

<b>Title: Unit 1</b>	<b>Subject/Course: English III</b>
<b>Topic: The Framework of the American Voice</b>	<b>Grade: 11</b>
	<b>Designer(s): Jessica Sacrenty</b>

**Stage 1- Desired Results**

**PA Common Core Standards:** CC.1.2.11-12.B; CC.1.2.11-12.A; CC.1.2.11-12.L; CC.1.5.11-12.A; CC.1.4.11-12.V; CC.1.4.11-12.W; CC.1.5.11-12.A; CC.1.5.11-12.D

**Transfer:**

- Students will be able to independently use their learning to...
- Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
  - Conduct short as well as more sustained research projects to answer a questions (including a self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Meaning:**

<p><b>Understandings:</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate possible sources for reliability, bias, and relevance.</li> <li>• Citing sources using an approved and appropriate research format (MLA).</li> <li>• Literature of a time period reflects the culture, value, norms, and events of that time.</li> <li>• The literature of a nation changes or evolves over time.</li> <li>• American literature represents a variety of individual mindsets, opinions, schools of thought, etc.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes American Literature American?</li> <li>• What is the relationship between literature and place?</li> <li>• How does literature shape or reflect society?</li> <li>• What is American literature, and what are the defining characteristics of the major literary movements, beginning with Native American myth?</li> </ul>
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**Acquisition:**

Students will know...

- Identify and define prominent literary movements and explain the relationships between those movements.
- Interpret information from multiple print and digital sources on a specific literary movement by conducting research.
- Assess strengths and limitations of multiple sources and integrate into student's own text effectively, without plagiarizing.

Students will be skilled at ...

- Locating relevant reliable sources from a variety of media.
- Practicing plagiarism avoidance strategies such as: note taking, paraphrasing, properly formatted bibliography page (MLA).
- Presenting findings in a clear and interesting manner.

**Stage 2- Assessment Evidence**

**Unit Assessment:**

- Compose a research outline in MLA format that organizes the information gathered, including student's own research notes in teacher's preferred format.
- Produce a multi-media presentation on a given literary movement that explains its relationship to the time period and to previous and later movements.
- Identify and give examples of key characteristics of this movement by grabbing audience attention (ex.doing a "Word Splash" on the board) for each movement.
- As a class, produce a timeline of American literature from each group's research results.

**Other Evidence:**

- Teacher Observation and Conference
- Research Notes

**Stage 3- Learning Plan**

**Pre-Assessment**

**Learning Events**

- Small group discussions
- Independent research and study
- Planning sessions in groups
- One-to-one and group with teacher conferences
- Independent reading and note taking
- Oral presentation

**Progress-Monitoring**

- Essential Questions in Literature p. Lxxviii-lxxxiii
- A Gathering of Voices p. 2-16
- A Growing Nation p. 210-224
- Division, Reconciliation, and Expansion p. 462-676
- Disillusion, Defiance, and Discontent p.690-704
- Prosperity and Protest p.966-980
- New Voices, New Frontiers p.1278-1292
- Integrate and Evaluate Information p.16; 224; 476; 704; 980; 1292

**Differentiation:**

- Adapted texts and lessons provided by Pearson either in the Teacher's edition, online, and in adapted materials

**Technology:**

- Technology provided by Pearson at [www.pearsonrealize.com](http://www.pearsonrealize.com)  
(Technology pieces will be added as access is granted and units are taught).
- Computers with internet access for research and multi-media presentation

