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English 11: Alignment Table

Semester	A Unit 1	A Unit 2	A Unit 3	A Unit 4	A Unit 5	A Unit 6	A Unit 7	A Unit 8	B Unit 1	B Unit 2	B Unit 3	B Unit 4	B Unit 5	B Unit 6	B Unit 7	B Unit 8
11/12.RC-TC. 1	x			x			x	x	x						x	x
11/12.RC-V.2	x			x	x	x	x	x	x		x	x	x		x	x
11/12.RC-TE. 3	x	x	x		x	x	x			x	x	x			x	x
11/12.RC-RF. 4													x		x	
11/12.RC-L.5 a		x		x		x		x							x	x
11/12.RC-L.5 b	x	x	x	x	x	x	x	x	x	x	x	x		x	x	
11/12.RC-L.5 c		x		x			x	x						x	x	
11/12.RC-L.5 d			x	x		x		x	x	x				x		x
11/12.RC-L.5 e									x							x
11/12.RC-NF. 6a	x	x		x								x		x		
11/12.RC-NF. 6b					x			x	x		x			x		
11/12.RC-NF. 6c		x		x			x			x	x	x	x			
11/12.RC-NF. 6d					x			x			x					
11/12.RC-NF. 6e			x	x		x					x	x				
11/12.VD-WB. 1a	x				x						x			x		

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11/12.ODC-O C.3			x										x			x
11/12.ODC-O C.4								x					x			
11/12.ODC-D C.5							x					x				
11/12.ODC-D C.6						x						x				
11/12.ODC-D C.7																x
11/12.ODC-D C.8			x					x					x			x
11/12.GC-GU. 1a													x			
11/12.GC-GU. 1b		x														
11/12.GC-GU. 1c	x	x										x				
11/12.GC-GU. 1d								x								
11/12.GC-GU. 1e													x			
11/12.GC-M.2												x				
11/12.GC-M.2 a	x	x														
11/12.GC-M.3																x

*All standards will be covered in the year-long course (Eng. 11A and Eng. 11B)

English 11A: Course Map

Unit 1: Identity and Self-Discovery

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. • 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-NF.6a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. • 11/12.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	• CO 1: evaluate how authors draw on aspects of the human experience to develop literary texts. • CO 2: analyze how authors use theme to develop characters. • CO 3: compare and contrast key themes and characters in a text by integrating and citing strong and thorough textual evidence to support their analysis.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

• 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.VD-WB.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase. • 11/12.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • 11/12.GC-M.2a Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings). • 11/12.GC-GU.1c Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.		
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Lesson 1: Introduction to Identity and Self-Discovery	Instructional Tools within Lesson	Assessments
• LO 1: identify components of identity. ◦ correlation: 11/12.VD-AV.3 • LO 2: define self-discovery. ◦ correlation: 11/12.VD-AV.3 • LO 3: explain how Erik Erikson's Stages of Development relate to the concept of self-discovery. ◦ correlation: 11/12.RC-V.2 • LO 4: analyze how an author depicts the human experience of self-discovery or the search for identity by applying psychological theories. ◦ correlation: 11/12.RC-L.5b, 11/12.RC-TE.3	• LO 1: Classification ▾ What is Identity? Pg • LO 2: Self-Check ▾ Stage 5 and 6 Pg • LO 3: Self-Check ▾ Stage 5 and 6 Pg • LO 4: Quiz ▾ Knowledge Check: Identity and Self-Discovery Pg	• LO 1: Discussion Board ▾ U1D1: Identity and Self-Discovery in Pop Culture • LO 2: Discussion Board ▾ U1D1: Identity and Self-Discovery in Pop Culture • LO 3: Discussion Board ▾ U1D1: Identity and Self-Discovery in Pop Culture • LO 4: Discussion Board ▾ U1D1: Identity and Self-Discovery in Pop Culture
Lesson 2: Nonfiction and the Human Experience as Central Theme	Instructional Tools within Lesson	Assessments

• LO 1: identify the characteristics of nonfiction. ◦ correlation: 11/12.VD-AV.3 • LO 2: explain how nonfiction authors develop central ideas (theme). ◦ correlation: 11/12.RC-TC.1, 11/12.RC-NF.6a, 11/12.RC-V.2 • LO 3: analyze how Emerson and Obama develop the central idea for their respective texts. ◦ correlation: 11/12.RC-NF.6a, 11/12.RC-TE.3, 11/12.W-RW.1 • LO 4: compare Emerson's and Obama's perspectives on the importance of identity and self-discovery. ◦ correlation: 11/12.RC-NF.6a, 11/12.RC-TE.3, 11/12.W-RW.1	• LO 1: Matching ▾ What is Nonfiction? Pg • LO 2: Self-Check ▾ Developing Central Ideas in Nonfiction Pg • LO 3: Quiz ▾ Knowledge Check: Self-Reliance Pg and Knowledge Check: Becoming Pg • LO 4: Categorization ▾ Drawing Comparisons Pg	• LO 1: Lesson Interactive ▾ What is Nonfiction? Pg • LO 2: Lesson Interactive ▾ Developing Central Ideas in Nonfiction Pg • LO 3: Assignment ▾ U1A1: Letter from Ralph to Michelle • LO 4: Assignment ▾ U1A1: Letter from Ralph to Michelle
Lesson 3: Author's Use of Theme to Develop Characters	Instructional Tools within Lesson	Assessments
• LO 1: define different types of characters. ◦ correlation: 11/12.RC-L.5b • LO 2: differentiate between flat, round, static, and dynamic characters in a given literary work, providing textual evidence to support your classifications. ◦ correlation: 11/12.RC-TC.1, 11/12.RC-V.2, 11/12.RC-TE.3 • LO 3: use context clues to determine the meaning of unfamiliar words in "Everyday Use." ◦ correlation: 11/12.VD-WB.1a, 11/12.VD-WB.1d • LO 4: evaluate how Alice Walker draws on concepts and components of identity to develop characters in "Everyday Use." ◦ correlation: 11/12.RC-L.5b	• LO 1: Categorization ▾ Types of Characters and Their Purpose Pg • LO 2: Self-Check ▾ Practice: Recognizing Types of Characters in a Story Pg • LO 3: Quiz ▾ Vocabulary Preview Using Context Clues Pg • LO 4: Quiz ▾ Knowledge Check: Comprehension Pg	• LO 1: Lesson Interactive ▾ Types of Characters and Their Purpose Pg • LO 2: Assignment ▾ U1A2: Types of Character Chart: "Everyday Use" and U1A3: Whole-to-Whole Comparison and Contrast Paragraph Outline • LO 3: Quiz ▾ Vocabulary Preview Using Context Clues Pg • LO 4: Assignment ▾ U1A2: Types of Character Chart: "Everyday Use" and U1A3: Whole-to-Whole Comparison and Contrast Paragraph Outline
Lesson 4: Writing Workshop: Comparison and Contrast	Instructional Tools within Lesson	Assessments
• LO 1: describe elements of comparison and contrast writing.	• LO 1: Self-Check ▾	• LO 1: Assignment ▾

○ correlation: 11/12.VD-AV.3 ● LO 2: outline a whole-to-whole comparison/contrast paragraph. ○ correlation: 11/12.W-RW.6, 11/12.GC-M.2a, 11/12.RC-TE.3 ● LO 3: develop parenthetical and in-text citations. ○ correlation: 11/12.GC-GU.1c ● LO 4: construct a complete whole-to-whole comparison/contrast paragraph. ○ correlation: 11/12.W-RW.6, 11/12.RC-TE.3	Exploring Examples: Point-by-Point Method Pg and Exploring Examples: Whole-to-Whole Pg ● LO 2: Cloze Block ▾ Outlining a Comparison and Contrast Paragraph Pg ● LO 3: Self-Check ▾ What Should I Do if I Don't Have a Page Number? Pg ● LO 4: Writing Obj - No interactive ▾	U1A3: Whole-to-Whole Comparison and Contrast Paragraph Outline ● LO 2: Assignment ▾ U1A3: Whole-to-Whole Comparison and Contrast Paragraph Outline ● LO 3: Assessment ▾ U1T1: Unit 1 Project - Comparison Paragraph ● LO 4: Assessment ▾ U1T1: Unit 1 Project - Comparison Paragraph
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Unit 2: The American Dream

Idaho Standards	Course Objectives	Teaching Strategies
● 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. ● 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. ● 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete	● CO 1: explain how fiction and/or nonfiction writers use various rhetorical strategies (e.g., symbolism, rhetorical questions, appeals, etc.) to convey theme and/or central ideas. ● CO 2: use textual evidence to compare texts that express similar central ideas or themes. ● CO 3: create a Works Cited that cites at least two texts.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

the task. • 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. • 11/12.RC-NF.6a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging. • 11/12.VD-WB.2d Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.GC-GU.1b Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures. • 11/12.GC-GU.1c Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type. • 11/12.GC-M.2a Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).		
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Lesson 1: Introduction to the American Dream	Instructional Tools within Lesson	Assessments
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• LO 1: identify aspects of the “American Dream.” ◦ correlation: 11/12.VD-AV.3 • LO 2: explain whether the concept of the American Dream is still relevant. ◦ correlation: 11/12.VD-AV.3, 11/12.ODC-OC.1	• LO 1: Quiz ▾ Defining the American Dream Pg • LO 2: Self-Check ▾ Analyzing Individual Perspectives of the American Dream Pg	• LO 1: Discussion Board ▾ U2D1: Is the American Dream Still Relevant/Attainable? • LO 2: Discussion Board ▾ U2D1: Is the American Dream Still Relevant/Attainable?
Lesson 2: The American Dream in Nonfiction	Instructional Tools within Lesson	Assessments
• LO 1: identify common rhetorical strategies used by nonfiction authors. ◦ correlation: 11/12.RC-NF.6c • LO 2: describe how Ehrenreich and Myatt use rhetorical strategies in their respective texts. ◦ correlation: 11/12.RC-NF.6a • LO 3: explain how Ehrenreich and Myatt use word choice to enhance their use of rhetorical strategies. ◦ correlation: 11/12.VD-WB.2d • LO 4: explain how Ehrenreich and Myatt develop their central ideas related to the American Dream in their respective texts. ◦ correlation: 11/12.RC-NF.6a	• LO 1: Self-Check ▾ Knowledge Check: “Nickel and Dimed” Pg and Knowledge Check: “Life Isn’t Fair—Deal With It” Pg • LO 2: Self-Check ▾ Knowledge Check: “Nickel and Dimed” Pg and Knowledge Check: “Life Isn’t Fair—Deal With It” Pg • LO 3: Quiz ▾ Why Are Word Choice and Connotation Important Tools for Authors? Pg • LO 4: Self-Check ▾ Knowledge Check: “Nickel and Dimed” Pg and Knowledge Check: “Life Isn’t Fair—Deal With It” Pg	• LO 1: Quiz ▾ U2A1: Rhetorical Strategies, Word Choice, and The American Dream Quiz • LO 2: Quiz ▾ U2A1: Rhetorical Strategies, Word Choice, and The American Dream Quiz • LO 3: Quiz ▾ U2A1: Rhetorical Strategies, Word Choice, and The American Dream Quiz • LO 4: Quiz ▾ U2A1: Rhetorical Strategies, Word Choice, and The American Dream Quiz
Lesson 3: The American Dream in Fiction	Instructional Tools within Lesson	Assessments
• LO 1: describe how Fitzgerald and Chopin use direct and indirect characterization. ◦ correlation: 11/12.RC-L.5b • LO 2: identify key symbols in F. Scott Fitzgerald's "Winter Dreams" and Chopin's "A Pair of Silk Stockings." ◦ correlation: 11/12.RC-L.5c	• LO 1: Quiz ▾ Lesson Knowledge Check: “Winter’s Dream” Pg and Lesson Knowledge Check: “A Pair of Silk Stockings” Pg	• LO 1: Assignment ▾ U2A2: Comparison and Contrast Chart: “Winter Dreams” and “A Pair of Silk Stockings” and U2A3: Point-By-Point

