got a Song, Man Martin Espada  SE pp 260-263	<b>SELECTION</b> You Got a Song, Man Martin Espada  SE pp 264-265	<b>SELECTION</b> The Love Song of J. Alfred Prufrock T.S. Eliot  SE pp 274-281	<b>SELECTION</b> The Love Song of J. Alfred Prufrock T.S. Eliot  SE pp 274-281	<b>SELECTION</b> The Love Song of J. Alfred Prufrock T.S. Eliot  SE pp 282-283
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<b>K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>ELA.11.V.1.2:</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>  <b>11.R.1.4:</b> Analyze ways in which poetry reflects themes and issues of its time period. <i>(Roadmap page 120)</i>	<b>11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap page 114)</i>  <b>11.R.1.4:</b> Analyze ways in which poetry reflects themes and issues of its time period. <i>(Roadmap page 120)</i>
<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> psalms; conversation; unsung  <b>Comprehension Strategy</b> Make Connections  <b>READ</b> Page 260  <b>Read the Selection</b>  <i>You Got a Song, Man:</i> Selection Audio  <b>BUILD INSIGHT</b> Students answer question 2 on page 263 using text evidence to support answers.	<b>ASSESS</b>   Selection Test: You Got a Song, Man	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> Tedious; indecisions; digress  <b>Comprehension Strategy</b> Create Mental Images  <b>READ</b>  <b>Read the Selection</b>  The Love Song of J. Alfred Prufrock: Selection Audio  <b>BUILD INSIGHT</b> Students answer question 2 on pg. 281 using text evidence to support answers.	<b>ANALYZE AND INTERPRET</b>  <b>Literary / Text Elements</b> <b>Characteristics of Poetry: Dramatic Monologue</b> Students get to know Prufrock by reviewing details that suggest what he looks like, how he reacts to situations, and what he finds important. (pg. 283)   Exit Ticket: Characteristics of Poetry: Dramatic Monologue   Reteach and Practice: Characteristics of Poetry: Dramatic Monologue (RP)	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Conventions and Style</b> <b>Compound Nouns</b> Students analyze closed compounds and hyphenated compounds. (pg. 284)   Exit Ticket: Compound Nouns   Reteach and Practice: Compound Nouns (RP)  <b>SHARE IDEAS</b>  <b>Speaking and Listening</b> <b>Formal Digital Presentation</b>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Word Study: Nuanced Meanings</b> Students complete activities relating to Nuanced Meanings (pg. 264)</p> <p> Exit Ticket: Nuanced Meanings</p> <p> Reteach and Practice: Nuanced Meanings (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Composition Dramatic Monologue</b> Students write a dramatic monologue of at least 15 lines and share it with their group. (Honors extension)</p> <p> Exit Ticket: Dramatic Monologue</p> <p> Reteach and Practice: Dramatic Monologue (RP)</p>		<p><b>Word Study: Latin Prefixes: <i>di-</i> / <i>dis-</i></b> Students complete activities relating to the Latin Prefixes: <i>di-</i> / <i>dis-</i> (pg. 282)</p> <p> Exit Ticket: Latin Prefixes: <i>di-</i> / <i>dis-</i></p> <p> Reteach and Practice: Latin Prefixes: <i>di-</i> / <i>dis-</i> (RP)</p>		<p>Students create a formal digital presentation. Page 285 (Honors extension)</p>
--	--	--	--	---



