

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 11 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 11 Place and Society Unit

Big Question: What is the relationship between place and literature? What makes American literature American? How does literature shape or reflect society?

Fiction (3 selections)

“The Earth On Turtle’s Back”
“When Grizzlies Walked Upright”
from *The Navajo Origin Legend*

Nonfiction (12 selections)

Snapshot of the Period Historical Background
Essential Questions of the Literary Period
Contemporary Commentary
“Museum Indians”
from *The Name*
from *Boulders Taller Than The Great Tower of Seville*
from *A Journey Through Texas* from *Of Plymouth Plantation* from *Good Night, and Good Luck*
“A New Literature Springs Up in the New World”
“How Kathrine Switzer Paved the Way”

Poetry (1 poem)

“Prologue”

Visual Texts (10 visual texts)

St. George and the Dragon (painting by Raphael); *Feminist Revisioning* (painting by Patricia Olson); *The Son of Man* (painting by Rene Magritte); *Self Portrait* (painting by Romaine Brook); Photograph of Jackson Pollock from 1949 *Life Magazine*; *Self Portrait* (painting by Lee Krasner); *Cape Cod Evening* (painting by Edward Hopper); *Christina’s World* (painting by Andrew Wyeth); *Canal District San Rafael* (photograph by Larry Sultan); *Algernon, Detroit* (photograph by Andrew Moore)

Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio’s Learning Standards has an Exemplar list.)

Optional Narrative Writing Prompt:

After reading and reflecting on Susan Power’s essay “Museum Indians,” write an autobiographical essay in which you describe a memorable childhood experience that made you feel significantly at home, not at home, or somewhere in between. Reflect on how this experience contributed to your understanding of the significance of home to your developing identity. L2 Use setting, symbol, character, dialogue, syntax, diction, imagery, and figurative language to develop the essay. L3 Integrate visual, auditory, and /or digital documents that provide evidence or enhance the effect of your experience.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 11**

Place and Society Unit

Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Questions: What is the relationship between place and literature? What makes American literature American? How does literature shape or reflect society?</p> <p>1. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <p>Nonfiction</p> <p>Determining the meanings of unknown words by using dictionaries</p> <p>Comparing and contrasting</p> <p>Note-taking</p> <p>Analysis of the content from several sources on a single issue</p> <ul style="list-style-type: none"> ● Implicit and explicit philosophical assumptions ● Informal presentations ● ● ● 	<p>Introductory Week</p> <p>Periods: 1</p>	<p>RI.11-12.1</p> <p>RI.11-12.6</p> <p>RI.11-12.7</p> <p>W.11-12.4</p> <p>W.11-12.7</p> <p>W.11-12.8</p> <p>W.11-12.9</p> <p>W.11-12.10</p> <p>SL.11-12.1</p> <ul style="list-style-type: none"> ● SL.11-12.2 ● SL.11-12.3 ● SL.11-12.4 ● L.11-12.1 ● L.11-12.2 ● L.11-12.3 ● L.11-12.4cd ● ● ● ● ● ● 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> ● Snapshot of the Period pp. 2-3 ● Historical Background pp. 4-5 ● Essential Questions of the Literary Period pp. 6-13 <p>Following Through p. 14</p> <p>Contemporary Commentary pp. 15-16</p> <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> ● Speaking, Listening, Viewing, and Representing p. 786 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> ● Essential Question Video (3:55) ● Meet the Author Video: Susan Power (3:22) ● Meet the Author Video: (2:51) ● Vocabulary Central 	<p>Reading</p> <p>Snapshot of the Period (nonfiction)</p> <p>Historical Background (nonfiction)</p> <p>Essential Questions of the Literary Period (nonfiction)</p> <ul style="list-style-type: none"> ● Contemporary Commentary (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> ● Journal writing: Write a character sketch of a person who took risks to learn something new. ● Journal writing: Describe what people value during a specific time period. ● Student-written descriptive paragraph <p>Speaking and Listening</p> <p>Whole group discussion</p> <p>Small group discussion</p> <p>Small group presentation</p> <p>Evaluating listening skills: Susan Power: Listening and Viewing</p> <p>Language</p> <p><i>Vocabulary Central</i></p> <p>Vocabulary</p> <p>Music</p> <p>Games</p>