- LO 3: explain how symbols contribute to the themes of ambition, desire, and/or disillusionment in Fitzgerald’s “Winter Dreams” and Chopin’s “A Pair of Silk Stockings.” - correlation: 11/12.RC-TE.3, 11/12.RC-L.5a	- LO 2: Self-Check ▾ Lesson Knowledge Check: “Winter’s Dream” Pg and Lesson Knowledge Check: “A Pair of Silk Stockings” Pg - LO 3: Self-Check ▾ Lesson Knowledge Check: “Winter’s Dream” Pg and Lesson Knowledge Check: “A Pair of Silk Stockings” Pg	Comparison and Contrast Paragraph Outline - LO 2: Assignment ▾ U2A2: Comparison and Contrast Chart: “Winter Dreams” and “A Pair of Silk Stockings” - LO 3: Assignment ▾ U2A2: Comparison and Contrast Chart: “Winter Dreams” and “A Pair of Silk Stockings” and U2A3: Point-By-Point Comparison and Contrast Paragraph Outline
Lesson 4: Writing Workshop: Comparison and Contrast Paragraphs	Instructional Tools within Lesson	Assessments
- LO 1: recall elements of comparison and contrast writing. - correlation: 11/12.VD-AV.3 - LO 2: draft a point-by-point comparison and contrast outline. - correlation: 11/12.RC-TE.3, 11/12.W-RW.6, 11/12.GC-M.2a - LO 3: identify compound and compound-complex sentences. - correlation: 11/12.GC-GU.1b - LO 4: create compound and compound-complex sentences. - correlation: 11/12.GC-GU.1b - LO 5: create Works Cited using MLA format. - correlation: 11/12.GC-GU.1c - LO 6: construct a complete point-by-point comparison/contrast paragraph. - correlation: 11/12.RC-TE.3, 11/12.W-RW.6	- LO 1: Matching ▾ Lesson Activation Pg Quiz ▾ Characteristics of Comparison and Contrast Paragraphs Pg - LO 2: Cloze Block ▾ Knowledge Check: Outline Pg - LO 3: Quiz ▾ What is a Compound Sentence? Pg Categorization ▾ What is a Compound-Complex Sentence? Pg - LO 4: Short Answer ▾ What is a Compound Sentence? Pg and What is a Compound-Complex Sentence? Pg	- LO 1: Assignment ▾ U2A3: Point-By-Point Comparison and Contrast Paragraph Outline - LO 2: Assignment ▾ U2A3: Point-By-Point Comparison and Contrast Paragraph Outline - LO 3: Lesson Interactive ▾ What is a Compound Sentence? Pg and What is a Compound-Complex Sentence? Pg - LO 4: Lesson Interactive ▾ What is a Compound Sentence? Pg and What is a Compound-Complex Sentence? Pg - LO 5: Assessment ▾ U2T1: Unit 2 Project - Comparison Paragraph

	- LO 5: Matching ▾ Creating a Works Cited Pg - LO 6: Writing Obj. - No Interact... ▾	LO 6: Assessment ▾ U2T1: Unit 2 Project - Comparison Paragraph
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Unit 3: Social Class and Opportunity

Idaho Standards	Course Objectives	Teaching Strategies
11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. 11/12.RC-NF.6e Evaluate the premises and purposes in works of public advocacy. 11/12.ODC-OC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 11/12.ODC-DC.8 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 11/12.RS-DR.2 Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.	- CO 1: explain how point of view contributes to an author's purpose for writing. - CO 2: research to build knowledge about an author and the time period in which they wrote. - CO 3: explain how authors draw on personal experiences to develop literary works. - CO 4: present research findings in a multimedia presentation.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

Lesson 1: Introduction to Social Class and Opportunity	Instructional Tools within Lesson	Assessments
• LO 1: identify different social classes. ◦ correlation: 11/12.VD-AV.3 • LO 2: define author's purpose. ◦ correlation: 11/12.VD-AV.3 • LO 3: determine an author's purpose. ◦ correlation: 11/12.RC-L.5d, 11/12.ODC-OC.3 • LO 4: summarize Kennedy's and Sloan's perspectives on the Space Race. ◦ correlation: 11/12.RC-L.5d, 11/12.RC-NF.6e	• LO 1: Quiz ▾ Social Class and Opportunity as a Source of Inspiration Pg • LO 2: Quiz ▾ Knowledge Check: Author's Purpose Pg • LO 3: Quiz ▾ Knowledge Check: Author's Purpose Pg and Exploring Author's Purpose and Audience Awareness in P.F. Sloan's "Eve of Destruction" Pg • LO 4: Quiz ▾ Exploring Author's Purpose and Audience Awareness in JFK's New Frontier Speech Pg	• LO 1: Quiz ▾ Social Class and Opportunity as a Source of Inspiration Pg • LO 2: Quiz ▾ Knowledge Check: Author's Purpose Pg • LO 3: Quiz ▾ Knowledge Check: Author's Purpose Pg and Exploring Author's Purpose and Audience Awareness in P.F. Sloan's "Eve of Destruction" Pg • LO 4: Assignment ▾ U3A1: Two-Voice Poem
Lesson 2: Author's Point of View in Nonfiction	Instructional Tools within Lesson	Assessments
• LO 1: identify point of view in nonfiction. ◦ correlation: 11/12.VD-AV.3, 11/12.ODC-OC.3 • LO 2: identify bias. ◦ correlation: 11/12.ODC-OC.3 • LO 3: analyze rhetorical strategies to determine an author's point of view. ◦ correlation: 11/12.ODC-OC.3, 11/12.RC-NF.6e • LO 4: explain an author's point of view by their use of rhetoric, tone/word choice, and/or bias in a specific text. ◦ correlation: 11/12.ODC-OC.3, 11/12.RC-NF.6e	• LO 1: Quiz ▾ Practice Your Skills: Analyzing Point of View Pg • LO 2: Quiz ▾ Practice Your Skills: Analyzing Point of View Pg • LO 3: Graphic Organizer ▾ Independent Practice: Analyzing Point of View Pg • LO 4: Graphic Organizer ▾ Independent Practice: Analyzing Point of View Pg	• LO 1: Quiz ▾ U3A2: Author's Point of View Quiz • LO 2: Quiz ▾ U3A2: Author's Point of View Quiz • LO 3: Quiz ▾ U3A2: Author's Point of View Quiz • LO 4: Quiz ▾ U3A2: Author's Point of View Quiz
Lesson 3: Point of View and Plot in Fiction	Instructional Tools within Lesson	Assessments

• LO 1: explain how authors' perspectives are influenced by the political and intellectual climate of their time. ◦ correlation: 11/12.RC-L.5d, 11/12.RS-DR.2 • LO 2: define point of view in fiction. ◦ correlation: 11/12.VD-AV.3 • LO 3: identify different types of narration and when/why they might be used. ◦ correlation: 11/12.RC-L.5b • LO 4: analyze how authors use plot structure. ◦ correlation: 11/12.RC-L.5b	• LO 1: Self-Check ▾ Knowledge Check: Internet Scavenger Hunt Pg • LO 2: Quiz ▾ Author's Point of View in Fiction Pg • LO 3: Quiz ▾ Point of View in Alice Walker's "Everyday Use" Pg Self-Check ▾ Independent Practice: Analyzing Point of View "Winter Dreams" and Independent Practice: Analyzing Point of View "A Pair of Silk Stockings" Pg • LO 4: Classification ▾ Knowledge Check: Elements of Plot Pg	• LO 1: Assignment ▾ U3A4: Planning a Research Presentation • LO 2: Assignment ▾ U3A3: Alternate Ending • LO 3: Assignment ▾ U3A3: Alternate Ending • LO 4: Assignment ▾ U3A3: Alternate Ending
Lesson 4: Researching Authors and Their Time Periods	Instructional Tools within Lesson	Assessments
• LO 1: conduct biographical research. ◦ correlation: 11/12.RS-DR.2 • LO 2: conduct research on historical periods including their political, economic, cultural, and societal climates. ◦ correlation: 11/12.RS-DR.2 • LO 3: cite aspects that reflect authors or their time periods in their writing. ◦ correlation: 11/12.RC-TE.3, 11/12.RS-DR.2 • LO 4: create engaging presentations. ◦ correlation: 11/12.ODC-DC.8	• LO 1: Quiz ▾ Knowledge Check: Biological Research Pg • LO 2: Quiz ▾ Knowledge Check: Biological Research Pg • LO 3: Quiz ▾ Knowledge Check: Biological Research Pg • LO 4: Quiz ▾ Knowledge Check: Engaging Presentation Pg	• LO 1: Assignment ▾ U3A4: Planning a Research Presentation • LO 2: Assignment ▾ U3A4: Planning a Research Presentation • LO 3: Assignment ▾ U3A4: Planning a Research Presentation • LO 4: Assignment ▾ U3A4: Planning a Research Presentation

Unit 4: Freedom and Independence

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. • 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-NF.6a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s)	• CO 1: explain how a specific theme is present in multiple texts and/or genres. • CO 2: apply knowledge of literary and/or poetic devices when analyzing an author's message. • CO 3: describe how historical or societal context is reflected in a text.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging. • 11/12.RC-NF.6e Evaluate the premises and purposes in works of public advocacy. • 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band.		
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Lesson 1: Introduction to Freedom and Independence	Instructional Tools within Lesson	Assessments
• LO 1: describe the different ways the themes of freedom and independence can be defined. ◦ correlation: 11/12.VD-AV3, 11/12.ODC-OC • LO 2: explain how themes of freedom and independence in literature are intertwined with different historical contexts. ◦ correlation: 11/12.RC.L.5d, 11/12.RC.NF.6e, 11/12.ODC-OC1	• LO 1: Matching ▾ What Are Freedom and Independence? Pg • LO 2: Self-Check ▾ Historical and Literary Contexts of Freedom and Independence Pg	• LO 1: Discussion Board ▾ U4D1: Connecting Historical and Modern Perspectives: Analyzing Themes of Freedom and Independence • LO 2: Discussion Board ▾ U4D1: Connecting Historical and Modern Perspectives: Analyzing Themes of Freedom and Independence
Lesson 2: Civil Disobedience and Its Relationship to Freedom and Independence	Instructional Tools within Lesson	Assessments
• LO 1: explain civil disobedience and its history. ◦ correlation: 11/12.VD-AV.3 • LO 2: identify repetition, rhetorical questions, and allusions and their effect in various texts. ◦ correlation: 11/12.RC-NF.6c • LO 3: identify shared perspectives in the writings of Thoreau and MLK. ◦ correlation: 11/12.RC-L.5d, 11/12.RC-NF.6a	• LO 1: Quiz ▾ Knowledge Check: Civil Disobedience Pg • LO 2: Quiz ▾ Rhetorical Strategies: Repetition, Rhetorical Questions, and Allusions Pg Self-Check ▾ Knowledge Check: Analyzing “Civil	• LO 1: Assignment ▾ U4A1: Comparing Thoreau and MLK through Infographics • LO 2: Assignment ▾ U4A1: Comparing Thoreau and MLK through Infographics • LO 3: Assignment ▾ U4A1: Comparing Thoreau and MLK through

