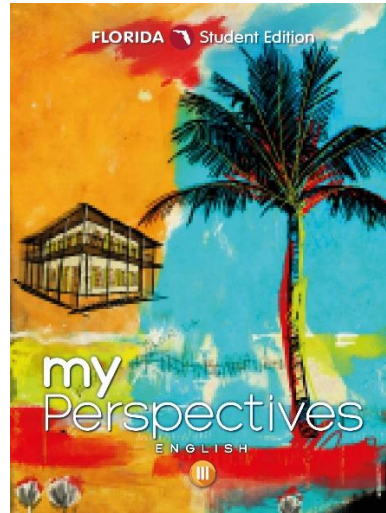


# ***myPerspectives*<sup>™</sup> Florida English Language Arts**



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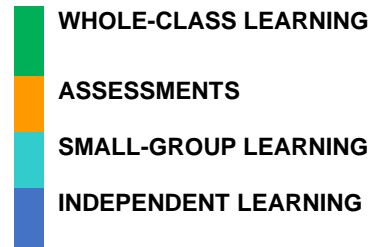
## **Unit 1 Planning Guide Grade 11**

**Standards 11.R.1.3 and 11.C1.2 are not covered in this unit. They will be taught in later units.**

**In case time is limited in this unit due to testing or other interruptions, these assignments can be eliminated: *from* The Interesting Narrative by Olaudah Equiano.**

GRADE 11 | UNIT 1: **The American Story Begins**  
ESSENTIAL QUESTION: ***What makes a nation?***  
PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**  
NOTES:

#### INSTRUCTIONAL MODEL



#### Unit 1 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 an effective speech.

#### Selections & Media

Mentor Text

- Totally Free? (1140L)

Whole-Class Learning

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

- Historical Perspectives: Focus Period 1750-1800: *A New Nation*
- Myth: *Hiawatha the Unifier*, edited by Richard Erdoes and Alfonso Ortiz (1080L)
- Foundational Document: *Declaration of Independence*, Thomas Jefferson (1390L)
- Speech: *Speech in the Virginia Convention*, Patrick Henry (980L)
- Media, Image Gallery: *The American Revolution: Political Imagery*
- Expository Nonfiction: [The Spirit of Laws, Montesquieu \(Common Lit Reading – 1120 L\)](#)

#### Peer-Group Learning

- Expository Nonfiction: *from America's Constitution: A Biography*, Akhil Reed Amar (1360L)
- Graphic Novel: *from The United States Constitution: A Graphic Adaptation*, Jonathan Hennessey and Aaron McConnell
- Autobiography: *from The Interesting Narrative of the Life ...*, Olaudah Equiano (1240L)
- Poetry Collection: *To His Excellency, General Washington • Old South Meeting House*, Olaudah Equiano • January Gill O'Neil (NP)
- Classical Speech: *Pericles' Funeral Oration*, Thucydides (1240L)

#### Independent Learning

- Speech: *Reflections on the Bicentennial of the United States Constitution*, Thurgood Marshall (1330L)
- Political Document: *from the Iroquois Constitution*, Dekanawidah, translated by Arthur C. Parker (1510)
- Essay: *A Quilt of a Country*, Anna Quindlen (1310L)
- Short Story: *The Devil and Tom Walker*, Washington Irving (1100L)
- Autobiography: *from Twelve Years a Slave*, Solomon Northup (1020L)
- Poetry: *Voyage • Englishmen's Footprints • Verses . . .* Carmen Tafolla • Cheryl Savageau • Anne Bradstreet (NP)

#### Performance-Based Assessment

Write an Argumentative Essay

Students will write an argumentative essay on the following topic:

*What makes a nation?*

#### Unit Reflection

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

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



Audio |



Video |











Downloadable / Printable Document |














Online Assessment |



EL Highlights










DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 2-9</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p><b>SELECTION</b> Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 10-23</p>	<p><b>SELECTION</b> Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 24-27</p>	<p><b>SELECTION</b> Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 28-29</p>	<p><b>SELECTION</b> Declaration of Independence Thomas Jefferson</p> <p>SE pp 30-37</p>
<p><b>INTRODUCE</b></p> <p><b>Motivate and Engage</b> Students engage in a discussion based on the following questions: “Why do we interpret language differently today than at the time of the Founding Fathers?”</p> <p><b>Watch the Video/Discuss It</b> Students will watch the video “How to Start Your Own Country” and discuss the question:</p> <p><i>What components do you think have to be in place before a new country can be created?</i></p> <p> Watch the Video</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and point out that students will respond to prompts:</p> <p><b>Whole-Class Learning</b> <i>Are foundational writings fixed, unalterable texts or living documents that can change over time?</i></p> <p><b>Peer-Group Learning</b></p>	<p><b>WHOLE-CLASS LEARNING</b></p> <p><b>Essential Question</b> <i>What makes a nation?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>A NEW NATION</b></p> <p><b>Voices of the Period</b> Students analyze word meaning and usage of the period.</p> <p><b>History of the Period</b> Students read about causes and effects of the American Revolution and the beginnings of the nation.</p>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Inquiry and Research Examine Sources</b> Students locate three sources that offer information about Hiawatha or the formation of the Iroquois League.</p> <p><b>Literary/Text Elements Myth, Context, and Theme</b> Students analyze culturally specific and universal themes.</p> <p> Exit Ticket: Myth, Context, and Theme</p> <p> Reteach and Practice: Myth, Context, and Theme (RP)</p> <p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: abode; confluence; harmony; assemble; council;</p>	<p><b>SHARE IDEAS</b></p> <p><b>Composition Literary Analysis</b> Students write a literary analysis essay that explores the role of women and girls in the myth, and what this role suggests about Iroquois society.</p> <p><b>Research Research Plan</b> Students create a one-page research plan on some aspect of Native American literature.</p> <p><b>SELECTION TEST</b>   Selection Test: Hiawatha the Unifier</p>	<p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> unalienable; constrains; tyranny; assent; acquiesce; rectitude</p> <p><b>Comprehension Strategy</b> Evaluate Details</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> Declaration of Independence: Selection Audio</p> <p> Declaration of Independence: Accessible Leveled Text</p> <p><b>MEDIA CONNECTION</b> John F. Kennedy Reads the Declaration of Independence</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• EQ Notes</li> </ul>