				<ul style="list-style-type: none"> Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Formative and/or summative assessments should be incorporated weekly into each lesson. Critical Viewing Oral Presentation <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Jigsaw the “Essential Questions to the Literary Period” by assigning small student groups sections to summarize and then present to the whole class. Conduct an interview with an adult and ask him or her to relate the story of one important life event. Construct a collage with images which reveal the values of a time period.
<p>2. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Clarify word meanings through context clues Latin roots Fiction Setting Comparing motivations of characters facing similar conflicts Genre Figurative language Theme Characterization Point of view Plot Coordinating conjunctions 	<p>Introductory Week Periods: 2</p>	<ul style="list-style-type: none"> RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10 SL.11-12.1 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> Before You Read pp. 18-19 “The Earth On Turtle’s Back” (730L) pp. 20-23 “When Grizzlies Walked Upright” (1060L) pp. 24-26 from <i>The Navajo Origin Legend</i> (940L) pp. 27-28 After You Read p. 29 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> pp. 15-16; 19-23; 25-33 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> [Get Connected Video (:55), The Essential Question, Literary Analysis, Reading Strategies, 	<p>Reading</p> <ul style="list-style-type: none"> “The Earth On Turtle’s Back” (fiction) “When Grizzlies Walked Upright” (fiction) from <i>The Navajo Origin Legend</i> (fiction) <p>Writing</p> <ul style="list-style-type: none"> Describe how qualities mythmakers find in nature reveal valued human traits. Students use one of the origin myths as the basis for a short play. They include stage directions. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion Partner discussion With a partner, retell one of the stories from another perspective. <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games

			<p>Vocabulary Central, Cultural Information, Background]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing, Grammar Tutorial, Grammar Practice) 	<ul style="list-style-type: none"> • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Connecting to the essential question • Critical viewing • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Think Aloud: model the process of looking for archetypes in origin myths. • Students use visual from p. 21 to write a brief paragraph explaining what characteristics Native Americans might attribute to turtles based on the image. • Research Native Americans' use of symbolism in art.
<p>3. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Vocabulary in context • Personal narrative • Cultural context of setting • First-person point of view • Plot • Foreshadowing • Flashback • Symbolism • Imagery • Figurative language • Tone 	<p>Week 1 Periods: 2</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.5 • RI.11-12.1 • RI.11-12.4 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • SL.11-12.4 • SL.11-12.6 • L.11-12.3 • L.11-12.4a 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • from <i>The Names</i> (1040L) pp. 1434-1438 • <i>Unit 6 Resources</i> • from <i>The Names</i> pp. 219-235 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:55), The Essential Question, Literary Analysis, Reading Strategy, Vocabulary Central, Meet the Authors, Background] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing, Grammar Tutorial, 	<p>Reading</p> <ul style="list-style-type: none"> • from <i>The Names</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Describe a time you successfully mastered a goal. • Students sketch and write a paragraph about an important place. • Students describe how Momaday's setting descriptions reflect feelings or perspectives on place. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion about what kind of animal seems sacred or special in some way • Oral report on centaurs in Greek mythology <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games

			Grammar Practice)	<ul style="list-style-type: none"> Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Critical thinking questions Critical viewing Selection tests Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Sketch the Pecos training process steps. Research contemporary horse-training techniques and evaluate Momaday's methods. Research the Kiowa culture and contemporary status.
<p>4. Writing; Reading Informational Text; Speaking and Listening</p> <p>Writing Autobiographical Narrative</p> <ul style="list-style-type: none"> Narrative Concept formation Visual analysis Socratic seminar Organization Invention/revision Syntax Word choice: verbs Interdisciplinary material Authenticating material Peer review Reflective writing Close reading 	Weeks 1-4 Periods:13	<ul style="list-style-type: none"> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 W.11-12.3a-e W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> Autobiographical Narrative pp. 188-195 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> pp. 253-254 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> Chapter 4, Sections 2, 3, 4, 5, and 6; Chapter 6, Section 4 <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> Contemporary Commentary by Susan Power pp. 32-33 "Museum Indians" pp. 34-39 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> "Museum Indians" pp. 13-14 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> For -Museum Indians <u>Contemporary</u> Commentary 	<p>Writing</p> <ul style="list-style-type: none"> Autobiographical Narrative Prompt: After reading and reflecting on Susan Power's essay "Museum Indians," write an autobiographical essay in which you describe a memorable childhood experience that made you feel significantly at home, not at home, or somewhere in between. Reflect on how this experience contributed to your understanding of the significance of home to your developing identity. L2 Use setting, symbol, character, dialogue, syntax, diction, imagery, and figurative language to develop the essay. L3 Integrate visual, auditory, and /or digital documents that provide evidence or enhance the effect of your experience. Reflective writing <p>Reading</p> <ul style="list-style-type: none"> "Museum Indians" (nonfiction) <i>Cape Cod Evening</i> (painting) <i>Christina's World</i> (painting) <i>Canal District San Rafael</i> (photograph) <i>Algernon, Detroit</i> (photograph) <p>Language</p> <p><i>Grammar and Usage</i></p>

