

# “...THE IMPRESSION I GET FROM THE TELEVISION SET...”

READING (CCSS)

ENGLISH (CRS)

SPEAKING/LISTENING (CCSS)

WRITING (CB)

CONTENT

## Understanding by Design Stage One Template (English III, Q4)

PREREQUISITE OR PREVIOUS LEARNING/OBJECTIVES				
READING	ENGLISH	SPEAKING/LISTENING	WRITING	CONTENT
<ul style="list-style-type: none"> <li>KID.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.</li> <li>KID.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>KID.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>C&amp;S.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul>	<ul style="list-style-type: none"> <li>SST.501.24-27: Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases).</li> <li>USG.402.20-23: Ensure subject-verb agreement when there is some text between the subject and verb.</li> <li>USG. 502.24-27: Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences.</li> <li>SEC (Standard English Conventions): A focus on editing text to ensure conformity to the conventions of Standard Written English sentence structure, usage, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>SL.11-12.1A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>SL.11-12.1B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>C&amp;C.11-12.1D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation.</li> <li>PKI.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to a range of formal and informal tasks.</li> </ul>	<ul style="list-style-type: none"> <li>W1.1.1-5: evaluates potential purposes for writing and determines specific goals to be achieved</li> <li>W.1.1.2-5: analyzes the rhetorical situation, evaluates multiple possible audiences, and selects an appropriate audience</li> <li>W1.1.3-5: selects a genre from among possible genres and analyzes how the selected genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure</li> <li>W2.1.1-4 (L): crafts a working interpretation of the literary text, considering whether what he or she knows about the text is sufficient, organizes this information, and understands that the interpretation may change during the process of re-reading or further research</li> <li>ARG.4A: Uses appropriate rhetorical appeals (e.g., considers audience interests, values, and opinions; establishes the soundness of the claim; considers possible counterarguments) and appropriate organizational patterns (e.g. description, problem-solution, question-answer, compare-contrast, cause-and-effect) to persuade the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative of the Life of Frederick Douglass</b> <ul style="list-style-type: none"> <li>“The Future Is Now” (Porter)</li> <li>Growth Mindset article (Trudeau)</li> <li>“I Hear America Singing” (Whitman) &amp; “I, Too, Sing America” (Hughes)</li> <li>The Declaration of Independence</li> <li>“Star Spangled Banner” (Key) &amp; “America the Beautiful” (Bates)</li> <li>“All God’s Chillen Had Wings” (Caesar Grant)</li> <li>“What to the slave is the 4th of July” (Douglass)</li> <li>“All God’s Chillen Had Wings” (Grant)</li> <li>“Remember the Ladies” (Adams)</li> <li>Native American Authors Pack</li> <li>Time Traveler Resources Pack</li> </ul> </li> <li><b>Hemingway text set:</b> <ul style="list-style-type: none"> <li>“A Very Short Story”</li> <li>“The End of Something”</li> <li>“The Killers”</li> <li>“Hills Like White Elephants”</li> </ul> </li> <li><b>The Great Gatsby by F. Scott Fitzgerald</b> <ul style="list-style-type: none"> <li>The Wasteland excerpt by T.S. Eliot</li> </ul> </li> <li><b>Non-fiction text set:</b> <ul style="list-style-type: none"> <li>James Truslow Adams from The Epic of America</li> <li>Hemingway and Hadley</li> <li>“A Moveable Feast”</li> <li>Ernie and Agnes</li> <li>“The Legend of Zelda”</li> </ul> </li> <li><b>Harlem Renaissance text set:</b> <ul style="list-style-type: none"> <li>“In the Dark” by Langston Hughes</li> <li>“To America” by Johnson</li> <li>“We Wear the Mask” by Dunbar</li> <li>“The Negro Speaks of Rivers”</li> <li>“The Heart of a Woman” by Georgia Douglas Johnson</li> </ul> </li> <li><b>Of Mice &amp; Men (Steinbeck)</b> <ul style="list-style-type: none"> <li>“To a Mouse” (Burns)</li> <li>George &amp; Lennie in Pop Culture</li> </ul> </li> <li><b>Their Eyes Were Watching God (Hurston)</b> <ul style="list-style-type: none"> <li>Power &amp; Control, Respect Wheel</li> <li>“The Danger of the Single Story” (Adichie)</li> </ul> </li> <li><b>Justice: What’s the Right Thing to Do? Excerpts</b></li> </ul>