**Enrichment:**

- Video selections provided by Pearson

**Pacing Guide**

- 7 class periods

<b>Title: Unit 2</b>		<b>Subject/Course: English III</b>	
<b>Topic: Anatomy of the American Dream</b>		<b>Grade: 11</b>	<b>Designer(s): Jessica Sacrenty</b>
<b>Stage 1- Desired Results</b>			
<b>Common Core Standards:</b> CC.1.3.11-12F; CC.1.3.11-12K; CC.1.3.11-12C; CC.1.3.11-12D; CC.1.3.11-12I CC.1.4.11-12B			
<b>Transfer:</b>			
Students will be able to independently use their learning to... <ul style="list-style-type: none"> <li>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</li> <li>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</li> <li>Evaluate how words and phrases shape meaning and tone in texts.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools.</li> <li>Read and comprehend literary fiction on grade level, reading independently and proficiently.</li> <li>Write with a sharp distinct focus identifying topic, task, and audience.</li> </ul>			
<b>Meaning:</b>			
<b>Understandings:</b> Students will understand that... <ul style="list-style-type: none"> <li>Authors develop characters over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>A text’s point of view has an impact on the meaning of the text.</li> <li>The use of literary elements can help understand a work of fiction.</li> <li>There were many manifestations of the American Dream in the Twenties.</li> </ul>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What makes American Literature American?</li> <li>What is the relationship between literature and place?</li> <li>How does literature shape or reflect society?</li> <li>In what ways does voice contribute to the authority of an argument?</li> <li>How does an understanding of stylistic and rhetorical devices allow for a more complete and complex understanding of a text?</li> </ul>	
<b>Acquisition:</b>			
Students will know... <ul style="list-style-type: none"> <li>Demonstrate satisfactory literal comprehension of <i>The Great Gatsby</i>.</li> <li>Demonstrate sophisticated comprehension of figurative and connotative meanings of words and phrases author has chosen through close readings.</li> <li>Analyze style elements, such as tone, mood, diction, and imagery through close readings.</li> <li>Analyze the socio and economic culture in America from the end of WWI through the</li> </ul>		Students will be skilled at ... <ul style="list-style-type: none"> <li>Close reading of a text (while using reading strategies)</li> <li>Collaborative discussion (via blogs/journals)</li> <li>Identifying stylistic and rhetorical devices in a complex text.</li> </ul>	

decade of the Twenties.

- Recognize and understand manifestations of the American Dream as it appears in early 20th Century.
- Contextually place *The Great Gatsby* within the decade of the 1920s history and literature.
- Compare the class struggles of early twentieth century (e.g., the Buchanans and the Wilsons).
- Combine critical thinking, textual analysis, and imaginative writing skills.
- Analyze the themes of hope, self-discovery, illusion, paradox, and the corruption of the American Dream.
- Articulate a viewpoint and support it by using text.
- Compose an effective, well-organized style analysis essay on a specific topic related to the novel.
- Develop and demonstrate sophisticated vocabulary when analyzing a piece of writing.
- Demonstrate the ability to effectively analyze a writing prompt in a timed setting.
- Use effective transition words and phrases.

### Stage 2- Assessment Evidence

#### Unit Assessment:

- In small groups and as a class, students will use a dictionary to look up denotative meanings and discuss orally and in writing denotative and connotative/figurative meanings and how they contribute to the tone, diction and imagery in the novel.
- Students will complete a short one- to two-period research scavenger hunt on the background of WWI through the Twenties and draw connections to *Gatsby* orally and in writing.
- Other assessment opportunities include short essays on the theme of *The American Dream*,

#### Other Evidence:

- Constructed Response Questions
- Vocabulary Assignments
- Chapter Quizzes
- Writing Samples

<p>DIGITAL BLOGS (on Moodle or a Wiki) containing examples of Gatsby’s style, comments on the subject of class in the novel, and on the additional themes of hope, self-discovery, illusion, and paradox.</p> <ul style="list-style-type: none"> <li>• Another possible assessment is a literal comprehension test on <i>The Great Gatsby</i>.</li> <li>• Summative assessment essay analyzes a particular style element from the novel and includes textual support. Compose a research outline in MLA format that organizes the information gathered, including student’s own research notes in teacher’s preferred format.</li> </ul>	
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**Stage 3- Learning Plan**