			<p>(Introduction, Meet The Author Video (1:34), Reading Selection, Critical Reading)</p> <p>Internet</p> <ul style="list-style-type: none"> • Links to the paintings and photographs used in this lesson can be found within the text of the lesson. The lesson is posted on the CCS curriculum guide website. 	<ul style="list-style-type: none"> • Verbs • Syntax <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Partner discussion <p>Assessment</p> <ul style="list-style-type: none"> • Use the LDC writing rubric. <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Has writing an autobiographical narrative changed student opinion of the event? What did students learn about the significance of the event? • Research museum careers or the types of museums in our community. Students identify types of exhibits, museum classes for community members, and funding. They could investigate volunteer opportunities.
<p>5. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Dictionary usage • Prediction • Responding to literal, inferential, evaluative, and synthesizing questions • Exploration narrative audience • Foreshadowing • Flashback • Symbolism • Imagery • Chronological order • Journal writing for various purposes 	<p>Week 4 Periods: 2</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.3 • RL.11-12.4 • RL.11-12.5 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4cd 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 46-47 • from <i>A Journey Through Texas</i> (1400L) pp. 48-51 <p>OR</p> <ul style="list-style-type: none"> • from <i>Boulders Taller Than The Great Tower of Seville</i> (1270L) pp. 52-53 • After You Read p. 55 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 52-53; 56-59; 61-69 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:57), The Essential Question, 	<p>Reading</p> <ul style="list-style-type: none"> • from <i>A Journey Through Texas</i> (nonfiction) OR • from <i>Boulders Taller Than The Great Tower of Seville</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: Students write a passage for an explorer's journal with a specific location and precise details included. • Students chart problems and solutions explorers faced. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet

			<p>Vocabulary Central, Literary Analysis, Reading Strategy, Meet the Authors, Background]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) 	<p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Self-tests • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students analyze a passage for signal words that signal time and sequence relationships. • Students analyze details from exploration narrative that suggest how Native Americans viewed the Europeans. • Students explain the primary purpose of the Europeans' exploration narratives.
<p>6. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Connotation and denotation • Prefixes and suffixes • Comparing/contrasting • Prediction • Responding to literal, inferential, evaluative, and synthesizing questions • Philosophical beliefs about a subject • Historical context of setting • Author's purpose • Universal themes • Characteristics of literary periods • Primary documents <ul style="list-style-type: none"> • Allusion • Descriptive writing • Analysis of cause and effect • Research questions 	<p>Weeks 4-5 Periods: 4</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.4 • RL.11-12.9 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.9 • W.11-12.4 • W.11-12.7 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4b 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 56-57 • from <i>Of Plymouth Plantation</i> (1440L) pp. 58-65 • After You Read p. 66 • Integrated Language Skills p. 67 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • from <i>Of Plymouth Plantation</i> pp.70-71; 74-77; 79-87 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:40), Essential Question, Literary Analysis, Reading Strategy, Vocabulary Central, Meet the Author, Background Video (0:28)] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) 	<p>Reading</p> <ul style="list-style-type: none"> • from <i>Of Plymouth Plantation</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: What challenges would travelers face on a ship the size of the <i>Mayflower</i>? • Write an introduction that will be used to introduce a time-traveling William Bradford at a school assembly. • Craft research questions. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group presentation about how the Puritans viewed childhood and how they raised their children • Short oral presentation of medical practices of seventeenth century <p>Assessments</p> <ul style="list-style-type: none"> • Comparing informational texts according to author's purpose, structure, and format • Critical viewing • Selection tests <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students break down long sentences into two parts: (1) Who or what; (2) Action.