	- Disobedience” Pg - LO 3: Quiz ▾ “Letter from Birmingham Jail” and Civil Disobedience Pg	Infographics
Lesson 3: Irony, Foreshadowing, and Symbolism in “A Story of an Hour”	Instructional Tools within Lesson	Assessments
- LO 1: analyze the use of irony in Kate Chopin's “The Story of an Hour” to understand how it enhances the themes of freedom and independence. - correlation: 11/12.RC-V.2, 11/12.RC-L.5c, 11/12.RC-L.5d - LO 2: identify examples of foreshadowing and symbolism in texts. - correlation: 11/12.RC-V.2, 11/12.RC-L.5b - LO 3: analyze examples of foreshadowing in Kate Chopin's “The Story of an Hour” to understand how they contribute to the story's dramatic impact and themes. - correlation: 11/12.RC-V.2, 11/12.RC-L.5b, 11/12.RC-L.5d - LO 4: analyze the use of symbolism in Kate Chopin's “The Story of an Hour” to understand how it reveals deeper themes of freedom and independence. - correlation: 11/12.RC-V.2, 11/12.RC-L.5b	- LO 1: Graphic Organizer ▾ Reading “A Story of an Hour” Pg - LO 2: Quiz ▾ Symbolism Pg - LO 3: Graphic Organizer ▾ Reading “A Story of an Hour” Pg - LO 4: Graphic Organizer ▾ Reading “A Story of an Hour” Pg	- LO 1: Quiz ▾ U4A2: “A Story of An Hour” Quiz - LO 2: Quiz ▾ Symbolism Pg - LO 3: Quiz ▾ U4A2: “A Story of An Hour” Quiz - LO 4: Quiz ▾ U4A2: “A Story of An Hour” Quiz
Lesson 4: Freedom and Independence in Poetry	Instructional Tools within Lesson	Assessments
- LO 1: identify examples of alliteration, imagery, and personification in poetry. - correlation: 11/12.RC-V.2, 11/12.RC-L.5b - LO 2: analyze poetry using the SOAPSTone method. - correlation: 11/12.RC-RC.1, 11/12.RC-V.2, 11/12.RC-L.5d - LO 3: explain how the themes of freedom and/or independence are present in various poems. - correlation: 11/12.RC-V.2, 11/12.RC-L.5a, 11/12.RC-L.5d	LO 1: Categorization ▾ Poetic Devices Pg Quiz ▾ Locating Alliteration, Imagery, and Personification in Whitman’s “I Hear America Singing” Pg, Locating Alliteration, Imagery, and Personification in Dickinson’s “They shut me up in Prose” Pg, Locating Alliteration, Imagery, and Personification in Hughes’	LO 1: Lesson Interactive (quiz) ▾ Locating Alliteration, Imagery, and Personification in Whitman’s “I Hear America Singing” Pg, Locating Alliteration, Imagery, and Personification in Dickinson’s “They shut me up in Prose” Pg, Locating Alliteration, Imagery, and Personification in Hughes’ “Let America Be America

	"Let America Be America Again" Pg • LO 2: Self-Check ▾ Applying the SOAPSTone Method Pg • LO 3: Self-Check ▾ Locating Alliteration, Imagery, and Personification in Whitman's "I Hear America Singing" Pg, Locating Alliteration, Imagery, and Personification in Dickinson's "They shut me up in Prose" Pg, Locating Alliteration, Imagery, and Personification in Hughes' "Let America Be America Again" Pg	Again" Pg, Locating Alliteration • LO 2: Assignment ▾ U4L3: SOAPSTone Poetry Analysis • LO 3: Assignment ▾ U4L3: SOAPSTone Poetry Analysis
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Unit 5: Justice and Revenge

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.VD-WB.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase. • 11/12.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • 11/12.RS-DR.2 Read a series of texts independently, with	• CO 1: evaluate how various literary techniques (i.e, narrative structure, conflicts, settings, character motivations, opinions, etc.) contribute to the development of a text's theme. • CO 2: analyze how characters in fiction and nonfiction texts confront moral dilemmas. • CO 3: explain how your experiences and beliefs	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world. • 11/12.RC-NF.6b Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. • 11/12.RC-NF.6d Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • 11/12.W-RW.2 Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. • 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.	are informed by the texts studied.	
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Lesson 1: Introduction to Justice and Revenge	Instructional Tools within Lesson	Assessments
• LO 1: define justice and revenge. ◦ correlation: 11/12.VD-AV.3 • LO 2: describe the different types of justice. ◦ correlation: 11/12.VD-AV.3 • LO 3: explain the psychological and emotional dimensions of revenge.	• LO 1: Quiz ▾ What is Revenge? Pg • LO 2: Matching ▾ What is Justice? Pg • LO 3: Quiz ▾ Psychological and	• LO 1: Assignment ▾ U5D1: Justice or Revenge? • LO 2: Assignment ▾ U5D1: Justice or Revenge?

○ correlation: 11/12.RS-DR.2	Emotional Dimensions of Revenge Pg	• LO 3: Assignment ▾ U5D1: Justice or Revenge?
Lesson 2: Fact and Opinion in Nonfiction	Instructional Tools within Lesson	Assessments
• LO 1: explain the difference between facts and opinions. ○ correlation: 11/12.VD-AV.3 • LO 2: identify facts and opinions in a text. ○ correlation: 11/12.RC-NF.6d • LO 3: analyze different perspectives of and motivations for justice in two nonfiction texts. ○ correlation: 11/12.RC-NF.6b, 11/12.W-RW.2	• LO 1: Quiz ▾ Knowledge Check: Differentiating Facts from Opinions Pg • LO 2: Short Answer Questions ▾ Facts and Opinions in "Juvenile Justice" Pg and Facts and Opinions in "Remember the Victims of Juvenile Offenders" Pg • LO 3: Self-Check ▾ Analyzing Perspectives of Justice Pg	• LO 1: Quiz ▾ U5A1: Fact and Opinion in Nonfiction Quiz • LO 2: Quiz ▾ U5A1: Fact and Opinion in Nonfiction Quiz • LO 3: Quiz ▾ U5A1: Fact and Opinion in Nonfiction Quiz
Lesson 3: Justice, Fairness, and Conflict in "A Rose for Emily"	Instructional Tools within Lesson	Assessments
• LO 1: use context clues to determine the meaning of unfamiliar words. ○ correlation: 11/12.VD-WB.1a • LO 2: identify different types of conflict in literature. ○ correlation: 11/12.VD-AV.3 • LO 3: explain how conflict can drive the plot of a story. ○ correlation: 11/12.RC-V.2, 11/12.RC-TE.3, 11/12.RC-L.5b • LO 4: analyze William Faulkner's "A Rose for Emily" to explore how themes of justice and revenge are developed through character actions, motivations, and conflicts. ○ correlation: 11/12.RC-V.2, 11/12.RC-TE.3, 11/12.RC-L.5b	• LO 1: Quiz ▾ Knowledge Check: Using Context Clues Pg • LO 2: Quiz ▾ Conflict and Its Influence on Plot Development Pg • LO 3: Matching ▾ Conflict as a Driver of Plot Development Pg • LO 4: Quiz ▾ Knowledge Check: "A Rose for Emily" Pg	• LO 1: Quiz ▾ Knowledge Check: Using Context Clues Pg • LO 2: Assignment ▾ U5A2: Graphic Organizer - Conflict and Theme in "A Rose for Emily" • LO 3: Assignment ▾ U5A2: Graphic Organizer - Conflict and Theme in "A Rose for Emily" • LO 4: Assignment ▾ U5A2: Graphic Organizer - Conflict and Theme in "A Rose for Emily"
Lesson 4: Justice, Revenge, and Setting in "The Cask of Amontillado"	Instructional Tools within Lesson	Assessments

• LO 1: use a glossary to verify the meaning of a word. ◦ correlation: 11/12.VD-WB.1d • LO 2: define setting. ◦ correlation: 11/12.VD-AV.3 • LO 3: explain how setting can influence the mood of a text. ◦ correlation: 11/12.RC-TE.3, 11/12.RC-L.5b • LO 4: evaluate the justifiability of revenge through character motivations and narrative outcomes. ◦ correlation: 11/12.RC-V.2, 11/12.RC-TE.3, 11/12.RC-L.5b	• LO 1: Matching ▾ Setting and "The Cask of Amontillado" Pg • LO 2: Quiz ▾ Setting and Its Influence on a Story Pg • LO 3: Quiz ▾ Setting and Its Influence on a Story Pg • LO 4: Quiz ▾ Independent Reading Pg	• LO 1: Lesson Interactive ▾ Setting and "The Cask of Amontillado" Pg • LO 2: Quiz ▾ Setting and Its Influence on a Story Pg • LO 3: Assignment ▾ U5A3: Graphic Organizer - Setting and Theme in "The Cask of Amontillado" • LO 4: Assignment ▾ U5A3: Graphic Organizer - Setting and Theme in "The Cask of Amontillado"
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Unit 6: Culture and Personal Experience

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is	• CO 1: conduct research to learn more about specific cultures and their experiences. • CO 2: explain how one's culture influences their personal experience. • CO 3: describe one's culture and personal experience through multiple genres.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

shaped and refined by specific details in each. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-NF.6e Evaluate the premises and purposes in works of public advocacy. • 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. • 11/12.ODC-DC.6 Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • 11/12.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. • 11/12.RS-DR.2 Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world. • 11/12.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include,		
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among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. • 11/12.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience.		
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Lesson 1:Introduction to Culture and Personal Experience	Instructional Tools within Lesson	Assessments
• LO 1: define culture and personal experience. ◦ correlation: 11/12.VD-AV.3 • LO 2: define stereotype. ◦ correlation: 11/12.VD-AV.3 • LO 3: identify strategies authors use to convey messages about culture and personal experiences. ◦ correlation: 11/12.RC-L.5a, 11/12.RC-L.5b	• LO 1: Categorization ▾ Culture and Personal Experience Pg. • LO 2: Quiz ▾ Stereotype Pg. • LO 3: Quiz ▾ Knowledge Check: Author Techniques Pg.	• LO 1: Quiz ▾ U6A1: Introduction to Culture and Personal Experience Quiz • LO 2: Quiz ▾ U6A1: Introduction to Culture and Personal Experience Quiz • LO 3: Quiz ▾ U6A1: Introduction to Culture and Personal Experience Quiz
Lesson 2: Culture and Personal Experience in “Traffic Misdirector”	Instructional Tools within Lesson	Assessments
• LO 1: determine the credibility of websites when conducting research. ◦ correlation: 11/12.ODC-DC.6 • LO 2: research the historical and cultural context of Puerto Rican immigration and its impact on identity. ◦ correlation: 11/12.RS-IP.1, 11/12.RS-DR.2	• LO 1: Quiz ▾ Determining the Credibility of Websites Pg. • LO 2: Graphic Organizer ▾ Puerto Rican Immigration and Identity Pg.	• LO 1: Quiz ▾ Determining the Credibility of Websites Pg. • LO 2: Discussion Board ▾ U6D1: Themes in “Traffic Misdirector”