1 DAY	1 DAY	2 DAYS	(Section: 7 days) 1 DAY	1 DAY
<b>SELECTION</b> The Love Song of J. Alfred Prufrock T.S. Eliot  SE pp 284-285	<b>RESILIENCY</b> February: Perseverance	<b>UNIT ASSESSMENT</b>	<b>SAT REVIEW</b> Grammar Center: Parallel Structure  Found in digital textbook on SAVVAS Realize	<b>SAT REVIEW</b> Grammar Center: Parallelism  Found in digital textbook on SAVVAS Realize
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap page 114)</b>  <b>11.R.1.4: Analyze ways in which poetry reflects themes and issues of its time period. (Roadmap page 120)</b>	<b>HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes.</b>  <b>HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict.</b>	<b>EE.2.1- Read and comprehend grade level texts proficiently</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>
<b>ASSESS</b>   Selection Test: The Love Song of J. Alfred Prufrock	<b>RESILIENCY STANDARDS</b>  Students will consider a scenario about perseverance vs. talent.  In collaborative groups they will develop and defend a claim using the scenario and quotes provided in the link below before reflecting on their own goals from the January lesson.  <a href="#">Lesson link</a>	<b>ASSESS</b>  Administer Part 1 of the Unit 2 Assessment   Unit 2 Test  Test will take 2 class periods. As students finish, they can reflect on unit goals.	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach parallel structure. Use tutorial videos and practice lessons on digital textbook.  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach parallelism (faulty parallelism)  Use tutorial videos and practice lessons on digital textbook.  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |



Online Assessment |



EL Highlights

1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
<b>SAT REVIEW</b> Grammar Center: Misplaced and Dangling Modifiers  Found in digital textbook on SAVVAS Realize	<b>SAT REVIEW</b> Grammar Center: Commas, Semicolons, and Colons  Found in digital textbook on SAVVAS Realize	<b>SAT REVIEW</b> Grammar Center: Commas, Semicolons, and Colons  Found in digital textbook on SAVVAS Realize	<b>SAT REVIEW</b> Grammar Center: Main/Independent & Subordinate/Dependent Clauses  Found in digital textbook on SAVVAS Realize	<b>SAT REVIEW</b> Grammar Center: Main/Independent & Subordinate/Dependent Clauses  Found in digital textbook on SAVVAS Realize
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	<b>ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>
<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach misplaced and dangling modifiers.  Use tutorial videos and practice lessons on digital textbook.  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach commas, Semicolons, and Colons Use tutorial videos and practice lessons on digital textbook.  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach commas, Semicolons, and Colons  Use tutorial videos and practice lessons on digital textbook.  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach Main/Independent & Subordinate/Dependent Clauses  Use tutorial videos and practice lessons on digital textbook  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)	<b>Digital SAT SAT ENGLISH REVIEW</b>  Teach Main/Independent & Subordinate/Dependent Clauses  Use tutorial videos and practice lessons on digital textbook  Assign student practice worksheets for students to practice skill.  (Do not use IXL as this is being used in the Intensive Reading class)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

1 DAY
FLEX DAYS
Florida's B.E.S.T Spotlight Standard
<b>FLEX</b>  Days allotted for reteaching and SAT School Day.  Reteach based on unit assessment data.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |



Downloadable / Printable Document |

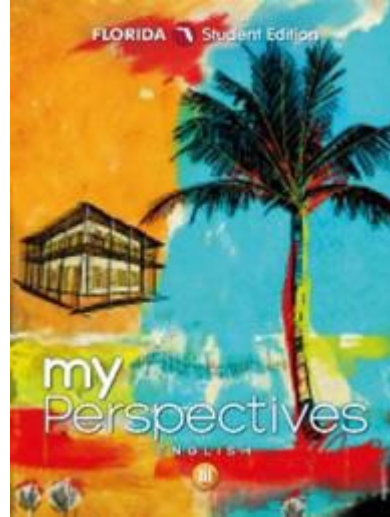


Online Assessment |



EL Highlights

# ***myPerspectives*™ Florida English Language Arts**



**SAVVAS**  
LEARNING COMPANY

**Quarter 4 Curriculum Map (Textbook Unit 6)  
Grade 11 – Nassau County School District**

**2024-2025**

GRADE 11 | Q4 | UNIT 6: **The Storyteller's Craft**

ESSENTIAL QUESTION: *How are stories windows into real life?*

PERFORMANCE BASED ASSESSMENT: **Short Story**

NOTES:

**\*\*46 Instructional Days**

**IMPORTANT DATES:**

- Quarter 4: March 25-May 28
- April 23: Half Day
- May 28: Last Day of School

**Quarter 4: Unit 6 Overview**

In this unit, students will read many examples of how writers create art from everyday life.