			<ul style="list-style-type: none"> • <u>After You Read</u> (Skill Questions, Writing) 	<ul style="list-style-type: none"> • Students research medical practices and other ways in which people cared for the sick in the early seventeenth century.
<p>7. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Note taking • Discussion • Content • Style • Image analysis • Claim statements • Determining word meaning through context clues • Adjective clause • Figurative language • Paraphrasing • Tone • Text features (syntax, diction, alliteration, assonance, synecdoche, metaphor, personification, simile, symbol, allusion, couplets) • In class essay 	<p>Weeks 5-6 Periods: 7</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RL.11-12.5 • RL.11-12.6 • RL.11-12.9 • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.10 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • SL.11-12.2 • L.11-12.4a 	<p>Internet Visual Texts*</p> <ul style="list-style-type: none"> • <i>St. George and The Dragon</i> (painting by Raphael) • <i>Feminist Revisioning</i> (painting by Patricia Olson) • <i>The Son of Man</i> (painting by Rene Magritte) • <i>Self Portrait</i> (painting by Romaine Brook) • Photograph of Jackson Pollock • <i>Self Portrait</i> (Lee Krasner) <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • This lesson, including the reading selections and ancillary materials, may be found on the curriculum guide website. <p>*Links to these visual texts are located in the lesson.</p>	<p>Reading</p> <ul style="list-style-type: none"> • “Prologue” (poetry) • “A New Literature Springs Up in the New World” (nonfiction) • “How Kathrine Switzer paved the way” (nonfiction) • Visual texts (paintings and photographs) <p>Writing</p> <ul style="list-style-type: none"> • Quick write: How do you convince someone who doesn’t think you are capable of achieving something that you are? • In small groups, students respond to the following question in relation to non-print text analysis: What insight does the juxtaposition of these two images yield regarding the relationship between gender and art? • In class essay: How does Bradstreet’s poem both support and challenge the gender expectations of women in the colonial period? Be sure to support your claim with apt and specific evidence from Bradstreet’s “Prologue” as well as Showalter’s essay. • In class essay: Bradstreet’s “Prologue” is the first poem to appear in her collection <i>The Tenth Muse Lately Sprung Up in America</i>. Explain how the rhetorical significance of this poem is an introduction to a collection of poems written by an American colonial woman. How does Bradstreet reveal her sensitivity to the views of her audience? Be sure to support your claim with apt and specific evidence from Bradstreet’s –Prologue as well as Showalter’s essay. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion

				<ul style="list-style-type: none"> • In small groups, students analyze and interpret a pairing of images. • Dramatic poem readings <p>Language</p> <ul style="list-style-type: none"> • Grammar and usage • Figurative language <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing
<p>8. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Weeks 6-9 Periods: 15</p>	<p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Novel/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> • Austen, Jane. <i>Pride and Prejudice</i> • Brontë, Charlotte, <i>Jane Eyre</i> • Dostoevsky, Fyodor. <i>Crime and Punishment</i> • Fitzgerald, F. Scott. <i>The Great Gatsby</i> • Faulkner, William. <i>As I Lay Dying</i> • Garcia, Cristina. <i>Dreaming in Cuban</i> • Hansberry, Lorraine. <i>A Raisin in the Sun</i> • Hurston, Zora Neale. <i>Their Eyes Were Watching God</i> • Jefferson, Thomas. <i>The Declaration of Independence</i> • Lahiri, Jhumpa. <i>The Namesake</i> • Mencken, H.L. <i>The American Language</i>, 	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction, nonfiction, or drama depending upon teacher choice. <p>Writing</p> <ul style="list-style-type: none"> • Journal writing • Creative prose and poetry responses • Critical analysis • In-class essays • Essay Scorer: Review of a Novel <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion • Pair work <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> • Selection tests • Portfolio projects • Multimedia presentations

			<p style="text-align: center;"><i>4th Edition</i></p> <ul style="list-style-type: none"> • Miller, Arthur. <i>Death of a Salesman</i> • Paine, Thomas. <i>Common Sense</i> • Shakespeare, William. <i>The Tragedy of Hamlet</i> • Thoreau, Henry David. <i>Walden</i> • Wilde, Oscar. <i>The Importance of Being Earnest</i> • Wright, Richard. <i>Black Boy</i> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards in ELA, your choice should be similar in complexity and quality to the titles on the list above.</p>	<p>Intervention/Enrichment</p> <p>Teacher-modeled reading strategies Students write a different ending for the story.</p> <ul style="list-style-type: none"> • Students write a one act play based on characters, conflicts and themes from the book.
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

** Standards: **RL** = Reading Literature; **RI** = Reading Information; **SL** = Speaking and Listening; **L** = Language