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## STANDARDS OF FOCUS (TO BE ASSESSED)

READING	ENGLISH	SPEAKING/LISTENING	WRITING	CONTENT
<ul style="list-style-type: none"> <li>IKI.11-12.9: Demonstrate knowledge of 18th, 19th, and early 20th Century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics.</li> </ul>	<ul style="list-style-type: none"> <li>SEC (Standard English Conventions): A focus on editing text to ensure conformity to the conventions of Standard Written English sentence structure, usage, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>C&amp;C.11-12.2: Integrate multiple sources of information presented in diverse formats and media (eg, visually, quantitatively, orally) in order to make informed decisions, solve problems, evaluating the credibility and accuracy of each source, and noting any discrepancies among the data.</li> </ul>	<ul style="list-style-type: none"> <li>W3.1.1.5R: Includes supporting ideas, explanations, examples, and facts from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and draws an effective conclusion.</li> <li>W3.1.2.5R: Appropriately uses source materials in a variety of ways (eg, directly quoting words, phrases, and sentences; paraphrasing), demonstrating an understanding of the ethics of writing.</li> </ul>	<ul style="list-style-type: none"> <li><b><i>A Raisin in the Sun (Hansberry)</i></b> <ul style="list-style-type: none"> <li>Redlining Article</li> <li>1919 Burnham Plan of Chicago (Graphic Novel)</li> </ul> </li> <li><b>Literature Circles:</b> <ul style="list-style-type: none"> <li><i>Fahrenheit 451</i> (Bradbury)</li> <li><i>One Flew Over the Cuckoo's Nest</i> (Kesey)</li> <li><i>Catcher in the Rye</i> (Salinger)</li> </ul> </li> <li><b>Selection of Beat Generation Poetry</b> <ul style="list-style-type: none"> <li>"America" Excerpt (Ginsberg)</li> <li>"Howl: Moloch" (Ginsberg)</li> <li>"Supermarket in California" (Ginsberg)</li> <li><i>On the Road</i> Excerpt (Kerouac)</li> <li><i>Junkie</i> Excerpt (Burroughs)</li> </ul> </li> <li><b><i>The Culture of Fear: Why Americans Are Afraid of the Wrong Things</i> (Glassner) - Excerpts</b></li> </ul>
<p><b><u>Essential Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Synthesis</li> <li>Paraphrase</li> <li>Theme</li> </ul>	<p><b><u>Essential Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Claim</li> <li>Evidence</li> <li>Reasoning</li> <li>Embedded Quotations</li> </ul>	<p><b><u>Essential Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Follow-up question</li> <li>Probing question</li> <li>Reliable sources/data</li> <li>Contradiction</li> <li>Qualifying statement</li> </ul>	<p><b><u>Essential Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Media Bias</a></li> <li>Bias by Omission &amp; Selection</li> <li>Story Selection &amp; Placement</li> <li>Labeling &amp; Spin</li> </ul>	<p><b><u>Essential Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>World War II society:</li> <li>Baby Boom/White Flight</li> <li>McCarthyism</li> <li>Nuclear Threat/Cold War</li> <li>Civil Rights Movement</li> <li>Redlining &amp; Discriminatory Housing Policies in Chicago</li> </ul>