• LO 3: identify examples of the historical and cultural context of Puerto Rican immigration and its impact on identity in “Traffic Misdirector.” ◦ correlation: 11/12.RC-TE.3 • LO 4: analyze the themes of culture, personal experience, and identity in the poem. ◦ correlation: 11/12.ODC-OC.1	• LO 3: Quiz ▾ Knowledge Check: Puerto Rican Immigration and Identity Pg. • LO 4: Quiz ▾ Knowledge Check: Historical Context, Theme, and Identity in “Traffic Misdirector” Pg.	• LO 3: Discussion Board ▾ U6D1: Themes in “Traffic Misdirector” • LO 4: Discussion Board ▾ U6D1: Themes in “Traffic Misdirector”
Lesson 3: Langston Hughes on Culture and Personal Experience	Instructional Tools within Lesson	Assessments
• LO 1: identify examples of poetic devices. ◦ correlation: 11/12.VD-AV.3 • LO 2: analyze Hughes’ use of poetic devices in “I, Too” and “Theme for English B.” ◦ Correlation: 11/12.RC-V.2, 11/12.RC-L.5b • LO 3: explain how Hughes’ culture and personal experiences are reflected in his poetry. ◦ correlation: 11/12.RC-L.5d • LO 4: create a bio poem. ◦ correlation: 11/12.W-RW.1	• LO 1: Quiz ▾ Poetic Devices Pg. • LO 2: Quiz ▾ Poetic Devices, Culture, and Personal Experience in “I, Too” Pg. and Poetic Devices, Culture, and Personal Experience in “Theme for English B” Pg. • LO 3: Self-Check ▾ Analysis of Hughes’ Use of Poetic Devices Pg. • LO 4: Quiz ▾ Knowledge Check: Understanding Bio Poems Pg.	• LO 1: Quiz ▾ Poetic Devices Pg. • LO 2: Quiz ▾ Poetic Devices, Culture, and Personal Experience in “I, Too” Pg. and Poetic Devices, Culture, and Personal Experience in “Theme for English B” Pg. • LO 3: Assignment ▾ U6A2: Bio Poem: Langston Hughes • LO 4: Assignment ▾ U6A2: Bio Poem: Langston Hughes
Lesson 4: Amy Tan’s “Two Kinds”	Instructional Tools within Lesson	Assessments
• LO 1: define vignette including its key elements. ◦ correlation: 11/12.VD-AV.3 • LO 2: explain how “Two Kinds” is a vignette. ◦ correlation: 11.12.RC-V.2 • LO 3: describe how Amy Tan’s personal experiences are reflected in “Two Kinds.” ◦ correlation: 11/12.RC-V.2, 11/12.RC-TE.3 • LO 4: plan a vignette. ◦ correlation: 11/12.W-RW.5, 11/12.W-RW.6	• LO 1: Quiz ▾ What Is a Vignette? Pg. • LO 2: Graphic Organizer ▾ Self-Check ▾ Is “Two Kinds” a Vignette? Pg. • LO 3: Quiz ▾ Knowledge Check: Culture	• LO 1: Assignment ▾ U6A3: Draft a Vignette • LO 2: Lesson Interactive ▾ Is “Two Kinds” a Vignette? Pg. • LO 3: Quiz ▾ Knowledge Check: Culture and Personal Experience

	and Personal Experience in “Two Kinds” Pg. • LO 4: Graphic Organizer Time to Brainstorm Pg.	in “Two Kinds” Pg. • LO 4: Assignment U6A3: Draft a Vignette
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Unit 7: Friendship and Loyalty

Idaho Standards	Course Objectives	Teaching Strategies
11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. 11/12.ODC-DC.5 Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.	- CO 1: describe characteristics of a specific theme. - CO 2: analyze a character from literature. - CO 3: demonstrate ethical and responsible use of technology in the creation of a social media profile for a character from literature.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

- 11/12.RS-DR.2 Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
- 11/12.W-HWK.7 Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging.
- 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
- 11.12.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 11/12.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
- 11/12.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
- 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
- 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.

Lesson 1: Introduction to Friendship and Loyalty	Instructional Tools within Lesson	Assessments
- LO 1: define friendship and loyalty. - correlation: 11/12.VD-AV.3 - LO 2: identify different acts of friendship and loyalty. - correlation: 11/12.RC-V.2 - LO 3: differentiate between loyalty and manipulation. - correlation: 11/12.RC-TC.1 - LO 4: analyze how personal relationships and loyalty impact ethical decision-making. - correlation: 11/12.ODC-OC.1	- LO 1: Quiz ▾ How Do Friendship and Loyalty Overlap? Pg. - LO 2: Categorization ▾ How Do Friendship and Loyalty Overlap? Pg. - LO 3: Quiz ▾ Friendship, Loyalty, or Something Else? Pg. - LO 4: Self-Check ▾ Friendship, Loyalty, or Something Else? Pg.	- LO 1: Discussion Board ▾ U7D2: Is Loyalty Always a Virtue? - LO 2: Discussion Board ▾ U7D2: Is Loyalty Always a Virtue? - LO 3: Discussion Board ▾ U7D2: Is Loyalty Always a Virtue? - LO 4: Discussion Board ▾ U7D2: Is Loyalty Always a Virtue?
Lesson 2: Loyalty in Nonfiction Writing	Instructional Tools within Lesson	Assessments
- LO 1: define tribalism. - correlation: 11/12.VD-AV.3, 11/12.RS-DR.2 - LO 2: evaluate the elements of argument that are present within a sample text. - correlation: 11/12.RS-DR.2, 11/12.W-HWK.7 - LO 3: identify the elements of an effective argument. - correlation: 11/12.RC-NF.6c	- LO 1: Quiz ▾ Knowledge Check: What Is Extreme Loyalty? Pg. - LO 2: Quiz ▾ Knowledge Check: Structuring an Argument Pg. - LO 3: Quiz ▾ Knowledge Check: Argumentative Writing Pg.	- LO 1: Quiz ▾ Knowledge Check: What Is Extreme Loyalty? Pg. - LO 2: Quiz ▾ Knowledge Check: Structuring an Argument Pg. - LO 3: Assignment ▾ U7A1: Evaluating an Argument
Lesson 3: Character in "A Retrieved Reformation"	Instructional Tools within Lesson	Assessments
- LO 1: explain character analysis and why it is helpful. - correlation: 11/12.RC-V.2 - LO 2: analyze the character of Jimmy in "A Retrieved Reformation." - correlation: 11/12.RC-TC.1, 11/12.RC-TE.3, 11.12.VD-WB.1d - LO 3: explain how Jimmy displays loyalty. - correlation: 11/12.RC-TE.3 - LO 4: create a character analysis paragraph. - correlation: 11/12.W-RW.1, 11/12.W-RW.5	- LO 1: Quiz ▾ What Is a Character Analysis? Pg. - LO 2: Graphic Organizer ▾ Analyzing Jimmy in "A Retrieved Reformation" Pg. - LO 3: Short Answer Questions ▾	- LO 1: Quiz ▾ What Is a Character Analysis? Pg. - LO 2: Assignment ▾ U7A2: Character Analysis Paragraph - Jimmy's Loyalty - LO 3: Assignment ▾

	Knowledge Check: Analysis of Jimmy Pg. LO 4: Graphic Organizer ▾ Character Analysis Practice: Jimmy's Loyalty Pg.	U7A2: Character Analysis Paragraph - Jimmy's Loyalty LO 4: Assignment ▾ U7A2: Character Analysis Paragraph - Jimmy's Loyalty
Lesson 4: Friendship in "The Last Leaf"	Instructional Tools within Lesson	Assessments
- LO 1: evaluate O. Henry's use of literary devices in "The Last Leaf." - correlation: 11/12.RC-L.5b, 11/12.RC-L.5c - LO 2: analyze the theme of friendship in the characters of Sue, Johnsy, and Mr. Behrman. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.RC-L.5c, 11/12.W-RW.1 - LO 3: list strategies for staying safe on social media. - correlation: 11/12.ODC-DC.5	- LO 1: Self-Check ▾ Analyzing O. Henry's Use of Literary Devices in "The Last Leaf" Pg. - LO 2: Short Answer Questions ▾ Friendship in "The Last Leaf" Pg. - LO 3: Quiz ▾ Knowledge Check: Staying Safe Online Pg.	- LO 1: Lesson Interactive ▾ Analyzing O. Henry's Use of Literary Devices in "The Last Leaf" Pg. - LO 2: Assignment ▾ U7A3: Diary Entry - LO 3: Quiz ▾ Knowledge Check: Staying Safe Online Pg.

Unit 8: Love and Relationships

Idaho Standards	Course Objectives	Teaching Strategies
11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. 11/12.RC-L.5b Evaluate the choices authors make regarding	- CO 1: analyze how authors develop characters in relation to key themes in literature. - CO 2: use varied sentence structures to create specific effects in writing, experimenting with syntax to enhance tone, meaning, and reader engagement.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☐ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-NF.6b Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. • 11/12.RC-NF.6d Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • 11/12.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. • 11/12.W-RW.2 Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. • 11/12.ODC-OC.4 Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
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• 11/12.ODC-DC.8 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • 11/12.GC-GU.1d Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. • 11/12.VD-WB.2d Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text.		
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Lesson 1: What Is Love?	Instructional Tools within Lesson	Assessments
• LO 1: evaluate multiple explanations of the concept of "love at first sight," determining which explanation is best supported by textual evidence. ◦ correlation: 11/12.RC-NF.6b, 11/12.RS-IP.1 • LO 2: outline an argument supporting or denying the possibility of "love at first sight." ◦ correlation: 11/12.RC-NF.6d, 11/12.W-RW.2 • LO 3: orally present a stance on "love at first sight" using research-based findings, clearly structuring the argument with a claim, supporting evidence, and a conclusion. ◦ correlation: 11/12.ODC-OC.4	• LO 1: Self-Check ▾ Analyzing "Should We Scoff at the Idea of Love at First Sight?" as an Argument Pg. • LO 2: Graphic Organizer ▾ Outlining Your Argument Pg. • LO 3: Checklist ▾ Orally Presenting Your Stance Pg.	• LO 1: Discussion Board ▾ U8D1: Video Discussion • LO 2: Discussion Board ▾ U8D1: Video Discussion • LO 3: Discussion Board ▾ U8D1: Video Discussion
Lesson 2: Grief's Relationship to Love	Instructional Tools within Lesson	Assessments
• LO 1: explain how grief relates to the theme of love and relationships. ◦ correlation: 11/12.RC-L.5a • LO 2: evaluate how loss impacts the narrator's relationships and emotional connections with his family. ◦ correlation: 11/12.RC-TC.1 • LO 3: analyze the author's use of symbolism to convey emotion and perspective on grief and identity. ◦ correlation: 11/12.RC-L.5c • LO 4: create a multimedia representation that depicts the key themes and symbols within the text. ◦ correlation: 11/12.ODC-DC.8	• LO 1: Quiz ▾ Grief and Relationships Pg. • LO 2: Quiz ▾ Love and Grief in an Excerpt from You Don't Have to Say You Love Me Pg. • LO 3: Self-Check ▾ Symbolism in You Don't Have to Say You Love Me Pg. • LO 4: Graphic Organizer ▾	• LO 1: Assignment ▾ U8A1: Multimedia Poster • LO 2: Assignment ▾ U8A1: Multimedia Poster • LO 3: Assignment ▾ U8A1: Multimedia Poster • LO 4: Assignment ▾ U8A1: Multimedia Poster

