	Monday	Tuesday	Wednesday	Thursday	Friday
English 11					

		1		1
Demonstrate knowledge	Cite strong and thorough	Analyze how an author's	Determine the meaning	Analyze the impact of
of twentieth- and twenty-	textual evidence to	choices concerning how	of words and phrases as	the author's choices
	support analysis of what	to structure specific	they are used in the text,	regarding how to
works of American		parts of a text (e.g., the	including figurative and	develop and relate
literature, including how	well as inferences drawn	choice of where to begin	connotative meanings;	elements of a story or
two or more texts from	from the text, including	or end a story, the	analyze the impact of	drama (e.g., where a
the same period treat	determining where the	choice to provide a	specific word choices on	story is set, how the
similar themes or topics.	text leaves matters	comedic or tragic	meaning and tone,	action is ordered, how
[RL.11-12.9] Determine	uncertain. [RL.11-12.1]	resolution) contribute to	including words with	the characters are
the meaning of words	Analyze the impact of	its overall structure and	multiple meanings or	introduced and
and phrases as they are	the author's choices	meaning as well as its	language that is	developed). [RL.11-12.3
used in the text,	regarding how to	aesthetic impact. [RL.	particularly fresh,	Determine the meaning
including figurative and	develop and relate	11-12.5] Analyze a case	engaging, or beautiful.	of words and phrases as
connotative meanings;	elements of a story or	in which grasping point	(Include Shakespeare as	•
analyze the impact of	drama (e.g., where a	of view requires	well as other authors.)	including figurative and
specific word choices on	story is set, how the	distinguishing what is	[RL.11-12.4] Analyze	connotative meanings;
meaning and tone,	action is ordered, how	directly stated in a text	how an author's choices	analyze the impact of
including words with	the characters are	from what is really	concerning how to	specific word choices or
multiple meanings or	introduced and	meant (e.g., satire,	structure specific parts	meaning and tone,
language that is	developed). [RL.11-	sarcasm, irony, or	of a text (e.g., the choice	including words with
particularly fresh,	12.3] Demonstrate	understatement). [RL.	of where to begin or end	multiple meanings or
engaging, or beautiful.	knowledge of twentieth-	11-12.6] Identify and	a story, the choice to	language that is
(Include Shakespeare as	and twenty-first-century	correctly use patterns of	provide a comedic or	particularly fresh,
well as other authors.)	foundational works of	word changes that	tragic resolution)	engaging, or beautiful.
[RL.11-12.4]	American literature,	indicate different	contribute to its overall	(Include Shakespeare a
	including how two or	meanings or parts of	structure and meaning	well as other authors.)
	more texts from the	speech (e.g., conceive,	as well as its aesthetic	[RL.11-12.4]
	same period treat similar	conception,	impact. [RL.11-12.5]	Demonstrate knowledge
	themes or topics. [RL.	conceivable). [L.11-12.4	Vary syntax for effect,	of twentieth- and twenty
	11-12.9] a. Use context	b] Develop the topic	consulting references (e.	first-century foundationa
	(e.g., the overall	thoroughly by selecting	g., Tufte's Artful	works of American
	meaning of a sentence,	the most significant and	Sentences: Syntax as	literature, including how
	paragraph, or text; a	relevant facts, extended	Style) for guidance as	two or more texts from
	word's position or	definitions, concrete	needed; apply an	the same period treat
	function in a sentence)			
	,	details, quotations, or	understanding of syntax	similar themes or topics
	as a clue to the meaning	other information and	to the study of complex	[RL.11-12.9] Vary synta:
	of a word or phrase. [L.	examples appropriate to	texts when reading. [L.	for effect, consulting
	11-12.4a] Cite strong	the audience's	11-12.3a] Demonstrate	references (e.g., Tufte's
	and thorough textual	knowledge of the topic.	understanding of	Artful Sentences:
	evidence to support	[W.11-12.2b]	figurative language,	Syntax as Style) for
	analysis of what the text		word relationships, and	guidance as needed;
	says explicitly as well as		nuances in word	apply an understanding
	inferences drawn from		meanings. [L.11-12.5]	of syntax to the study of
	the text, including			complex texts when
	determining where the			reading. [L.11-12.3a]
	text leaves matters			
	uncertain. [RI.11-12.1]			
	Cite strong and thorough			
	textual evidence to			
	support analysis of what			1

	ACT Language Practice Vocab Study	ACT Language Practice	ACT Language Practice	"Winter Dreams" Test Discuss style and e.e. cummings	Vocab Test Poetry Quiz
Before	Begin reading "Winter	Of Mice and Men Quiz	Read "The Unknown	Read cummings poems	Review the elements of
	Dreams" - emphasizing character and characterization	Chapter 4	Citizen"	groups paraphrase stanzas from the poems	short stories Complete "Before You Read" on Hemingway
During					
	Complete graphic organizers on character and characterization.	Read primary sources "Migrant Mother" and "Dust Bowl Blues"	Write a paragraph that describes the political nature this poem describes	Compare paraphrase stanzas with other groups' work	Background on Hemingway
After					
Desired Outcome	Students will be able to recognized character types and direct and indirect characterization. Students will understand how the story reflects society in the 1920s.	Students will be able to recognized character types and direct and indirect characterization. Students will understand how the story reflects society in the 1920s.	Students will understand how the poem reflects society.	Students will be able to read and evaluate poems that have unique styles.	Students will understand the elements of short stories
	graphic organizers	Teacher Observation	Paragraphs about the political nature in "The Unknown Citizen"	Paraphased poems	teacher observation
Formative/ Summative Assessment					

		How does literature reflect society?	How does literature reflect society?	What makes American literature American?
Higher Order Question				
Homework:	Read OMM Chapter 4			