**INSTRUCTIONAL MODEL**

**UNIT LAUNCH**

**WHOLE GROUP LEARNING**

**WRITING/PROJECT BASED LEARNING**

**SMALL GROUP/INDEPENDENT LEARNING**

**FLEX DAYS/RESILIENCY STANDARDS**

**Unit Goals**

Students will be able to:

- Read texts that explore the relationship between stories and real life.
- Understand and use academic vocabulary related to narrative text.
- Recognize and analyze elements of different genres, including short stories.
- Read a selection of my choice and make meaningful connections to other texts and ideas.
- Write a structured narrative text in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Prepare and deliver an effective multimedia presentation.

**Selections & Media**

Mentor Text

- *Old Man at the Bridge*, Ernest Hemingway (700L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1950-Present, *A Fast-Changing Society*
- Short Story: *Everyday Use*, Alice Walker (980L)



- Short Story: *Everything Stuck to Him*, Raymond Carver (460L)
- Short Story: *The Leap*, Louise Erdrich (1250L)
- Literary History: *A Brief History of the Short Story*, D.F. McCourt (1270L)
- Short Story: *An Occurrence at Owl Creek Bridge*, Ambrose Bierce (1000L)
- Short Story: *The Jilting of Granny Weatherall*, Katherine Anne Porter (780L)
- Short Story: *The Rockpile*, James Baldwin (820L)
- Short Story: *The Cask of Amontillado*, Edgar Allan Poe
- Short Story: *The Man to Send Rain Clouds*, Leslie Marmon Silko (910L)
- Short Story: *Housepainting*, Lan Samantha Chang (650L)
- Short Story: *The Pedestrian*, Ray Bradbury (1080L)

See [BEST Reading List](#) for additional text resources.

#### Performance-Based Assessment

Short Story

Students will write a short story in response to the Essential Question:









How are stories windows into real life?










#### Unit Reflection








Students will reflect on the unit goals, learning strategies, the text and how stories are windows into real life.








**\*Use Accessible Leveled Text & TE Differentiated Instruction for scaffolding**







**Resiliency Standards** will be embedded into the ELA Curriculum. This quarter we will support the standards of Volunteerism/Mentorship (April), and Critical Thinking (May). Lessons/activities that support these standards include those on news analysis, media literacy and bias




1 DAY	2 DAYS	(Section 4 days) 1 DAY	2 DAYS	1 DAY
<b>UNIT INTRODUCTION</b>  SE pp 834-841	<b>SELECTION</b> A Brief History of the Short Story  SE pp 906-917	<b>SELECTION</b> Everyday Use Alice Walker  SE pp 858-863	<b>SELECTION</b> Everyday Use Alice Walker  SE pp 859-861	<b>SELECTION</b> Everyday Use Alice Walker
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.K12.EE.4.1:</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	<b>ELA.11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>ELA.11.R.2.1:</b> Evaluate the structure(s) and features in texts <i>(Roadmap pg. 126)</i>	<b>ELA.K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>ELA.11.V.1.1:</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.	<b>ELA.11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i>  <b>ELA.11.R.1.3:</b> Analyze the author's choices in using juxtaposition to define character perspective. <i>(Roadmap pg. 118)</i>	<b>ELA.K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.
<b>INTRODUCE</b>  <b>Motivate and Engage</b> Students discuss what they and others get out of reading stories.  <b>Watch the Video/Discuss It</b> Students will watch the video "Why Do Stories Matter? That's Like Asking Why You Should Eat." and discuss the question:  <i>Which thoughts in this video are most similar to your own thoughts about stories?</i>  Watch the Video  <b>Table of Contents Preview</b> Preview the selections in the unit.  <b>Mentor Text</b> Students will read "Old	<b>PREPARE TO READ</b>  <b>Concept Vocabulary-</b> teaching context clues (pg. 910) supplanted; ascendant; renaissance  <b>Comprehension Strategy</b> Generate Questions  <b>READ</b>  <b>Read the Selection</b>  A Brief History of the Short Story: Selection Audio  A Brief History of the Short Story: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer question 2 on page 913 using text evidence to support answers.	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> sidle; shuffle; furtive; cowering; awkward; hangdog  <b>Comprehension Strategy</b> Make Inferences (pg. 848)  <b>Read the Selection</b>  Everyday Use: Selection Audio  <b>Media Connection</b>  Alice Walker's "Everyday Use"  <b>BUILD INSIGHT</b> Students answer question 2 on page 857 using text evidence to support answers.  <b>Speaking and Listening:</b>	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements Character, Plot, and Theme</b> Students look for details of characterization between two characters in the story. (pg. 859)  Collaborative work #1-5  Exit Ticket: Character, Plot, and Theme  Reteach and Practice: Character, Plot, and Theme (RP)  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Author's Craft Character Perspective</b>	<b>ASSESS</b>   Selection Test: Everyday Use  <b>Recovery Day</b> – Students check Focus for missing work, low scores.