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










<p><i>How can people come to agreement when there is sharp dissent over basic issues?</i></p> <p><b>Performance-Based Assessment</b> <i>What makes a nation?</i></p> <p><b>Unit Goals</b> Students will deepen their understanding of independence and nationhood by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> confirm; demonstrate; supplement; establish; conviction</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 1 Answer Key</p> <p><b>Mentor Text</b> Students will read “<i>Totally Free?</i>” They will then be able to participate in discussions about freedom.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b></p>	<p><b>Literature Selections</b> Students preview the selections titles and compare and contrast ways they explore the idea of freedom.</p> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> abode; confluence; harmony; assemble; council; deliverance</p> <p><b>Comprehension Strategy</b> Make Predictions</p> <p><b>Read the Selection</b>  Hiawatha the Unifier: Selection Audio  Hiawatha the Unifier: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and discussion</li> <li>• EQ Notes</li> </ul>	<p>deliverance</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Latin Prefix: com- or con-</b> Students complete activities related to Latin Prefix: <i>com- or con-</i></p> <p> Exit Ticket: Latin Prefix: <i>com- or con-</i></p> <p> Reteach and Practice: Latin Prefix: <i>com- or con-</i> (RP)</p> <p><b>Author’s Craft Diction, Syntax, and Tone</b> Students identify the effects of diction and syntax.</p> <p> Exit Ticket: Diction, Syntax, and Tone</p> <p> Reteach and Practice: Diction, Syntax, and Tone (RP)</p>		
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<p>Students write a summary of the Mentor Text.</p> <p><b>Icebreaker</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: <i>What makes a nation?</i></p> <p><b>EQ Notes</b> Students add thoughts and observations about the reading</p>				
<b>Florida's B.E.S.T. Standards</b>				
11.V.1.1; 11.V.1.2; 11.R.3; K12.EE.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	11.R.1.1; 11.R.1.2; 11.V.1.2	11.C.1.3; 11.C.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<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>SELECTION</b> Speech in the Virginia Convention Patrick Henry  SE pp 54-59	<b>SELECTION</b> Speech in the Virginia Convention Patrick Henry  SE pp 60-63	<b>SELECTION</b>
<b>ANALYZE AND INTERPRET</b>  <b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.  <b>Inquiry and Research Research and Extend</b> Students develop questions for an informal inquiry about one of the lesser-known signers of the Declaration of Independence.  <b>Literary/Text Elements Rhetorical Appeals</b> Students analyze types of appeals such as ethos, pathos, and logos.  Exit Ticket: Rhetorical Appeals  Reteach and Practice: Rhetorical Appeals (RP)  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words:	<b>SHARE IDEAS</b>  <b>Composition Editorial</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>Speaking and Listening Class Discussion</b> Students participate in a meaningful class discussion about John F. Kennedy's reading of the Declaration of Independence.  Exit Ticket: Class Discussion  Reteach and Practice: Class Discussion (RP)  <b>EQ Notes</b> Students add thoughts and observations about the reading.  Selection Test: Declaration of Independence	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> arduous; anguish; subjugation; martial; formidable; vigilant  <b>Comprehension Strategy</b> Monitor Comprehension  <b>READ</b>  <b>Read the Selection</b>  Speech in the Virginia Convention: Selection Audio  Speech in the Virginia Convention: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• EQ Notes</li> </ul>	<b>ANALYZE AND INTERPRET</b>  <b>Close Read</b> Students learn more about Henry's life by performing research.  <b>Inquiry and Research Analyze Reasoning</b> Students conduct research to learn about three patterns of reasoning.  <b>Literary/Text Elements Development of Arguments</b> Students analyze structural and rhetorical elements such as arguable claim, rhetorical devices, clear reasoning, and call to action.  Exit Ticket: Development of Arguments  Reteach and Practice: Development of Arguments (RP)  <b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete	

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<p>unalienable; constrains; tyranny; assent; acquiesce; rectitude</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Latin Prefix: -rect-</b> Students complete activities related to Latin Prefix: <i>-rect-</i></p> <p> Exit Ticket: Latin Prefix: <i>-rect-</i></p> <p> Reteach and Practice: Latin Prefix: <i>-rect-</i> (RP)</p> <p><b>Author's Craft</b> <b>Structure of an Argument</b> Students analyze a sample argument structure.</p> <p> Exit Ticket: Structure of an Argument</p> <p> Reteach and Practice: Structure of an Argument (RP)</p>			<p>activities related to the Concept Vocabulary words: arduous; anguish; subjugation; martial; formidable; vigilant</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Words From Mythology</b> Students complete activities related to Words From Mythology</p> <p> Exit Ticket: Words From Mythology</p> <p> Reteach and Practice: Words From Mythology (RP)</p> <p><b>Author's Craft</b> <b>Persuasive Appeals</b> Students analyze appeals to logic, appeal to emotion, appeals to authority, and allusions</p> <p> Exit Ticket: Persuasive Appeals</p> <p> Reteach and Practice: Persuasive Appeals (RP)</p> <p> Selection Test: Speech in the Virginia Convention</p>	
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Florida's B.E.S.T. Standards				
11.C.4; 11.R.2.1; 11.R.3.4; 11.V.1.2; K12.EE.2.1	11.C.1; K12.EE.4.1; K12.EE.6.1	K12.EE.2.1; K12.EE.3.1	11.R.2.1; 11.R.3.3; 11.R.3.4; 11.V.1.2	