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## SUMMATIVE ASSESSMENTS

READING (7 ASSESSMENTS; 10 FACTORS)	ENGLISH (6 ASSESSMENTS; 7 FACTORS)	SPEAKING/LISTENING (5 ASSESSMENTS; 7 FACTORS)	WRITING (4 ASSESSMENTS; 9 FACTORS)	CONTENT
<ul style="list-style-type: none"> <li>● <b>ARITS: Theme Quizzes</b> <ul style="list-style-type: none"> <li>○ Act One (0.5)</li> <li>○ Act Two (1.0)</li> <li>○ Act Three (1.5)</li> </ul> <i>(Students are given three to four quotes from the Act, and must synthesize the quotes to discover a common theme.)</i> </li> <li>● <b>Lit. Circle Comparison Notes (LCC Notes)</b> <ul style="list-style-type: none"> <li>○ 1st Third (0.5)</li> <li>○ 2nd Third (1.0)</li> <li>○ 3rd Third (1.5)</li> </ul> <i>(Students must keep notes on a graphic org. we provide which compares selected themes across their novel, ARITS, and our text sets.)</i> </li> <li>● <b>Semester 2 Final Exam</b> <i>(4.0, 30% of Reading Grade for S2)</i> <ul style="list-style-type: none"> <li>○ Half Content</li> <li>○ Half Skills</li> <li>○ All auto-graded by Schoology! :)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>NoRedInk</b> <ul style="list-style-type: none"> <li>○ SEC included as a row in Writing Rubrics                             <ul style="list-style-type: none"> <li>■ Justification Paper (1.0)</li> <li>■ Synthesis Paper (1.0)</li> </ul> </li> <li>○ NRI Unit #9: Claim, Evidence, Readings                             <ul style="list-style-type: none"> <li>■ Exam on NRI (1.5)</li> <li>■ Schoology Paragraph linked to ARITS (1.0)</li> </ul> </li> <li>○ NRI Unit #10: Embedding Quotations                             <ul style="list-style-type: none"> <li>■ Exam on NRI (1.5)</li> <li>■ Schoology Paragraph linked to novels (1.0)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>10 Rules Presentation</b> (3.0)</li> <li>● <b>Paideia #4</b> (1.0)             <ul style="list-style-type: none"> <li>○ <i>Culture of Fear</i> excerpt: Ch. 5, “How to Perpetuate Prejudice without really Trying”</li> </ul> </li> <li>● <b>Paideia #5</b> (1.0)             <ul style="list-style-type: none"> <li>○ <i>Culture of Fear</i> excerpt: Ch. 1, “How Fears Are Sold”</li> </ul> </li> <li>● <b>Paideia #6</b> (1.0)             <ul style="list-style-type: none"> <li>○ <i>Culture of Fear</i> excerpt: Ch. 2, “Tall Tales and Overstated Statistics”</li> </ul> </li> <li>● <b>Paideia #7</b> (1.0)             <ul style="list-style-type: none"> <li>○ <i>Culture of Fear</i> excerpt: Ch. 4, “On the Art of Misdirection”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>10 Rules to Live By: Justification Paper!</b> (3.0)</li> <li>● <b>Synthesis Source Planning Document</b> (1.5)             <ul style="list-style-type: none"> <li>○ Keep notes about the texts and sources we introduce as a way to evaluate where to get the best evidence for their paper</li> </ul> </li> <li>● <b>Synthesis Paper!</b> (3.0)             <ul style="list-style-type: none"> <li>○ Compare how different authors from the same time period addressed the topic of fear.</li> </ul> </li> <li>● <b>Update Weebly Portfolio</b> (1.5)             <ul style="list-style-type: none"> <li>○ Argument &amp; Research</li> </ul> </li> </ul>	<p><b>NOTE:</b> There are no content standards included in the final grade; however, failure to read the content will inhibit students’ ability to demonstrate mastery in all of the Graduation Outcomes.</p> <p>For example, if a response to an Exit Slip Reflection in English contains glaring content errors, a student can receive no better than an Approaches on that assessment. Even more significant, glaring content errors or fallacious inferences on Reading or Writing assessments may result in a Does Not Meet.</p>

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**ESSENTIAL QUESTIONS: WHY ARE AMERICANS SO SCARED? WHO MADE US THIS WAY, AND WHO BENEFITS FROM OUR FEAR?**

**SUB QUESTIONS: WHAT DOES THE AUTHOR WANT YOU TO BELIEVE? HOW IS THE AUTHOR TRYING TO INFLUENCE YOUR THINKING? HOW CAN WE UNCOVER BIAS IN SOURCES OF INFORMATION AND IDEAS? AT WHAT POINT DOES BIAS RENDER A SOURCE UNCREDIBLE/UNRELIABLE?**