<p><i>Man at the Bridge.</i>” They will then be able to participate in discussions about how stories reflect the human condition.</p>	<p><b>Word Study: Latin Root: -scend-</b></p> <p>Students complete activities relating to the Latin Root: -scend- (pg. 914)</p> <p> Exit Ticket: Latin Root: -scend-</p> <p> Reteach and Practice: Latin Root: -scend- (RP)</p> <p><b>ANALYZE AND INTERPRET</b></p> <p><b>Literary/Text Elements: Characteristics and Structures of Informational Texts</b></p> <p>Students analyze different characteristics of information found in the article. (pg. 915)</p> <p>Collaborative practice #1-3</p> <p> Exit Ticket: Characteristics and Structures of Informational Texts</p> <p> Reteach and Practice: Characteristics and Structures of Informational Texts (RP)</p>	<p><b>Partner Discussion (Honors Extension)</b></p> <p>Students conduct a partner discussion about factors that lead a person to embrace, reject, or feel neutral about his or her heritage.</p> <p> Reteach and Practice: Partner Discussion (RP)</p>	<p>Students analyze standard English, dialect, internal thoughts and external speech.(pg. 861)</p> <p>Collaborative practice #1-4</p> <p> Exit Ticket: Character Perspective</p> <p> Reteach and Practice: Character Perspective (RP)</p> <p><b>Word Study: Exocentric Compounds</b></p> <p>Students complete activities relating to Exocentric Compounds (PG. 860)</p> <p> Exit Ticket: Exocentric Compounds</p> <p> Reteach and Practice: Exocentric Compounds (RP)</p>	
---	--	---	---	--

(Section: 4 days) 1 DAY	2 DAYS	1 DAY	(Section 4 days) 1 DAY	2 DAYS
<b>SELECTION</b> Everything Stuck to Him Raymond Carver  SE pp 864-877	<b>SELECTION</b> Everything Stuck to Him Raymond Carver  SE pp 873-875	<b>SELECTION</b> Everything Stuck to Him Raymond Carver	<b>SELECTION</b> The Leap Louise Erdrich  SE pp 878-891	<b>SELECTION</b> The Leap Louise Erdrich  SE pp 887-889
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.  <b>ELA.11.V.1.1:</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.	<b>ELA.11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i>  <b>ELA.11.C.1.4:</b> Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.	<b>ELA.K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>ELA.11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<b>ELA.11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i>  <b>ELA.11.R.1.2:</b> Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap pg. 116)</i>
<b>PREPARE TO READ</b> <b>Concept Vocabulary</b> waterfowl; letterhead; overcast; shotgun  <b>Comprehension Strategy</b> Make Predictions (pg. 864)  <b>Read the Selection</b>  Everything Stuck to Him: Selection Audio  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  (Emphasis: Question #2 Reading Check)	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Mood, Diction, and Syntax</b> Students record at least four passages from the story that display noteworthy diction and syntax. (pg. 873)  Collaborative practice #1-4   Exit Ticket: Mood, Diction, and Syntax  Reteach and Practice: Mood, Diction, and Syntax (RP)  <b>STUDY LANGUAGE AND CRAFT</b>	<b>ASSESS</b>   Selection Test: Everything Stuck to Him  <b>Recovery Day</b> – Students check Focus for missing work, low scores.	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> encroaching; instantaneously; anticipation; constricting; perpetually; superannuated  <b>Comprehension Strategy</b> Create Mental Images (pg. 878)  <b>Read the Selection</b>  The Leap: Selection Audio  <b>BUILD INSIGHT</b> Students answer question 2 on page 885 using text evidence to support answers.	<b>ANALYZE AND INTERPRET</b>  <b>Literary/Text Elements</b> <b>Narrative Techniques</b>  Students analyze two techniques to build suspense – foreshadowing and pacing. (pg. 887)  Split chart for #3 into groups and have them share the examples then complete #1,2,4,5  Exit Ticket: Narrative Structure  Reteach and Practice: Narrative Structure (RP)  <b>STUDY LANGUAGE AND</b>