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EL Highlights

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<b>SELECTION</b> The American Revolution: Political Imagery  SE pp 66-71	<b>SELECTION</b> The American Revolution: Political Imagery  SE pp 72-73	<b>SELECTION</b> <a href="#">The Spirit of Laws, Montesquieu (Common Lit)</a>	<b>SELECTION</b> <a href="#">The Spirit of Laws, Montesquieu (Common Lit)</a>	<b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argumentative Essay  SE pp 74-77
<b>PREPARE TO VIEW</b>  <b>Media Vocabulary</b> media messaging; bias; symbolism  <b>Comprehension Strategy</b> Synthesize Information  <b>VIEW</b>  <b>View the Selection</b>  The American Revolution: Political Imagery: Selection Audio  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<b>ANALYZE AND INTERPRET</b>  <b>Close Review</b> Students will review the Close Review Model and complete the close read sections in the selection.  Close-Review Guide: Media-Art/Photography  <b>LANGUAGE STUDY</b>  <b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: media messaging; bias; symbolism  <b>SHARE IDEAS</b>  <b>Speaking and Listening Political Infomercial</b> Students create an imaginary political candidate who is campaigning for office, and develop a political infomercial to rally voter support for your candidate.	<b>PREPARING TO READ</b>  <b>Concept Vocabulary</b> Servitude, despotic, dissent, vindicate  <b>Comprehension Strategy</b> Monitor Comprehension  <b>READ</b>  <b>Read the Selection</b>  Audio available on CommonLit  <b>BUILD INSIGHT</b> Students answer questions #1 - #7 using text evidence to support answers.  <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• EQ Notes</li> </ul>	<b>ANALYZE AND INTERPRET</b>   <b>Watch the video</b> Essential Enlightenment: Montesquieu  <b>Literary/Text Elements Development of Arguments</b> Students analyze structural and rhetorical elements such as arguable claim, rhetorical devices, clear reasoning, and call to action.  Exit Ticket: Question #8 in Common Lit Assessment Questions  Reteach and Practice: Development of Arguments (RP)	<b>PERFORMANCE TASK</b>  <b>Write an Argumentative Essay</b> Students write an essay stating and defending a position on the following question: Are foundational writings fixed, unalterable texts or living documents that can change over time?  <b>PreWriting/Planning</b> Students freewrite, discuss, fact check, and structure their argument.
<b>Florida's B.E.S.T. Standards</b>				
11.R.2.1; 11.R.3.3; K12.EE.2.1	11.C.2.1; 11.C.5.1	11.R.2.1; 11.R.2.4; 11.R.3.2; 11.R.3.3; 11.R.3.4	11.R.2.1; 11.R.2.4; 11.R.3.2; 11.R.3.3; 11.R.3.4	11.C.1; 11.C.1.5