TEXTS	MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>Justice: What’s the Right Thing to Do?</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Ethics</li> <li>Qualifying statement</li> <li>Antithesis</li> <li>Theme</li> </ul>	<p><b>April 17/18</b></p> <p><b>SWBAT:</b> create a visual representation which communicates their ideas to a specific audience (PKI.11-12.4)</p> <p><b>WORK DAY FOR 10 RULES!</b></p> <ul style="list-style-type: none"> <li>Review project assignment sheet</li> <li>Collaborate to remember tips about “unified themes”</li> </ul> <p>HW: Justification Paper due Sunday, 4/30 @ 11:59 pm</p>	<p><b>19</b></p> <p><b>SWBAT:</b> create a visual representation which communicates their ideas to a specific audience (PKI.11-12.4)</p> <p><b>WORK DAY FOR 10 RULES!</b></p> <p>HW: Justification Paper</p>	<p><b>20</b></p> <p><b>NO CLASSES</b> <b>Q3 RCPU</b></p>	<p><b>21 (7-period schedule)</b></p> <p><b>SWBAT:</b> create a visual representation which communicates their ideas to a specific audience (PKI.11-12.4)</p> <p><b>10 Rules Gallery Walk!</b></p> <ul style="list-style-type: none"> <li>Schoology Discussion with link to their project</li> </ul> <p>HW: Justification Paper</p>
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>A Raisin in the Sun (Hansberry)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>“America in the 1950s” (film clips)</li> <li>“Race: The House We Live In” (documentary excerpt)</li> <li>“How We Built the Ghettos” article</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>McCarthyism</li> <li>Nuclear Threat</li> <li>Red Scare</li> <li>Redlining</li> <li>Institutional racism</li> </ul>	<p><b>24/25</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>10 Rules Gallery Walk!</b></p> <ul style="list-style-type: none"> <li>Schoology Discussion with link to their project</li> </ul> <p><b>“America in the 1950s” (Film Clips)</b></p> <ul style="list-style-type: none"> <li>Viewing Guide: What was it like to live in the 1950s?</li> </ul> <p><b>Exit Slip: Schoology Discussion</b> (What was it like to live in the 1950s?)</p> <p>HW: Justification Paper due Sunday</p>	<p><b>26</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>A RAISIN IN THE SUN LAUNCH DAY</b></p> <ul style="list-style-type: none"> <li>Readers’ Theater: Act 1, scene 1</li> </ul> <p>HW: Justification Paper due Sunday; Read the rest of Act 1, scene 1</p>	<p><b>27/28</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>“Race: The House We Live In” (Documentary Excerpt) + “How We Built the Ghettos” (article)</b></p> <ul style="list-style-type: none"> <li>Viewing Guide &amp; Small Group Lit. Investigation</li> </ul> <p><b>Synthesis Planning Document:</b></p> <ul style="list-style-type: none"> <li>Small groups collaborate on recording key take-aways, and drawing logical inferences by synthesizing information from the two films</li> </ul> <p><b>Exit Slip: Reoccurring Google Form about EQs</b></p> <p>HW: Justification Paper due Sunday; Read Act 1, scene 2 of ARITS (Theme Quiz on Monday/Tuesday)</p>	