	<p><b>Conventions and Style</b> <b>Pronouns and Antecedents</b></p> <p>Students analyze examples of pronouns in Carver's story that lack a clear antecedent. (pg. 875)</p> <p>Collaborative Practice #1-2</p> <p> Exit Ticket: Pronouns and Antecedents</p> <p> Reteach and Practice: Pronouns and Antecedents (RP)</p> <p><b>Honor's Extension:</b></p> <p><b>Composition</b> <b>Literary Analysis Essay</b> Students write a literary analysis essay about the explicit and implicit meanings of the text. (876)</p> <p><b>OR</b></p> <p><b>Speaking and Listening:</b> <b>Partner Discussion</b> Students conduct research on minimalism as a literary style. Then, pair up with a classmate and hold a partner discussion considering whether "Everything Stuck to Him" qualifies as a minimalist work. (877)</p> <p><b>OR</b></p> <p><b>Inquiry and Research</b> <b>Synthesize Information</b> Students synthesize information from a variety of sources to write two paragraphs on Raymond Carver's life as a writer. (872)</p>		<p><b>Word Study: Latin Root: -strict-</b> Students complete activities relating to the Latin Root: -strict- (pg. 888)</p> <p> Exit Ticket: Latin Root: -strict-</p> <p> Reteach and Practice: Spelling Patterns: Latin Root: -strict- (RP)</p> <p><b>Research Report (Honor's extension)</b></p> <p>Students prepare and present a brief research report in which you discuss human perceptions of time. (pg. 891)</p> <p> Reteach and Practice: Research Report (RP)</p>	<p><b>CRAFT</b> <b>Author's Craft</b> <b>Literary Devices and Theme</b> Students analyze motif and symbol as they are used to develop theme. (pg. 889)</p> <p>Collaborative practice #1-3</p> <p> Exit Ticket: Literary Devices and Theme</p> <p> Reteach and Practice: Literary Devices and Theme (RP)</p>
--	---	--	---	---