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argumentative Essay</p> <p>SE pp 78-81</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argumentative Essay</p> <p>SE pp 82-85</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argumentative Essay</p> <p>SE pp 86-87</p>	<p><b>OVERVIEW</b> Peer-Group Learning</p> <p><b>SELECTION</b> <i>from America's Constitution: A Biography</i> Akhil Reed Amar</p> <p>SE pp 88-100</p>	<p><b>SELECTION</b> <i>from America's Constitution: A Biography</i> Akhil Reed Amar</p> <p>SE pp 101-103</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Drafting</b> Students organize and write a first draft.</p> <ul style="list-style-type: none"> <li>• Read like a writer</li> <li>• Create coherence</li> <li>• Develop Research Questions</li> <li>• Focus Your Research</li> <li>• Evaluate Sources</li> <li>• Style Academic Citations</li> </ul>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft using the revision guide for argument.</p> <ul style="list-style-type: none"> <li>• Read like a writer</li> <li>• Take a closer look at your draft</li> </ul> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <ul style="list-style-type: none"> <li>• Read like a writer</li> <li>• Focus on sentences</li> <li>• Focus on Usage and Punctuation</li> </ul> <p><b>Publishing and Presenting</b> Students create a final version of their argument and share with class or school community.</p>	<p><b>TEST PRACTICE</b></p> <p><b>Timed Writing—60 minutes Argumentative Essay</b> Students write an essay agreeing or disagreeing that a free and democratic society depends on a well-informed public.</p> <p>Students will have time to work on this essay in class and as homework.</p>	<p><b>PEER-GROUP LEARNING Essential Question</b> <i>What makes a nation?</i></p> <p><b>Peer-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Peer-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Collaborate With Your Group</b></p> <ul style="list-style-type: none"> <li>• Participate in a Discussion</li> <li>• Set Group Goals and Offer Purposeful Ideas</li> <li>• Create a Communication Plan</li> </ul> <p><b>Make a Schedule</b> Students make a schedule.</p> <p><b>Respond to the Texts</b></p> <ul style="list-style-type: none"> <li>• Respond Thoughtfully</li> <li>• Use Text Evidence</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: enacted; flat; inaugurate</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Foreign Words Used in English</b> Students complete activities relating to Foreign Words Used in English.</p> <p> Exit Ticket: Foreign Words Used in English</p> <p> Reteach and Practice: Foreign Words Used in English (RP)</p> <p><b>Literary / Text Elements</b></p>

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Audio |



Video |










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Online Assessment |





EL Highlights

			<ul style="list-style-type: none"> <li>• Craft Original Commentary</li> </ul> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> enacted; flat; inaugurate</p> <p><b>Comprehension Strategy</b> Summarize</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> <i>from</i> America's Constitution: A Biography: Selection Audio</p> <p> <i>from</i> America's Constitution: A Biography: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>Characteristics and Structures of Informational Texts</b> Students analyze types of evidence such as numerical data, historical details, pertinent examples, and direct quotations.</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>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author's Craft Rhetorical Devices</b> Students analyze analogies.</p> <p> Author's Style: Rhetorical Devices</p> <p> Author's Style: Rhetorical Devices (RP)</p> <p> Selection Test: from America's Constitution: A Biography</p>
<b>Florida's B.E.S.T. Standards</b>				
11.C.3.1; 11.C.4; K12.EE.4.1; K12.EE.5.1	11.C.1.5; 11.C.3.1	11.C.1; 11.C.3.1	11.R.1.1; 11.R.3; 11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	11.R.2.1; 11.V.1.2



DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p><b>SELECTION</b> from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 104-110</p>	<p><b>SELECTION</b> from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 111-113</p>	<p><b>Optional Selection if Time to Permits</b> from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 114-119</p>	<p><b>Optional Selection if Time to Permits</b> from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 120-121</p>	<p><b>Optional Selection if Time to Permits</b> from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 122-123</p>
<p><b>PREPARE TO READ</b></p> <p><b>Media Vocabulary</b> layout; speech balloon; caption</p> <p><b>Comprehension Strategy</b> Evaluate Details to Understand Key Ideas</p> <p><b>READ</b></p> <p><b>Read the Selection</b>  from The United States Constitution: A Graphic Adaptation: Selection Audio</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close-Read Guide: Media-Art/Photography</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: layout; speech balloon; caption</p> <p><b>COMPARE ACROSS GENRES</b></p> <p><b>Writing to Compare Argument</b> Students write an argument in which you take a position about which text—the historical writing or the graphic adaptation—more effectively relates the history of the U.S. Constitution.</p>	<p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> loathsome; wretched; dejected</p> <p><b>Comprehension Strategy</b> Make Inferences</p> <p><b>READ</b></p> <p><b>Read the Selection</b>  from The Interesting Narrative of the Life of Olaudah Equiano: Selection Audio  from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Latin Root: -ject-</b> Students complete activities relating to the Latin Root: -ject-  Exit Ticket: Latin Root: -ject-  Reteach and Practice: Latin Root: -ject- (RP)</p>	<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Conventions and Style Subject-Verb Agreement</b> Students analyze subject-verb agreement in simple and complex sentences.</p> <p> Author's Style: Subject-Verb Agreement  Author's Style: Subject-Verb Agreement (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Composition Professional Correspondence</b> Students compose a coherent piece of professional correspondence arguing in favor of the abolitionist cause.</p> <p> Reteach and Practice: Professional Correspondence (RP)</p> <p><b>EQ Notes</b> Students add thoughts and observations about the reading.</p> <p>  Selection Test: from The Interesting Narrative of</p>