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<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>A Raisin in the Sun (Hansberry)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>“Harlem” (Hughes)</li> <li>Film version of ARITS</li> <li>Culture of Fear: “How to perpetuate prejudice” excerpt</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li><u>Media bias</u></li> <li>Reliable sources/data</li> <li>Contradiction</li> <li>Bias by Omission &amp; Selection</li> <li>Story Selection &amp; Placement</li> <li>Labeling &amp; Spin</li> </ul>	<p><b>May 1/2</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>ARITS THEME QUIZ #1</b></p> <p><b>Text Comparison: Hansberry v. Hughes</b></p> <ul style="list-style-type: none"> <li>Small Group Shared Reading of “Harlem”</li> <li>Annotate for themes and connections</li> <li>Share Out: Whole Class Discussion</li> </ul> <p><b>Exit Slip: Annotations from Shared Reading</b></p> <p>HW: Read Act 2, scene 1; NRI Practice (Claim, Evidence, Reasoning)</p>	<p><b>3</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>Scene Comparison:</b></p> <ul style="list-style-type: none"> <li>Act 2, scene 1</li> <li>How are Walter and Beneatha’s attitudes towards culture different?</li> </ul> <p>HW: Read Act 2, scene 2; NRI Practice</p>	<p><b>4/5</b></p> <p><b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2)</p> <p><b>Do Now: Free Write</b></p> <p><b>PAIDEIA #4: Culture of Fear Excerpt</b></p> <ul style="list-style-type: none"> <li>“How to perpetuate prejudice...”</li> <li>What does the author want you to believe? How is the author trying to influence your thinking? How can we uncover bias in sources of information and ideas? At what point does bias render a source unbelievable/unreliable?</li> <li>Why are Americans so scared? Who made us this way, and who benefits from our fear?</li> </ul> <p>HW: Read Act 2, scene 3 (Theme Quiz on Monday/Tuesday); NRI Practice</p>
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>A Raisin in the Sun (Hansberry)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>n/a</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Synthesis</li> <li>American Dream</li> <li>Claim</li> <li>Evidence</li> <li>Reasoning</li> </ul>	<p><b>8/9</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>ARITS THEME QUIZ #2</b></p> <p><b>1950s Theme Stations:</b></p> <ul style="list-style-type: none"> <li>Students travel to each station with their small group to discussion theme questions; they record their responses on their <b>Synthesis Planning Document</b></li> </ul> <p>HW: Read Act 3 (a.k.a., finish the play!) Theme Quiz on Thursday/Friday! NRI Practice</p>	<p><b>10</b></p> <p><b>SWBAT:</b> include information from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and drawing an effective conclusion (W3.1.1.5R)</p> <p><b>Do Now: Free Write</b></p> <p><b>SYNTHESIS PAPER LAUNCH DAY</b></p> <ul style="list-style-type: none"> <li>Synthesis Planning Doc</li> <li>Synthesis Graphic Org.</li> </ul> <p>HW: Reading &amp; NRI!</p>	<p><b>11/12</b> (Progress report grades due @ 5pm)</p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>ARITS THEME QUIZ #3</b></p> <p><b>NRI Exam #9: Claim, Evidence, Reasoning</b></p> <ul style="list-style-type: none"> <li><b>Schoology Exit Slip</b> (connect to ARITS)</li> </ul> <p><b>Small Group Skits:</b></p> <ul style="list-style-type: none"> <li>What would happen if Walter Younger met Jay Gatsby? Imagine their conversation about the American Dream.</li> <li>Performances!</li> </ul> <p>HW: None :)</p>

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CONTENT

TEXTS	MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>One Flew Over the Cuckoo’s Nest (Kesey)</li> <li>Fahrenheit 451 (Bradbury)</li> <li>Catcher in the Rye (Salinger)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>Brown v. Board of Ed</li> <li>Plessy v. Ferguson</li> <li>Population &amp; demographic maps</li> <li>“Howl” (Ginsberg)</li> <li>Culture of Fear: “How Fears Are Sold” excerpt</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Media bias vocab words (see page 5)</li> </ul>	<p><b>15/16</b>  <b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2)</p> <p><b>Do Now: Free Write</b></p> <p><b>PAIDEIA #5: Culture of Fear Excerpt</b></p> <ul style="list-style-type: none"> <li>“How Fears Are Sold”</li> <li>What does the author want you to believe? How is the author trying to influence your thinking? How can we uncover bias in sources of information and ideas? At what point does bias render a source uncredible/unreliable?</li> <li>Why are Americans so scared? Who made us this way, and who benefits from our fear?</li> </ul> <p>HW: None :)</p>	<p><b>17</b>  <b>SWBAT:</b> demonstrate knowledge of 18th, 19th, and early 20th Century foundational works of American Literature (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>LIT CIRCLE LAUNCH DAY!</b></p> <ul style="list-style-type: none"> <li>Which book do you want to read? (Teacher created Book Talks)</li> <li>Start Reading :)</li> </ul> <p>HW: Read 5.5% each day<sup>1</sup></p>	<p><b>18/19</b>  <b>SWBAT:</b> include information from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and drawing an effective conclusion (W3.1.1-5R); and determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>Small Group Discussion:</b> Can Separate Be Equal?</p> <ul style="list-style-type: none"> <li>SCOTUS cases and census maps</li> <li>Synthesis Planning Doc</li> </ul> <p><b>Beat Generation Intro Slide Deck:</b></p> <ul style="list-style-type: none"> <li>“Howl: Moloch” (Ginsberg); Read two times</li> <li>What are Americans so scared of in the 1950s?</li> </ul> <p>HW: Read 5.5% each day; LCC Notes #1 due on M/T</p>
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>One Flew Over the Cuckoo’s Nest (Kesey)</li> <li>Fahrenheit 451 (Bradbury)</li> <li>Catcher in the Rye (Salinger)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>“America” (Ginsberg)</li> <li>“Supermarket in California” (Ginsberg)</li> <li>Whitman &amp; Hughes “Singing” poems</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Embedded quotation</li> <li>Paraphrase</li> </ul>	<p><b>22/23</b>  <b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2), and determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>LCC Notes Due/Lit Circle Meeting #1</b></p> <ul style="list-style-type: none"> <li>Synthesis Planning Doc &amp; Lit Circle Protocol</li> </ul> <p><b>Improv Games: Characters at a Party</b></p> <ul style="list-style-type: none"> <li>Students playing Holden, Chief, and Montag are all at the same party...</li> </ul> <p>HW: Read 5.5% each day</p>	<p><b>24</b>  <b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>Read “America” (Ginsberg)</b></p> <ul style="list-style-type: none"> <li>What is Ginsberg afraid of?</li> <li>Who does he blame for his fear?</li> </ul> <p>HW: Read 5.5% each day</p>	<p><b>25/26</b>  <b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9); and appropriately uses source materials in a variety of ways (W3.1.2-5R: A)</p> <p><b>Do Now: Free Write</b></p> <p><b>Read “Supermarket in California” (Ginsberg)</b></p> <ul style="list-style-type: none"> <li>Synthesis Planning Doc: Ginsberg’s America (w/ Whitman &amp; Hughes review)</li> <li>Schoology Paragraph: What would Holden, Chief, or Montag think about Ginsberg’s view of America? Would they agree? disagree? Why?</li> </ul> <p>HW: Read 5.5% each day; LCC Notes #2 due on Tuesday</p>