1 DAY	5 DAYS	1 DAY	(Section 4 days) 1 DAY	2 DAYS
<b>SELECTION</b> The Leap Louise Erdrich	<b>PERFORMANCE TASK:</b> <b>Write a Short Story</b>  SE pp 892-903	<b>RESILIENCY</b> Volunteerism/Mentorship	<b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce  SE pp 918-931	<b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce  SE pp 930-931
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>ELA.K12.EE.2.1:</b> Read and comprehend grade-level complex texts proficiently.	<b>ELA.11.C.1.2:</b> Write complex narratives using appropriate techniques to establish multiple perspectives.  <b>ELA.11.C.5.1:</b> Create digital presentations to improve the experience of the audience.	<b>HE.912.R.3.1:</b> Identify beliefs of voting, volunteering, mentoring, and seeking leadership positions.  <b>HE.912.R.3.2:</b> Analyze ways a leader can inspire confidence and motivate others.	<b>ELA.11.V.1.3:</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<b>ELA.11.R.1.1:</b> Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i>  <b>ELA.11.R.1.3:</b> Analyze the author's choices in using juxtaposition to define character perspective. <i>(Roadmap pg. 118)</i>
<b>ASSESS</b>   Selection Test: The Leap  <b>Recovery Day</b> – Students check Focus for missing work, low scores.	<b>PERFORMANCE TASK</b>  <b>Write a Short Story</b> Students write a focused, structured, and coherent short story based on one of the following prompts: <ul style="list-style-type: none"> <li>• <b>Character Transplant</b> Use a supporting character from another short story you're familiar with as your main character.</li> <li>• <b>Suffering, Then Solving</b> A character has a serious problem and a deep wish. Write about how the two things eventually connect.</li> <li>• <b>Randomness Changes Everything</b> Something unusual happens, which sets off a life-altering chain of events for a character.</li> </ul> <b>Planning/Prewriting</b> (pg. 894-895)	<b>RESILIENCY STANDARDS:</b>   <b>Watch Video:</b> Watch: Mark Bezos: "A Life Lesson from a Volunteer Firefighter."  <b>Quickwrite</b> "What are some ways you can volunteer in your community? What talents do you possess that you could use to serve others? Why is it important to volunteer?"  <b>Think-Pair-Share</b> Get a partner and share answers. Create an action plan for your volunteer ideas	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> Teaching context clues (918) etiquette; deference; dictum  <b>Comprehension Strategy</b> Make Predictions Using Text Features  <b>READ</b>  <b>Read the Selection</b>  An Occurrence at Owl Creek Bridge: Selection Audio  <b>BUILD INSIGHT</b> Students answer questions on pg. 928 using text evidence to support answers.  (Emphasis: Question #2 Reading Check)  <b>Word Study: Latin Suffix:</b>	<b>ANALYZE &amp; INTERPRET</b>  <b>Literary / Text Elements</b> <b>Text Structure and Purpose</b> Students analyze different points of view and how they reveal information to the reader. (pg. 930)  Collaborative practice #1-4  Exit Ticket: Text Structure and Purpose  Reteach and Practice: Text Structure and Purpose (RP)  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Conventions and Style</b> <b>Varying Syntax for Effect</b> Students analyze how syntax contributes to mood and voice in a text.(pg. 931)  Collaborative practice #1-3  Exit Ticket: Varying Syntax

	<p>Students free write and structure their stories.</p> <p><b>Drafting (pg. 896-899)</b> Students organize and write a first draft.</p> <p><b>Revising (900-901)</b> Students evaluate and revise drafts using the revision guide for fiction.</p> <p><b>Editing and Proofreading (902-903)</b> Students edit conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their story and share it with the class or school community.</p> <p>Present to partners, then present to class. Can use props or puppets.</p>		<p><b>-um</b> Students complete activities relating to the Latin Suffix: -um</p> <p> Exit Ticket: Latin Suffix: -um</p> <p> Reteach and Practice: Latin Suffix: -um (RP)</p>	<p>for Effect</p> <p> Reteach and Practice: Active and Passive Voice (RP)</p>
--	--	--	--	--