	Conveying Messages with Multimedia Pg.	
Lesson 3: Inner Conflict and “The Love Song of J. Alfred Prufrock”	Instructional Tools within Lesson	Assessments
• LO 1: examine the historical and cultural context in which Eliot wrote “The Love Song of J. Alfred Prufrock.” ◦ correlation: 11/12.RC-L.5d • LO 2: explain how various literary devices enhance the reader's understanding of Prufrock's emotions and inner experiences throughout the poem. ◦ correlation: 11/12.RC-L.5b, 11/12.RC-L.5c • LO 3: analyze the varied syntax in T.S. Eliot's “The Love Song of J. Alfred Prufrock” to understand how it enhances the poem's themes and emotional depth. ◦ correlation: 11/12.VD-WB.2d • LO 4: revise the syntax of a selection from “The Love Song of J. Alfred Prufrock” to analyze its effect on the mood or tone of the poem. ◦ correlation: 11/12.GC-GU.1d	• LO 1: Quiz ▾ T.S. Eliot and the Historical Context of “The Love Song of J. Alfred Prufrock” Pg. • LO 2: Self-Check ▾ Analysis of Literary Devices in “The Love Song of J. Alfred Prufrock” Pg. • LO 3: Quiz ▾ Knowledge Check: Syntax Pg. • LO 4: Self-Check ▾ Knowledge Check: Syntax Pg.	• LO 1: Quiz ▾ T.S. Eliot and the Historical Context of “The Love Song of J. Alfred Prufrock” Pg. • LO 2: Lesson Interactive ▾ Analysis of Literary Devices in “The Love Song of J. Alfred Prufrock” Pg. • LO 3: Assignment ▾ U8A2: Evaluating Syntax • LO 4: Assignment ▾ U8A2: Evaluating Syntax
Lesson 4: Love in “The Gift of the Magi”	Instructional Tools within Lesson	Assessments
• LO 1: identify examples of how societal expectations can affect relationships. ◦ correlation: 11/12.RC-L.5d • LO 2: explain how selfless love, sacrifice, emotional value, and materialism are reflected in “The Gift of the Magi.” ◦ correlation: 11/12.RC-V.2 • LO 3: analyze how O. Henry uses situational irony in “The Gift of the Magi.” ◦ correlation: 11/12.RC-L.5c	• LO 1: Quiz ▾ Introduction to O. Henry's “The Gift of the Magi” Pg. • LO 2: Graphic Organizer ▾ Love, Sacrifice, and Materialism in “The Gift of the Magi” Pg. • LO 3: Self-Check ▾ Situational Irony in “The Gift of the Magi” Pg.	• LO 1: Quiz ▾ U8A3: “The Gift of the Magi” Quiz • LO 2: Quiz ▾ U8A3: “The Gift of the Magi” Quiz • LO 3: Quiz ▾ U8A3: “The Gift of the Magi” Quiz

*English 11B is currently under revision. The Course Map and Alignment Table for B semester will be updated once the revision is complete

English 11B: Course Map

Unit 1: Courage and Heroism

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. • 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-L.5e Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types. • 11/12.RC-NF.6b Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. • 11/12.W-HWK.7 Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • 11/12.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include,	• CO 1: describe the characteristics of courage and heroism. • CO 2: identify recurring character types or archetypes present across multiple works and explore their roles or characteristics. • CO 3: compare how different works portray similar themes, patterns, or characters, noting both similarities and differences.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☐ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. • 11/12.W-RW.2 Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience.		
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Lesson 1: Introduction to Courage and Heroism	Instructional Tools within Lesson	Assessments
• LO 1: define the themes of courage and heroism. ◦ correlation: 11/12.VD-AV.3 • LO 2: describe the common structure of a hero's journey in literature. ◦ correlation: 11/12.RC-TC.1, 11/12.RC-V.2, 11/12.RC-NF.6b	• LO 1: Quiz ▾ Knowledge Check: Defining Courage and Heroism Pg • LO 2: Quiz ▾ Matching ▾ Knowledge Check: The Hero's Journey Pg	• LO 1: Quiz ▾ U1A1: The Hero's Journey Quiz • LO 2: Quiz ▾ U1A1: The Hero's Journey Quiz
Lesson 2: Preparing to Read "The Revolt of 'Mother'"	Instructional Tools within Lesson	Assessments
• LO 1: list biographical facts about Mary E. Wilkins Freeman. ◦ correlation: 11/12.RC-V.2, 11/12.RC-L.5d, 11/12.W-HWK.7 • LO 2: describe key aspects of the historical and social context in which "The Revolt of 'Mother'" was written. ◦ correlation: 11/12.RC-V.2, 11/12.RC-L.5d, 11/12.W-HWK.7 • LO 3: identify and list characteristics of women's roles in the time period in which "The Revolt of 'Mother'" was written. ◦ correlation: 11/12.RC-V.2, 11/12.RC-L.5d, 11/12.W-HWK.7	• LO 1: Quiz ▾ Knowledge Check: Mary E. Wilkins's Freeman and 19th Century Women Pg • LO 2: Classification ▾ Life in the Late 19th Century Pg Matching ▾ Recap of the Expectations of Women in the 19th	• LO 1: Assignment ▾ U1A2: Dating Profile for Mary E. Wilkins Freeman • LO 2: Assignment ▾ U1A2: Dating Profile for Mary E. Wilkins Freeman • LO 3: Assignment ▾ U1A2: Dating Profile for Mary E. Wilkins Freeman

	- Century Pg - LO 3: Quiz ▾ - Knowledge Check: Mary E. Wilkins's Freeman and 19th Century Women Pg	
Lesson 3: The Hero's Journey in "The Revolt of 'Mother'"	Instructional Tools within Lesson	Assessments
- LO 1: apply the Hero's Journey framework to analyze a character's development and decisions. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5e, 11/12.RC-NF.6b, 11/12.W-RW.1, 11/12.W-RW.2, 11/12.W-RW.6 - LO 2: build a strong argument, supported by textual evidence. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5e, 11/12.RC-NF.6b, 11/12.W-RW.1, 11/12.W-RW.2, 11/12.W-RW.6	- LO 1: Graphic Organizer ▾ Applying the Hero's Journey to Sarah Graphic Organizer Pg - LO 2: Graphic Organizer ▾ Practice Building an Argument Outline Pg	- LO 1: Assignment ▾ U1A3: Analyzing Sarah's Journey Paragraph - LO 2: Assignment ▾ U1A3: Analyzing Sarah's Journey Paragraph
Lesson 4: Comparative Analysis	Instructional Tools within Lesson	Assessments
- LO 1: apply the Hero's Journey framework to analyze a character's development and decisions. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5e, 11/12.RC-NF.6b, 11/12.W-RW.1, 11/12.W-RW.2, 11/12.W-RW.6 - LO 2: identify the steps to complete a comparative analysis. - correlation: 11/12.RC-V.2 - LO 3: develop a thesis statement. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5e, 11/12.W-RW.1, 11/12.W-RW.2, 11/12.W-RW.6 - LO 4: outline a comparative analysis paper. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5e, 11/12.RC-NF.6b, 11/12.W-RW.1, 11/12.W-RW.2, 11/12.W-RW.6	- LO 1: Graphic Organizer ▾ Preview of Antigone Pg - LO 2: Matching ▾ Knowledge Check: Steps for Completing a Comparative Analysis Pg - LO 3: Self-Check ▾ Develop a Thesis Statement Pg - LO 4: Graphic Organizer ▾ Organize Your Thoughts Pg	- LO 1: Assignment ▾ U1A4: Comparative Analysis Essay Outline - LO 2: Lesson Interactive ▾ Knowledge Check: Steps for Completing a Comparative Analysis Pg - LO 3: Assignment ▾ U1A4: Comparative Analysis Essay Outline - LO 4: Assignment ▾ U1A4: Comparative Analysis Essay Outline

Unit 2: Morality and Ethics

Idaho Standards	Course Objectives	Teaching Strategies
11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level	CO 1: explain the concepts of morality and ethics and how	Within this unit, material will be delivered to the students via:

reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging. • 11/12.W-RW.2 Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.VD-WB.2a Use Greek, Latin, and Norse mythology; and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., "narcissistic" from the myth of Narcissus and Echo). • 11/12.RC-L.5b Evaluate the choices authors make regarding	they are reflected in literature. • CO 2: analyze how the choices characters make reflect ethical or moral principles. • CO 3: write an argumentative essay.	☒ Reading Materials ☒ Lesson Interactives ☐ Images ☐ Diagrams ☒ Videos ☒ Audio clips ☐ External tools/websites
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how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.		
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Lesson 1: Introduction to Morality and Ethics	Instructional Tools within Lesson	Assessments
- LO 1: explain the difference between morality and ethics. - correlation: 11/12.VD-AV.3, 11/12.ODC-OC.1 - LO 2: analyze a text's structure and how it supports an author's argument. - correlation: 11/12.RC-TE.3, 11/12.RC-NF.6c, 11/12.W-RW.2, 11/12.ODC-OC.1	- LO 1: Quiz ▾ Knowledge Check: Morality vs. Ethics Pg. - LO 2: Quiz ▾ Knowledge Check: Analyzing "What Makes Good People Do Bad Things?" Pg. Graphic Organizer ▾ Analyzing Zimbardo's Argument in "What Makes Good People Do Bad Things?" Pg.	- LO 1: Discussion Board ▾ U2D1: The Line Between Good and Evil - LO 2: Discussion Board ▾ U2D1: The Line Between Good and Evil
Lesson 2: Introduction to Greek Tragedy	Instructional Tools within Lesson	Assessments
- LO 1: define the elements of a Greek tragedy. - correlation: 11/12.VD-AV.3 - LO 2: describe the structure of a Greek drama. - correlation: 11/12.VD-AV.3 - LO 3: analyze mythology to understand and interpret the meanings of words, phrases, and references in literary texts. - correlation: 11/12.VD-WB.2a	- LO 1: Quiz ▾ Knowledge Check: Elements of Greek Tragedies Pg. - LO 2: Matching ▾ Structure of a Greek Tragedy Pg. - LO 3: Categorization ▾ Knowledge Check: Steps for Analyzing Allusions to Greek Mythology Pg.	- LO 1: Quiz ▾ U2A1: Structure and Key Elements of Greek Tragedies Quiz - LO 2: Quiz ▾ U2A1: Structure and Key Elements of Greek Tragedies Quiz - LO 3: Quiz ▾ U2A1: Structure and Key Elements of Greek Tragedies Quiz
Lesson 3: Close Read "Antigone"	Instructional Tools within Lesson	Assessments