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			<p><b>Literary / Text Elements</b>  <b>Author's Purpose, Audience, and Message</b>                  Students analyze literary elements such as Purpose, Audience, and Message in passages from the reading.</p> <p> Exit Ticket: Author's Purpose, Audience, and Message</p> <p> Reteach and Practice: Author's Purpose, Audience, and Message (RP)</p>	the Life of Olaudah Equiano
<b>Florida's B.E.S.T. Standards</b>				
11.R.2.1; K12.EE.2.1; K12.EE.4.1	11.C.1; 11.R.2.1; K12.EE.5.1	11.V.1.2; K12.EE.1.1; K12.EE.3.1; K12.EE.4.1	11.R.2; 11.R.2.1; 11.V.1.2	11.C.3.1; K12.EE.5.1
















DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>SELECTION</b> Poetry Collection</p> <p>SE pp 124-129</p>	<p><b>SELECTION</b> Poetry Collection</p> <p>SE pp 130-131</p>	<p><b>SELECTION</b> Poetry Collection</p> <p>SE pp 132-133</p>	<p><b>SELECTION</b> Pericles' Funeral Oration Thucydides</p> <p>SE pp 134-145</p>	<p><b>SELECTION</b> Pericles' Funeral Oration Thucydides</p> <p>SE pp 146-147</p>
<p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> celestial; exalted; vaulted</p> <p><b>Comprehension Strategy</b> Create Mental Images</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> Poetry Collection: Selection Audio</p> <p> Poetry Collection: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Poetry</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: celestial; exalted; vaulted</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Multiple Meanings</b> Students complete activities relating to Multiple Meanings</p> <p> Exit Ticket: Multiple Meanings</p> <p> Reteach and Practice: Multiple Meanings (RP)</p> <p><b>Literary / Text Elements</b> <b>Poetic Form: Types of Stanzas</b> Students analyze structural elements such as stanzas,</p>	<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author's Craft</b> <b>Universal Themes Across Time</b> Students state themes expressed by poems.</p> <p> Exit Ticket: Universal Themes Across Time</p> <p> Reteach and Practice: Universal Themes Across Time (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Speaking and Listening</b> <b>Poetry Reading</b> Students plan and deliver a poetry reading. Each group member will interpret and present one of these poems: "To His Excellency, General Washington" or "Old South Meeting House."</p> <p> Reteach and Practice: Poetry Reading (RP)</p> <p><b>EQ Notes</b> Students add thoughts and observations about the reading.</p> <p>  Selection Test: Poetry Collection I</p>	<p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> obscurity; oppressed; relinquish</p> <p><b>Comprehension Strategy</b> Paraphrase</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> Pericles' Funeral Oration: Selection Audio</p> <p> Pericles' Funeral Oration: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: obscurity; oppressed; relinquish</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Related Latin Roots -linqu- and -lict-</b> Students complete activities relating to the related Latin Roots -linqu- and -lict-</p> <p> Exit Ticket: Related Latin Roots -linqu- and -lict-</p> <p> Reteach and Practice: Related Latin Roots -linqu- and -lict- (RP)</p> <p><b>Literary / Text Elements</b> <b>Central Idea: Purpose and</b></p>