1 DAY	2 DAYS	1 DAY	4 DAYS	4 DAYS
<b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce	<b>SELECTION</b> Story Tasting	<b>SELECTION</b> Book Club Selection	<b>SELECTION</b> Book club – centers rotation begins	<b>GROUP PROJECT</b>
<b>Florida's B.E.S.T Spotlight Standard</b>				
ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	<p>ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i></p> <p>ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap pg. 116)</i></p> <p>ELA.11.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 140)</i></p> <p>ELA.11.R.1.3: Analyze the author's choices in using juxtaposition to define character perspective. <i>(Roadmap pg. 118)</i></p> <p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i></p> <p>ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap pg. 116)</i></p> <p>ELA.11.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 140)</i></p> <p>ELA.11.R.1.3: Analyze the author's choices in using juxtaposition to define character perspective. <i>(Roadmap pg. 118)</i></p> <p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap pg. 114)</i></p> <p>ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places. <i>(Roadmap pg. 116)</i></p> <p>ELA.11.R.3.2: Paraphrase content from grade-level texts. <i>(Roadmap pg. 140)</i></p> <p>ELA.11.R.1.3: Analyze the author's choices in using juxtaposition to define character perspective. <i>(Roadmap pg. 118)</i></p> <p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>ELA.11.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</p>
<p><b>ASSESS</b></p> <p> Selection Test: An Occurrence at Owl Creek Bridge</p> <p><b>Recovery Day</b> – Students check Focus for missing work, low scores.</p>	<p>Select approx. 4 short stories. Share a summary and/or excerpt from each story allowing students to “sample” the story.</p> <p>Once students have sampled each story, allow them to form groups so that each story has 4-5 students reading it.</p> <p>Short Story Selections could include:</p> <p>“The Jilting of Granny</p>	<p>Have students begin reading their selected short stories independently. Encourage them to take notes and prepare for discussion, analysis, etc.</p>	<p>For the next 4 days, rotate the 4 book clubs through stations.</p> <ul style="list-style-type: none"> <li>• Discussion (small group discussion facilitated by instructor)</li> <li>• Create a storyboard illustrating major scenes and moments of the story</li> <li>• Create a thesis statement and write a brief (2-3 paragraph) literary analysis expanding on that</li> </ul>	<p><b>MULTIMEDIA PRESENTATION</b> Students will create a presentation based and their story. Students are grouped by their choice of short story. Presentations will teach the class about the story and its story elements.</p> <p>Students can create a PowerPoint, act it out, create a movie poster, or make a TikTok to teach the class.</p> <p><b>PRESENTATION DAY</b> Students will create a</p>



	<p>Weatherall” by Katherine Anne Porter</p> <p>“The Boat” by Alistair McCloud</p> <p>“The Wife Story” by Ursula Le Guin</p> <p>“There Will Come Soft Rains” by Ray Bradbury</p> <p>“A Rose for Emily” by William Faulkner</p> <p>“The Rockpile” by James Baldwin</p> <p>“A Jury of Her Peers” by Susan Glaspell</p> <p>“Cask of Amontillado” by Edgar Allan Poe</p> <p>“The Veldt” by Ray Bradbury</p>		<p>thesis</p> <ul style="list-style-type: none"> <li>• Write a personal response to the story.</li> </ul>	<p>presentation based and their story. Students are grouped by their choice of short story. Presentations will teach the class about the story and its story elements.</p> <p>Students can create a PowerPoint, act it out, create a movie poster, or make a TikTok to teach the class.</p>
--	--	--	---	---

2 DAYS	2 DAYS	2 DAYS	2 DAYS	2 DAYS
<b>NCSD Resiliency Standard for May: CRITICAL THINKING</b>	<b>UNIT ASSESSMENT</b>	<b>SAT PREP</b>	<b>ACT PREP</b>	<b>FLEX DAYS</b>
<b>Florida's B.E.S.T Spotlight Standard</b>				
<b>HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict.</b>  <b>HE.912.R.4.3: Describe ways to anticipate, avoid, or de-escalate conflicts.</b>	<b>EE.2.1- Read and comprehend grade level texts proficiently</b>			
<b>RESILIENCY STANDARDS</b>  Complete brain teaser activity with class.  Note: You will need to be ready to pause the videos to give students time to guess the answer.  <a href="#">National Geographic</a>  <a href="#">9 Riddles</a>  "For this activity, pause the video and use your annotate tool on your promethean to mark the answers from the class. For the following day, choose more brain teasers from the internet or have students complete games that make them use their critical thinking skills.	<b>ASSESS</b>  Administer Part 1 of the Unit 6 Assessment   Unit 6 Test  Test will take 2 class periods. As students finish, they can reflect on unit goals.	<b>SAT PREP</b>  Mini test prep or passage  Review the questions from the previous SAT mini test prep or passage to check for understanding.	<b>ACT PREP</b>  Mini test prep or passage  Review the questions from the previous ACT mini test prep or passage to check for understanding.	<b>FLEX DAYS</b>  Reteach any standards needed based on Unit Assessment data.  Time for testing (ACT, U.S. History, Geometry, Biology, etc.), final exams, textbook and laptop returns, etc.