- LO 1: analyze the motivations of Antigone, Creon, and other key characters to determine how their decisions drive the play's central conflicts. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.W-RW.2 - LO 2: evaluate how Antigone explores themes of morality, justice, and the consequences of individual and societal choices. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.RC-L.5d, 11/12.W-RW.2	- LO 1: Quiz ▾ - Knowledge Check: Character Motivations in Antigone Pg. and Knowledge Check: Analyzing Character Actions and Justifications in Antigone Pg. - LO 2: Quiz ▾ - Knowledge Check: Themes of Morality, Justice, and Consequences in the Ending of Antigone Pg.	- LO 1: Assignment ▾ - U2A2: The Trial of Thebes - LO 2: Assignment ▾ - U2A2: The Trial of Thebes
Lesson 4: The Tragic Hero	Instructional Tools within Lesson	Assessments
- LO 1: define the characteristics of a tragic hero according to Aristotle's definition. - correlation: 11/12.VD-AV.3, 11/12.W-RW.2 - LO 2: identify the traits of a tragic hero in characters from Antigone. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.W-RW.2 - LO 3: evaluate the moral decisions of Antigone and Creon, considering how their flaws contribute to their downfall and the play's tragic resolution. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.RC-L.5d, 11/12.W-RW.2 - LO 4: construct an argument about whether Antigone, Creon, or both fulfill the role of the tragic hero. - correlation: 11/12.RC-TE.3, 11/12.W-RW.2, 11/12.W-RW.6	- LO 1: Matching ▾ - Characteristics of a Tragic Hero Pg. - LO 2: Graphic Organizer ▾ - Who's the Tragic Hero? Pg. - LO 3: Self-Check ▾ - Decision-Making of Antigone and Creon Pg. - LO 4: Graphic Organizer ▾ - What is Brainstorming? Pg.	- LO 1: Assignment ▾ - U2A3: Who Is the Tragic Hero Outline - LO 2: Assignment ▾ - U2A3: Who Is the Tragic Hero Outline - LO 3: Assignment ▾ - U2A3: Who Is the Tragic Hero Outline - LO 4: Assignment ▾ - U2A3: Who Is the Tragic Hero Outline

Unit 3: Technology and Progress

Idaho Standards	Course Objectives	Teaching Strategies
11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	- CO 1: describe the potential impact of AI on society. - CO 2: identify strategies for using AI ethically and	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives

• 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-NF.6b Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging. • 11/12.RC-NF.6d Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • 11/12.RC-NF.6e Evaluate the premises and purposes in works of public advocacy. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.VD-WB.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.	- responsibly. • CO 3: list the characteristics of dystopian societies.	☐ Images ☐ Diagrams ☒ Videos ☒ Audio clips ☐ External tools/websites
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Lesson 1: What Is AI?	Instructional Tools within Lesson	Assessments
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• LO 1: list the advantages, disadvantages, and potential concerns of AI. ◦ correlation: 11/12.RC-V.2 • LO 2: evaluate the advantages, disadvantages, and potential concerns of AI by researching expert opinions. ◦ correlation: 11/12.RC-NF.6b, 11/12.RC-NF.6d	• LO 1: Categorization ▾ Knowledge Check: AI Advantages, Disadvantages, and Concerns Pg • LO 2: Graphic Organizer ▾ Researching the Advantages, Disadvantages, and Concerns of AI Pg	• LO 1: Discussion Board ▾ U3D1: Reflecting on Artificial Intelligence and Our Future • LO 2: Discussion Board ▾ U3D1: Reflecting on Artificial Intelligence and Our Future
Lesson 2: The Ethics of AI	Instructional Tools within Lesson	Assessments
• LO 1: list strategies for ethical and responsible use of AI Tools. ◦ correlation: 11/12.RC-V.2 • LO 2: apply knowledge of ethical and responsible use of AI. ◦ correlation: 11/12.RC-NF.6b • LO 3: identify potential ethical issues in situations relating to AI or technology use. ◦ correlation: 11/12.RC-NF.6b, 11/12.RC-NF.6c • LO 4: recognize several types of propaganda. ◦ correlation: 11/12.RC-NF.6c, 11/12.RC-NF.6e	• LO 1: Self-Check ▾ Knowledge Check: Using AI Tools in School Ethically and Responsibly Pg and Knowledge Check: Using AI Tools in the Workplace Ethically and Responsibly Pg • LO 2: Self-Check ▾ Knowledge Check: Using AI Tools in School Ethically and Responsibly Pg and Knowledge Check: Using AI Tools in the Workplace Ethically and Responsibly Pg • LO 3: Self-Check ▾ Knowledge Check: Ethics and Responsibility - Neuralink Future Technology Pg • LO 4: Self-Check ▾ Neuralink Pg	• LO 1: Quiz ▾ U3A1: Using AI Ethically and Responsibly Quiz • LO 2: Quiz ▾ U3A1: Using AI Ethically and Responsibly Quiz • LO 3: Quiz ▾ U3A1: Using AI Ethically and Responsibly Quiz • LO 4: Quiz ▾ U3A1: Using AI Ethically and Responsibly Quiz
Lesson 3: Dystopian Fiction	Instructional Tools within Lesson	Assessments
• LO 1: define dystopia.	• LO 1: Self-Check ▾	• LO 1: Assignment ▾

○ correlation: 11/12.VD-AV.3 • LO 2: identify basic characteristics of dystopian fiction, including common literary elements. ○ correlation: 11/12.RC-V.2 • LO 3: plan a dystopian story. ○ correlation: 11/12.W-RW.6	• What Is a Dystopia? Pg • LO 2: Quiz ▾ Knowledge Check: Someone Might Be Watching — An Introduction to Dystopian Fiction Pg • Matching ▾ Knowledge Check: Dystopian Fiction Pg • LO 3: Self-Check ▾ Planning to Create Dystopian Fiction Pg	• U3A2: Planning a Dystopian Story • LO 2: Assignment ▾ U3A2: Planning a Dystopian Story • LO 3: Assignment ▾ U3A2: Planning a Dystopian Story
Lesson 4: “The Last Curiosity”	Instructional Tools within Lesson	Assessments
• LO 1: use context clues to determine the meaning of unfamiliar words in a text. ○ correlation: 11/12.VD-WB.1a • LO 2: identify the central message in “The Last Curiosity.” ○ correlation: 11/12.RC-TE.3 • LO 3: analyze “The Last Curiosity” as dystopian fiction. ○ correlation: 11/12.RC-L.5b	• LO 1: Matching ▾ Vocabulary Building: Using Context Clues Pg • LO 2: Quiz ▾ Read “The Last Curiosity” Part 4 Pg • LO 3: Graphic Organizer ▾ Is “The Last Curiosity” Dystopian Fiction? Pg	• LO 1: Assignment ▾ U3A3: Analyzing Dystopian Fiction • LO 2: Assignment ▾ U3A3: Analyzing Dystopian Fiction • LO 3: Assignment ▾ U3A3: Analyzing Dystopian Fiction

Unit 4: Research and Discovery

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences,	• CO 1: identify specific reporting requirements for various types of research studies. • CO 2: demonstrate responsible research practices.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images

attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-NF.6a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging. • 11/12.RC-NF.6e Evaluate the premises and purposes in works of public advocacy. • 11/12.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. • 11/12.RS-DR.2 Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world. • 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional	• CO 3: create a research report to effectively communicate research findings.	☐ Diagrams ☒ Videos ☒ Audio clips ☒ External tools/websites
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information is required to deepen the investigation or complete the task. • 11/12.ODC-DC.5 Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision. • 11/12.ODC-DC.6 Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • 11/12.GC-GU.1c Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type. • 11/12.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. • 11/12.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience.		
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Lesson 1: Exploring the Concept of Discovery	Instructional Tools within Lesson	Assessments
• LO 1: discuss the meaning of "discovery" and the types (e.g., scientific, geographical, personal). ◦ correlation: 11/12.ODC-OC.1 • LO 2: analyze a short text to explore how discovery impacts characters, plot, and theme. ◦ correlation: 11/12.RC-L.5b	• LO 1: Self-Check ▾ What is Discovery? Pg Quiz ▾ Knowledge Check: Types of Discovery Pg • LO 2: Quiz ▾	• LO 1: Discussion Board ▾ U4D1: Discoveries • LO 2: Discussion Board ▾ U4D1: Discoveries

	Close Read "The Facts in the Case of M. Valdemar" Segments 1-3 Pg Quiz ▾ Close Read "The Facts in the Case of M. Valdemar" Segments 4-6 Pg	
Lesson 2: Responsible Research	Instructional Tools within Lesson	Assessments
- LO 1: explain the purpose of research. - correlation: 11/12.RC-V.2 - LO 2: identify different types of research. - correlation: 11/12.RC-V.2 - LO 3: explain the importance of ethics and integrity in research. - correlation: 11/12.RC-TE.3 - LO 4: analyze historical studies that highlight the importance of ethical research. - correlation: 11/12.RC-NF.6e - LO 5: identify strategies for engaging in responsible research. - correlation: 11/12.ODC-DC.5	- LO 1: Self-Check ▾ Purpose of Research Pg - LO 2: Quiz ▾ Research is Everywhere! Pg - LO 3: Self-Check ▾ Integrity in Research Pg Quiz ▾ Knowledge Check: Ethics in Research Pg - LO 4: Quiz ▾ Exploring Historical Studies Pg - LO 5: Quiz ▾ Exploring Historical Studies Pg and Strategies for Engaging in Responsible Research Pg	- LO 1: Quiz ▾ U4A1: Responsible Research Quiz - LO 2: Quiz ▾ U4A1: Responsible Research Quiz - LO 3: Quiz ▾ U4A1: Responsible Research Quiz - LO 4: Quiz ▾ U4A1: Responsible Research Quiz - LO 5: Quiz ▾ U4A1: Responsible Research Quiz
Lesson 3: Research Skills in Action	Instructional Tools within Lesson	Assessments
- LO 1: develop research questions. - correlation: 11/12.RS-IP.1 - LO 2: evaluate sources for reliability and bias. - correlation: 11/12.RC-NF.6a, 11/12.RS-IP.1, 11/12.RS-DR.2, 11/12.ODC-DC.6 - LO 3: use MLA format correctly. - correlation: 11/12.RS-IP.1, 11/12.RS-DR.2, 11/12.GC-GU.1c	- LO 1: Quiz ▾ Developing Research Questions Pg Self-Check ▾ Practice Constructing Research Questions Pg - LO 2: Matching ▾ Knowledge Check:	- LO 1: Assignment ▾ U4A2: Engaging in Mock Research - LO 2: Assignment ▾ U4A2: Engaging in Mock Research - LO 3: Assignment ▾ U4A2: Engaging in Mock