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	<p>couplets, and tercet.</p> <p> Exit Ticket: Poetic Form: Types of Stanzas</p> <p> Reteach and Practice: Poetic Form: Types of Stanzas (RP)</p>			<p><b>Audience</b> Students analyze selections for primary or secondary sources.</p> <p> Exit Ticket: Central Idea: Purpose and Audience</p> <p> Reteach and Practice: Central Idea: Purpose and Audience (RP)</p>
<b>Florida's B.E.S.T. Standards</b>				
11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	11.R.1.1; 11.V.1.3	11.R.1.2; 11.R.1.4; K12.EE.6.1	11.R.3.2; 11.V.1.3; K12.EE.1.1; K12.EE.4.1	11.R.2.1; 11.R.2.2; 11.R.2.3; 11.V.1.2

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>SELECTION</b> Pericles' Funeral Oration Thucydides</p> <p>SE pp 148-149</p>	<p><b>PERFORMANCE TASK: Deliver an Inspirational Speech</b></p> <p>SE pp 150-151</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 152-153</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 154-155</p>	<p><b>PERFORMANCE-BASED ASSESSMENT Argumentative Essay</b></p> <p>SE p 156</p>
<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author's Craft</b> <b>Author's Choices: Structure</b> Students examine common organizational structures.</p> <p> Exit Ticket: Author's Choices: Structure</p> <p> Reteach and Practice: Author's Choices: Structure (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Speaking and Listening Speech</b> Students paraphrase and deliver a section of Pericles' speech.</p> <p> Reteach and Practice: Speech (RP)</p> <p><b>EQ Notes</b> Students add thoughts and observations about the reading.</p> <p>  Selection Test: Pericles' Funeral Oration</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Deliver an Inspirational Speech</b> Write and deliver an inspirational speech in which you respond to the following question: How can people come to agreement when there is sharp dissent over basic issues?</p> <p><b>Plan and Gather Details</b> Students brainstorm and develop a message.</p> <p><b>Organize and Draft</b> Students outline and draft, revise and rehearse, and present the speech.</p> <p><b>Critique and Evaluate</b> Students present as a group and take notes to help evaluate speeches.</p> <p><b>**Students can use Flipgrid to record their inspirational speeches outside of class and share with the teacher.</b></p>	<p><b>Essential Question</b> <i>What makes a nation?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>Close-Read Guide</b></p> <p>Students use the guide to record close-read ideas from the texts.</p> <p><b>Share Your Independent Learning</b></p> <ul style="list-style-type: none"> <li>• Prepare to share</li> <li>• Learn from your classmates</li> <li>• Reflect</li> </ul>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Argumentative Essay</b> Students will complete their argumentative essays</p> <p><b>Reflect on the Unit Review and Evaluate Evidence</b> Students review EQ notes and QuickWrites from the unit and note where their positions may have changed.</p> <p> Reflect on the Unit</p> <p>  Unit 1 Test</p>

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11.R.2.1; 11.R.2.3; 11.R.3.2; K12.EE.6.1	11.C.2.1; K12.EE.6.1	11.R.2.1; K12.EE.2.1	K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	11.C.1; 11.V.1.1

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Online Assessment |



EL Highlights

DAY 30	DAY 31
<b>PERFORMANCE-BASED ASSESSMENT</b> <b>Argumentative Essay</b>  SE pp 157-158	<b>UNIT REFLECTION</b>  SE p 159
<b>PERFORMANCE-BASED ASSESSMENT</b>  <b>Share Your Perspective</b> Students use the checklist to help stay on track while writing the first draft of the argument.  <b>English</b> Students answer revision questions from a short quiz.	<b>UNIT REFLECTION</b>  <b>Reflect on the Unit Goals</b> Students review unit goals and complete an activity.  Students reflect on the following: <ul style="list-style-type: none"> <li>• Unit goals</li> <li>• The Texts</li> <li>• The Essential Question</li> </ul>  Reflect on the Unit  Unit 1 Test
<b>Florida's B.E.S.T. Standards</b>	
11.C.1; 11.V.1.1	11.C.3.1

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