<sup>1</sup> Between the date we start our novels and the date we finish our novels, there are 18 days. So that means you should read 5.55% of your novel each day to finish on time!



# “...THE IMPRESSION I GET FROM THE TELEVISION SET...”

**READING (CCSS)**

**ENGLISH (CRS)**

**SPEAKING/LISTENING (CCSS)**

**WRITING (CB)**

**CONTENT**

TEXTS	MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>One Flew Over the Cuckoo’s Nest (Kesey)</li> <li>Fahrenheit 451 (Bradbury)</li> <li>Catcher in the Rye (Salinger)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li><i>On the Road</i> excerpt (Kerouac)</li> <li><i>Culture of Fear</i> excerpt (“Tall Tales &amp; Overstated Statistics”)</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Synthesis</li> <li>Theme</li> <li><u>Media bias</u> vocab</li> </ul>	<p><b>29</b></p> <p><b>NO SCHOOL Memorial Day</b></p>	<p><b>30</b> (7-period Assembly schedule for the Talent Show)</p> <p><b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2), and determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>LCC Notes Due/Lit Circle Meeting #2</b></p> <ul style="list-style-type: none"> <li>Synthesis Planning Doc &amp; Lit Circle Protocol</li> </ul> <p>HW: Read 5.5% each day; NRI Practice</p>	<p><b>31</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>Read On the Road excerpt</b></p> <ul style="list-style-type: none"> <li>Actively Learn Guided Reading (synthesis and theme questions)</li> </ul> <p>HW: Read 5.5% each day; NRI Practice</p>	<p><b>June 1/2</b></p> <p><b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2)</p> <p><b>Do Now: Free Write</b></p> <p><b>REACH PERFORMANCE TASK (45 minutes)</b></p> <p><b>PAIDEIA #6: Culture of Fear Excerpt</b></p> <ul style="list-style-type: none"> <li>“Tall Tales &amp; Overstated Statistics”</li> <li>Schoolology Discussion</li> <li>What does the author want you to believe? How is the author trying to influence your thinking? How can we uncover bias in sources of information and ideas? At what point does bias render a source unbelievable/unreliable?</li> <li>Why are Americans so scared? Who made us this way, and who benefits from our fear?</li> </ul> <p>HW: Finish your novel! LCC Notes #3 due on Mon./Tues.; NRI Practice</p>
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>One Flew Over the Cuckoo’s Nest (Kesey)</li> <li>Fahrenheit 451 (Bradbury)</li> <li>Catcher in the Rye (Salinger)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>Examples of Burroughs cut-ups</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Embedded quotations</li> <li>Synthesis</li> <li>Theme</li> </ul>	<p><b>5/6</b></p> <p><b>SWBAT:</b> integrate multiple sources of information presented in diverse formats and media... (C&amp;C.11-12.2), and determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>LCC Notes Due/Lit Circle Meeting #3</b></p> <ul style="list-style-type: none"> <li>Synthesis Planning Doc</li> <li>Lit Circle Protocol</li> </ul> <p><b>Review Synthesis Paper</b></p> <ul style="list-style-type: none"> <li>In-class work time with Synthesis Planning Doc, graphic organizer, outline, and rubric</li> </ul> <p>HW: Synthesis Paper due Sunday @ 11:59 pm; NRI</p>	<p><b>7</b> (last day of senior classes)</p> <p><b>SWBAT:</b> include information from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and draws an effective conclusion (W3.1.1.5R); and appropriately use source materials in a variety of ways (W3.1.2.5R)</p> <p><b>ESSAY WORK DAY!</b></p> <p>HW: Synthesis Paper due Sunday @ 11:59 pm; NRI</p>	<p><b>8/9 (Senior Final Exams)</b></p> <p><b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKI.11-12.9)</p> <p><b>Do Now: Free Write</b></p> <p><b>NRI Exam #10: Embedding Quotations</b></p> <ul style="list-style-type: none"> <li><b>Schoolology Exit Slip</b> (connect to Lit Circle)</li> </ul> <p><b>Burroughs: Cut-Ups</b></p> <ul style="list-style-type: none"> <li>Examples and discussion: what is Burroughs rebelling against?</li> <li>Create your own cut up using excerpts from our three novels!</li> <li>Share the cut-ups: what new information “leaked out” of your cut-ups?</li> </ul> <p>HW: Synthesis Paper due Sunday @ 11:59 pm</p>	

