

English 11	Monday	Tuesday	Wednesday	Thursday	Friday

<p><b>ACCRS</b></p>		<p>Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. [RL.11-12.7]</p>	<p>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. [RL.11-12.5] Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6] Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4b] Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] 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. [RL.11-12.5] Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]</p>	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b] Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]</p>
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<b>Before</b>		ACT Practice Vocab lesson 5	ACT Practice	ACT Practice	Demonstrate formatting of MLA Bibliography
<b>During</b>		Use AVL to conduct research on "The American Dream"	Use AVL to conduct research on "The American Dream"	Final Test on <i>Of Mice and Men</i>	Students will begin typing bibliographies
<b>After</b>		Share sources with groups	Share sources with groups	Use AVL to conduct research on "The American Dream"	
<b>Desired Outcome</b>		Students will understand how the novel reflects society.	Students will be able to intrepret poems with varied styles and syntax	Students will understand how the novel reflects society.	Students will be familiar with MLA format
<b>Formative/ Summative Assessment</b>		research paper/notecards	research paper/notecards	Final Test	bibliographies

<b>Higher Order Question</b>		How does literature reflect society?	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?
<b>Homework:</b>	Final <i>Of Mice and Men</i> Test Thursday				
	Vocab Test on Group 5 words Friday				