	Evaluating Sources Pg Self-Check ▾ Practice Evaluating Sources Pg • LO 3: Self-Check ▾ Practice Using MLA Documentation Pg	Research
Lesson 4: Presenting Research	Instructional Tools within Lesson	Assessments
• LO 1: identify common elements of research reports/papers. ◦ correlation: 11/12.RC-NF.6c, 11/12.GC-GU.1c • LO 2: analyze the structure of different research reports. ◦ correlation: 11/12.RC-NF.6c, 11/12.GC-GU.1c, 11/12.GC-M.2 • LO 3: develop a plan for presenting research. ◦ correlation: 11/12.RS-IP.1, 11/12.RS-DR.2, 11/12.W-RW.5, 11/12.W-RW.6, 11/12.ODC-DC.6, 11/12.GC-GU.1c	• LO 1: Matching ▾ Knowledge Check: Parts of a Research Report/Paper Pg • LO 2: Self-Check ▾ Analyzing the Structure of Research Reports/Papers Across Disciplines Pg • LO 3: Graphic Organizer ▾ Brainstorm for Your Presentation Pg	• LO 1: Assignment ▾ U4A3: Mock Research Presentation Outline • LO 2: Assignment ▾ U4A3: Mock Research Presentation Outline • LO 3: Assignment ▾ U4A3: Mock Research Presentation Outline

Unit 5: Change and Transformation

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. • 11/12.RC-NF.6c Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging. • 11/12.W-RW.5 Produce clear and coherent organizational	• CO 1: explain how themes of change or transformation are presented in various texts. • CO 2: analyze how authors use rhetorical devices to enhance persuasion and emphasize their message. • CO 3: deliver a speech.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☐ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites

structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.VD-WB.2b Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech). • 11/12.VD-WB.2d Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text. • 11/12.ODC-OC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • 11/12.ODC-OC.4 Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • 11/12.ODC-DC.8 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • 11/12.GC-GU.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. • 11/12.GC-GU.1e Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more		
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appropriate.		
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Lesson 1: Change and Transformation in Literature	Instructional Tools within Lesson	Assessments
- LO 1: identify aspects of change and transformation. - correlation: 11/12.RC-V.2 - LO 2: explain how or why change and transformation are common themes in literature. - correlation: 11/12.RC-V.2, 11/12.RC-NF.6c - LO 3: list basic parts of a speech. - correlation: 11/12.RC-V.2	- LO 1: Quiz ▾ Change and Transformation Pg - LO 2: Quiz ▾ Change and Transformation in Literature Pg - LO 3: Quiz ▾ Knowledge Check: The Four Basic Parts of a Speech	- LO 1: Quiz ▾ U5A1: Change and Transformation in Literature Quiz - LO 2: Quiz ▾ U5A1: Change and Transformation in Literature Quiz - LO 3: Quiz ▾ U5A1: Change and Transformation in Literature Quiz
Lesson 2: Types of Speeches	Instructional Tools within Lesson	Assessments
- LO 1: describe three types of speeches. - correlation: 11/12.RC-V.2, 11/12.W-RW.5 - LO 2: analyze the common rhetorical strategies used in each type of speech. - correlation: 11/12.RC-NF.6c, 11/12.VD-WB.2d, 11/12.ODC-OC.3 - LO 3: describe how word choice and connotation is used in each type of speech. - correlation: 11/12.RC-NF.6c, 11/12.VD-WB.2d, 11/12.ODC-OC.3	- LO 1: Self-Check ▾ Types of Speeches Pg - LO 2: Matching ▾ Common Rhetorical Strategies Pg Quiz ▾ Knowledge Check: Using Rhetorical Strategies Pg - LO 3: Categorization ▾ Key Takeaways Pg Quiz ▾ Word Choice and Connotation in the Gettysburg Address Pg	- LO 1: Assignment ▾ U5A2: Characteristics of Different Speeches - LO 2: Assignment ▾ U5A2: Characteristics of Different Speeches - LO 3: Assignment ▾ U5A2: Characteristics of Different Speeches
Lesson 3: The Power of Words and Rhetoric	Instructional Tools within Lesson	Assessments
- LO 1: analyze several speeches to determine type of speech and rhetorical strategies used. - correlation: 11/12.RC-NF.6c, 11/12.VD-WB.2b,	LO 1: Quiz ▾ Knowledge Check: Four	LO 1: Quiz ▾ U5A3: Analyzing Word

11/12.VD-WB.2d, 11/12.ODC-OC.3 - LO 2: explain why certain rhetorical strategies in specific speeches were effective. - correlation: 11/12.RC-NF.6c, 11/12.VD-WB.2b, 11/12.VD-WB.2d, 11/12.ODC-OC.3 - LO 3: explain why the Oxford comma is a debated and evolving convention. - correlation: 11/12.GC-GU.1a	Freedoms Speech Pg, Knowledge Check: Oxford Comma Pg, and Knowledge Check: Bob Dylan's Acceptance Speech Introduction Pg - LO 2: Self-Check Knowledge Check: Four Freedoms Speech Pg - LO 3: Quiz Knowledge Check: Oxford Comma Pg	Choice and Rhetoric Quiz - LO 2: Quiz U5A3: Analyzing Word Choice and Rhetoric Quiz - LO 3: Lesson Interactive Knowledge Check: Oxford Comma Pg
Lesson 4: Planning a Speech	Instructional Tools within Lesson	Assessments
- LO 1: outline a speech. - correlation: 11/12.W-RW.6, 11/12.ODC-OC.4 - LO 2: plan visual aids to enhance a presentation. - correlation: 11/12.W-RW.6, 11/12.ODC-DC.8 - LO 3: develop a plan for practicing to deliver a speech. - correlation: 11/12.RC-RF.4, 11/12.W-RW.6, 11/12.ODC-OC.4, 11/12.GC-GU.1e	- LO 1: Graphic Organizer Knowledge Check: Steps for Planning and Drafting a Speech Pg - LO 2: Quiz Self-Check Practice Planning Visual Aids Pg - LO 3: Self-Check Knowledge Check: Preparing to Deliver a Speech Pg	- LO 1: Assignment U5A4: Planning Your Speech - LO 2: Assignment U5A4: Planning Your Speech - LO 3: Assignment U5A4: Planning Your Speech

Unit 6: The Cost of Success

Idaho Standards	Course Objectives	Teaching Strategies
11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. 11/12.RC-L.5b Evaluate the choices authors make regarding	- CO 1: explain the strengths and limitations of ambition. - CO 2: describe how authors create suspense. - CO 3: explain the concept of an unreliable narrator and how	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☐ Images ☐ Diagrams

how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-NF.6a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. • 11/12.RC-NF.6b Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. • 11/12.VD-WB.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase. • 11/12.VD-WB.1c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • 11/12.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • 11/12.VD-WB.2d Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text.	it affects a story.	☒ Videos ☒ Audio clips ☐ External tools/websites
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Lesson 1: Ambition & Materialism	Instructional Tools within Lesson	Assessments
• LO 1: analyze the meanings and usage of common idioms in context. ◦ correlation: 11/12.VD-WB.2d • LO 2: identify examples of ambition and materialism. ◦ correlation: 11/12.VD-AV.3	• LO 1: Quiz ▾ Introduction to Idioms Pg • LO 2: Quiz ▾ Knowledge Check: Ambition or Materialism Pg	• LO 1: Assessment ▾ U6T1: Unit 6 Test • LO 2: Discussion Board ▾ U6D1: "Keeping Up with the Joneses" Discussion

- LO 3: explain how the desire to “keep up with the Joneses” can influence people’s decisions. - correlation: 11/12.RC-NF.6b	LO 3: Quiz ▾ Keeping Up with the Joneses Pg	LO 3: Discussion Board ▾ U6D1: “Keeping Up with the Joneses” Discussion
Lesson 2: How Important is Success?	Instructional Tools within Lesson	Assessments
- LO 1: analyze how an author develops suspense in a narrative through pacing, conflict, and character decisions. - correlation: 11/12.RC-L.5b - LO 2: evaluate the effects of conflict between personal ambition and other values (such as safety, relationships, or ethics) on character development and theme. - correlation: 11/12.RC-L.5b - LO 3: critique how characters’ materialistic or ambition-driven choices reflect larger societal values or themes about success and fulfillment. - correlation: 11/12.RC-L.5d	- LO 1: Quiz ▾ Knowledge Check: Crafting Suspense Pg - LO 2: Quiz ▾ Knowledge Check: “Contents of the Dead Man’s Pocket” Pg - LO 3: Graphic Organizer ▾ Suspense and Ambition in “Contents of the Dead Man’s Pocket” Pg	- LO 1: Assessment ▾ U6T1: Unit 6 Test - LO 2: Assignment ▾ U6A1: Reflective Journal - Tom Benecke - LO 3: Assignment ▾ U6A1: Reflective Journal - Tom Benecke
Lesson 3: Introduction to “Bartleby, the Scrivener”	Instructional Tools within Lesson	Assessments
- LO 1: analyze the role of the unreliable narrator. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5c - LO 2: interpret allegory, symbolism, and tone in literature. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5d - LO 3: evaluate themes of isolation and ambition in literature. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5d - LO 4: use various strategies to determine the meaning of unfamiliar words. - correlation: 11/12.VD-WB.1a, 11/12.VD-WB.1c, 11/12.VD-WB.1d	- LO 1: Quiz ▾ Knowledge Check: Unreliable Narrators Pg - LO 2: Categorization ▾ Allegory, Symbolism, and Tone in Literature Pg - LO 3: Quiz ▾ Reading “Bartleby, The Scrivener” Segments 1-3 PG AND Reading “Bartleby, The Scrivener” Segments 4-7 Pg - LO 4: Quiz ▾ Knowledge Check: Unfamiliar Words Pg	- LO 1: Assignment ▾ U6A2: Bartleby’s Response - LO 2: Assignment ▾ U6A2: Bartleby’s Response - LO 3: Assignment ▾ U6A2: Bartleby’s Response - LO 4: Assessment ▾ U6T1: Unit 6 Test
Lesson 4: Conclusion of “Bartleby, the Scrivener”	Instructional Tools within Lesson	Assessments
- LO 1: analyze the role of the unreliable narrator. - correlation: 11/12.RC-L.5b, 11/12.RC-L.5c	LO 1: Quiz ▾ Reading “Bartleby, The	LO 1: Assignment ▾ U6A2: Bartleby’s