# “...THE IMPRESSION I GET FROM THE TELEVISION SET...”

**READING (CCSS)**

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**CONTENT**

TEXTS	MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
<p><b>ANCHOR TEXT:</b></p> <ul style="list-style-type: none"> <li>One Flew Over the Cuckoo’s Nest (Kesey)</li> <li>Fahrenheit 451 (Bradbury)</li> <li>Catcher in the Rye (Salinger)</li> </ul> <p><b>TEXT SET ITEMS:</b></p> <ul style="list-style-type: none"> <li>Culture of Fear excerpt (“On the Art of Misdirection”)</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li><u>Media Bias vocab</u></li> </ul>	<p><b>12/13</b>  <b>SWBAT:</b> determine how two or more texts from the same period treat similar themes or topics (IKL.11-12.9)</p> <p><b>Do Now: Read over your Journal; then Free Write for the last time! You can keep your Journals :)</b></p> <p><b>PAIDEIA #7: Culture of Fear excerpt</b></p> <ul style="list-style-type: none"> <li>“On the Art of Misdirection” <ul style="list-style-type: none"> <li>What does the author want you to believe? How is the author trying to influence your thinking? How can we uncover bias in sources of information and ideas? At what point does bias render a source uncredible/unreliable?</li> <li>Why are Americans so scared? Who made us this way, and who benefits from our fear?</li> </ul> </li> </ul> <p>HW: Study for our Final! (Study Guide)</p>	<p><b>14 (Graduation @ 6pm)</b>  <b>LAST DAY OF CLASS!</b></p> <p><b>WEEBLY UPDATES (Lit. Analysis and Research)</b></p> <p>HW: Study for our Final!</p>	<p><b>15/16 (S2 Final Exams: 1-3 Th.; 5-6 Fri.)</b></p> <p><b>NO CLASSES: FINAL EXAMS</b></p>
	<p><b>19 (S2 Final Exams: BB/GB)</b></p> <p><b>NO CLASSES: FINAL EXAMS</b></p>	<p><b>20 (Make-Up Finals)</b>  7-period Schedule</p> <p><b>BOOK AWARDS</b></p> <p><i>Final Grades Due!</i></p>	<p><b>21-23</b></p> <p><b>FURLOUGH DAYS</b></p>