• LO 2: interpret allegory, symbolism, and tone in literature. ◦ correlation: 11/12.RC-L.5b, 11/12.RC-L.5d • LO 3: evaluate themes of isolation and ambition in literature. ◦ correlation: 11/12.RC-L.5b, 11/12.RC-L.5d • LO 4: use various strategies to determine the meaning of unfamiliar words. ◦ correlation: 11/12.VD-WB.1a, 11/12.VD-WB.1c, 11/12.VD-WB.1d	Scrivener” Segments 8-9 Pg AND Reading “Bartleby, The Scrivener” Segments 10-11 Pg • LO 2: Quiz ▾ Reading “Bartleby, The Scrivener” Segments 8-9 Pg AND Reading “Bartleby, The Scrivener” Segments 10-11 Pg • LO 3: Graphic Organizer ▾ Bartleby’s Perspective Pg • LO 4: Quiz ▾ Reading “Bartleby, The Scrivener” Segments 8-9 Pg AND Reading “Bartleby, The Scrivener” Segments 10-11 Pg	Response • LO 2: Assignment ▾ U6A2: Bartleby’s Response • LO 3: Assignment ▾ U6A2: Bartleby’s Response • LO 4: Assessment ▾ U6T1: Unit 6 Test
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Unit 7: Forces of Nature

Idaho Standards	Course Objectives	Teaching Strategies
• 11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. • 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. • 11/12.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive	• CO 1: explain how natural forces, such as natural disasters, weather, or the environment, drive the plot or contribute to character development in a variety of texts. • CO 2: identify how natural forces (e.g., storms, landscapes, seasons) are used as symbols or metaphors in literature. • CO 3: demonstrate reading fluency.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☒ Audio clips ☐ External tools/websites

readings to support comprehension. • 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. • 11/12.RC-L.5b Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. • 11/12.RC-L.5c Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.		
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Lesson 1: Introduction to Forces of Nature	Instructional Tools within Lesson	Assessments
• LO 1: explain what is meant by “force of nature.” ◦ correlation: 11/12.RC-V.2 • LO 2: analyze how authors use nature to drive the plot, develop characters, create mood, and convey symbolic meaning in literary texts. ◦ correlation: 11/12.RC-TC.1, 11/12.RC-TE.3	• LO 1: Quiz ▾ Knowledge Check: Why Do Authors Use Forces of Nature Pg • LO 2: Quiz ▾ Knowledge Check: Excerpt from "Nature" Pg and Knowledge Check: "A September Night" Pg Matching ▾ Authors Use of Nature in Literature Pg	• LO 1: Discussion Board ▾ U7D1: Forces of Nature Discussion • LO 2: Discussion Board ▾ U7D1: Forces of Nature Discussion
Lesson 2: Reading Fluency	Instructional Tools within Lesson	Assessments
• LO 1: explain what reading fluency is and how to recognize it. ◦ correlation: 11/12.RC-RF.4 • LO 2: evaluate a reader’s fluency. ◦ correlation: 11/12.RC-RF.4 • LO 3: analyze how Crane uses nature to drive the plot, develop characters, create mood, and convey symbolic meaning in “The Open Boat.” ◦ correlation: 11/12.RC-TC.1, 11/12.RC-L.5b, 11/12.RC-L.5c	• LO 1: Matching ▾ What Is Reading Fluency? Pg • LO 2: Self-Check ▾ Practicing to Evaluate Reading Fluency Pg • LO 3: Quiz ▾ The Role of Nature in “The Open Boat” Pg and "The Open Boat" Segments 5-7	• LO 1: Quiz ▾ U7A1: Forces of Nature in "The Open Boat" Quiz • LO 2: Lesson Interactive ▾ Practicing to Evaluate Reading Fluency Pg • LO 3: Quiz ▾ U7A1: Forces of Nature in "The Open Boat" Quiz

	Pg Self-Check ▾ Analysis of Crane's Use of Nature Pg	
Lesson 3: Comparing Authors' Uses of Nature	Instructional Tools within Lesson	Assessments
- LO 1: analyze how London uses nature to drive the plot, develop characters, create mood, and convey symbolic meaning in "The Law of Life." - correlation: 11/12.RC-TC.1, 11/12.RC-TE.3, 11/12.RC-L.5b, 11/12.RC-L.5c - LO 2: compare and contrast how different authors use nature to drive the plot, develop characters, create mood, and convey symbolic meaning. - correlation: 11/12.RC-TE.3, 11/12.RC-L.5a, 11/12.RC-L.5b, 11/12.RC-L.5c	- LO 1: Quiz ▾ Knowledge Check: "The Law of Life" Pg - LO 2: Graphic Organizer ▾ Compare How Different Authors Use Nature Pg	- LO 1: Assignment ▾ U7A2: Crane and London's Use of Nature Paragraph - LO 2: Assignment ▾ U7A2: Crane and London's Use of Nature Paragraph
Lesson 4: Evaluating and Improving Reading Fluency	Instructional Tools within Lesson	Assessments
- LO 1: list strategies for improving reading fluency. - correlation: 11/12.RC-RF.4 - LO 2: evaluate your reading fluency. - correlation: 11/12.RC-RF.4 - LO 3: design a plan for improving your reading fluency. - correlation: 11/12.RC-RF.4	- LO 1: Self-Check ▾ Strategies for Improving Reading Fluency Pg - LO 2: Self-Check ▾ Evaluating Your Reading Fluency Pg - LO 3: Self-Check ▾ Designing a Plan to Improve Reading Fluency Pg	- LO 1: Assignment ▾ U7A3: My Reading Fluency Plan - LO 2: Assignment ▾ U7A3: My Reading Fluency Plan - LO 3: Assignment ▾ U7A3: My Reading Fluency Plan

Unit 8: Then and Now

Idaho Standards	Course Objectives	Teaching Strategies
11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and	CO 1: describe how values and change in people and society are shown in texts,	Within this unit, material will be delivered to the students via: ☒ Reading Materials

vocabulary. • 11/12.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. • 11/12.RC-L.5a Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. • 11/12.RC-L.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. • 11/12.RC-L.5e Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types. • 11/12.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. • 11/12.ODC-OC.2 Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media. • 11/12.ODC-OC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • 11/12.ODC-DC.7 Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. • 11/12.ODC-DC.8 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • 11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in	music, objects, or ideas from different times. • CO 2: explain how events—such as the passage of time, wars, social movements, or new technology—can change how people think and behave.	☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☐ External tools/websites
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accounts offered. • 11/12.VD-WB.1b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize). • 11/12.VD-WB.2c Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering). • 11/12.VD-AV.3 Acquire and use accurate general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. • 11/12.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. • 11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. • 11/12.W-HWK.7 Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • 11/12.GC-M.3 Spell correctly, consulting reference materials to check as needed.		
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Lesson 1: Introduction to Change	Instructional Tools within Lesson	Assessments
• LO 1: identify different types of change. ◦ correlation: 11/12.RC-V.2 • LO 2: analyze how authors use the theme of change in various texts.	• LO 1: Quiz ▾ What is Change? Pg • LO 2: Quiz ▾ Why Do We See the	• LO 1: Discussion Board ▾ U8D1: Changing Perspectives Discussion • LO 2: Discussion Board ▾

○ correlation: 11/12.RC-TC.1, 11/12.RC-L.5a, 11/12.RC-L.5e, 11/12.ODC-OC.3 ● LO 3: explain the impact of time and experience on perspective. ○ correlation: 11/12.RC-TE.3, 11/12.RC-L.5a, 11/12.RC-L.5e, 11/12.ODC-OC.1, 11/12.ODC-OC.3 ● LO 4: analyze the subtle differences (nuances) in the meanings of words with similar denotations. ○ correlation: 11/12.VD-WB.2c	Theme of Change So Often? Pg ● LO 3: Quiz ▾ Knowledge Check: Those Winter Sundays Pg and Knowledge Check: The Interlopers Pg ● LO 4: Quiz ▾ Knowledge Check: Vocabulary Pg	U8D1: Changing Perspectives Discussion ● LO 3: Discussion Board ▾ U8D1: Changing Perspectives Discussion ● LO 4: Lesson Interactive ▾ Knowledge Check: Vocabulary Pg
Lesson 2: Societal Change	Instructional Tools within Lesson	Assessments
● LO 1: explain what a protest song is and its purpose. ○ correlation: 11/12.VD-AV.3 ● LO 2: list elements of a protest song. ○ correlation: 11/12.VD-AV.3 ● LO 3: analyze various protest songs. ○ correlation: 11/12.RC-L.5d, 11/12.ODC-OC.3, 11/12.ODC-DC.8	● LO 1: Quiz ▾ Societal Change and Protest Songs Pg ● LO 2: Matching ▾ Elements and Structure of a Protest Song Pg ● LO 3: Self-Check ▾ Analysis of Bob Dylan's "Blowin' in the Wind" Pg and Lyric Analysis: Blowin in the Wind Pg and Practice Analyzing Protest Songs Pg Quiz ▾ Lyric Analysis: Waiting On the World to Change Pg	● LO 1: Assignment ▾ U8A1: Analyzing Modern-Day Protest Songs ● LO 2: Assignment ▾ U8A1: Analyzing Modern-Day Protest Songs ● LO 3: Assignment ▾ U8A1: Analyzing Modern-Day Protest Songs
Lesson 3: Technological Change	Instructional Tools within Lesson	Assessments
● LO 1: explain the effect technological changes have on society. ○ correlation: 11/12.RC-V.2 ● LO 2: analyze specific elements of films. ○ correlation: 11/12.ODC-OC.2 ● LO 3: compare and contrast the effect technological changes have on different versions of films. ○ correlation: 11/12.W.RW.5, 11/12.ODC-OC.2, 11/12.ODC-DC.7	● LO 1: Self-Check ▾ How Does Technology Affect Society? Pg ● LO 2: Categorization ▾ Exploring Two Versions of War of the Worlds Pg ● LO 3: Graphic Organizer ▾	● LO 1: Assignment ▾ U8A2: Impact of Technological Changes in Film ● LO 2: Assignment ▾ U8A2: Impact of Technological Changes in

• LO 4: use reference tools to correct spelling. ◦ correlation: 11/12.GC-M.3	• Practice Analyzing Films: King Kong Pg • LO 4: Categorization ▾ Spelling Correctly Using Reference Materials Pg	• Film • LO 3: Assignment ▾ U8A2: Impact of Technological Changes in Film • LO 4: Lesson Interactive ▾ Spelling Correctly Using Reference Materials Pg
Lesson 4: Then and Now	Instructional Tools within Lesson	Assessments
• LO 1: describe the purpose of a time capsule. ◦ correlation: 11/12.VD-AV.3 • LO 2: analyze a time capsule looking for information about perspectives, society, and technology of the time. ◦ correlation: 11/12.ODC-OC.3 • LO 3: plan a time capsule that represents your current personal perspective, the values of today's society, and the technology of the present time. ◦ correlation: 11/12.W-RW.6, 11/12.W-HWK.7 • LO 4: correctly use patterns of word changes that indicate different meanings or parts of speech. ◦ correlation: 11/12.VD-WB.1b	• LO 1: Quiz ▾ Time Capsules Pg • LO 2: Self-Check ▾ Exploring a Time Capsule Pg • LO 3: Graphic Organizer ▾ Planning a Time Capsule Pg • LO 4: Cloze Block ▾ Word Change Patterns in the Context of Time Capsules Pg	• LO 1: Assignment ▾ U8A3: Plan a Time Capsule • LO 2: Assignment ▾ U8A3: Plan a Time Capsule • LO 3: Assignment ▾ U8A3: Plan a Time Capsule • LO 4: Assignment ▾ U8A3: Plan a Time Capsule