**Pre-Assessment**

<p><b>Learning Events</b></p> <ul style="list-style-type: none"> <li>• Background on F. Scott Fitzgerald p. 729 in Pearson Text.</li> <li>• Difficult vocabulary that students will encounter in <i>Gatsby</i> will be made familiar by students completing vocabulary activities: definitions, connotations, visual representations, original sentences, paragraphs, etc.</li> <li>• Introduction: Students will watch video clip or the film <i>Midnight in Paris</i>. Teacher will provide background of why “Gil” is in Paris in the present time and then show the excerpt in which the protagonist climbs into the car and travels with the Fitzgeralds, meets Hemingway, Gertrude Stein, etc. Students should note the dress, the attitudes, the music, the dance, the lack of self-restraint, etc. in the film. Students will be introduced to the “Lost Generation.”</li> <li>• Read two nonfiction editorials on restraint and lack of self-restraint. Complete comparison chart.</li> <li>• Read the first chapter of <i>Gatsby</i> together to model “think aloud” strategy to students. Ask questions, make comments, make inferences based on elements of the text.</li> <li>• Students will complete a character chart as they read through the novel. After each reading assignment, teacher will review major character elements for students to have recorded in their charts. Possible topics of discussion: Nick as unreliable narrator; Daisy as symbol of unreachable American Dream; Tom as unintelligent bully; “old rich” vs. “new rich”; the Midwest vs. the East; Myrtle and George as working class in the Valley of the Ashes; Jordan Baker as the “new woman”; Jay Gatsby as foolish dreamer, “new rich”</li> <li>• Identify and analyze textual examples of figurative language in <i>Gatsby</i>. Work with partners to identify and explain metaphor, simile, imagery, paradox, diction, syntax, tone. Each pair will be assigned a certain section of a chapter in which to find an example of a stylistic element. Students will brainstorm an analysis of this element in their writing journals or on a separate sheet of paper and share their</li> </ul>	<p><b>Progress-Monitoring</b></p> <ul style="list-style-type: none"> <li>• Comprehension questions for each chapter of the novel.</li> <li>• Vocabulary Assignment for each chapter.</li> <li>• Comparison chart on editorials</li> <li>• “Think aloud” strategy during first chapter</li> <li>• Characterization chart</li> <li>• Writing journals</li> <li>• Plot summary chart</li> <li>• Analysis Essay check points</li> </ul>
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<p>information with the class.</p> <ul style="list-style-type: none"> <li>• Complete a basic plot summary chart in small groups to review elements of plot structure and as a review of the novel. Use visual representations cut from magazines to design a poster and to bring in other learning styles. Review the terms exposition, conflict, rising action, climax, falling action, and denouement.</li> <li>• Building on prewriting analysis of figurative language in <i>Gatsby</i>, write an analysis essay that examines a particular stylistic element in Fitzgerald’s novel.</li> <li>• Thesis lesson activity. Teacher directed notes on effective thesis statements. Students will practice writing thesis statements with partners on various topics given by teacher. Then students will write their own thesis statement on their chosen essay topic according to the guidelines.</li> <li>• Students will read samples of various types of introductions, pick a style, and then write an introduction in that format</li> <li>• Students may use their prewriting for their thesis statement and their introduction. At the beginning of the class, students will begin typing their essay. They will have one full block to finish.</li> </ul>	
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li> <li>• Computers with internet access for research and multi-media presentation</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Excerpt from <i>The Autobiography of Benjamin Franklin: A Bold and Arduous Project Arriving at Moral Perfection</i></li> <li>• Film: <i>Midnight in Paris</i> (2011)</li> <li>• Film: <i>The Great Gatsby</i> (2013)</li> </ul>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>

<b>Title: Unit 3</b>		<b>Subject/Course: English III</b>	
<b>Topic:</b>	<b>Grade: 11</b>	<b>Designer(s):</b>	
<b>Stage 1- Desired Results</b>			
<b>Common Core Standards:</b>			
<b>Transfer:</b>			
Students will be able to independently use their learning to...			
<b>Meaning:</b>			
<b>Understandings:</b> Students will understand that...		<b>Essential Questions:</b>	
•		•	
<b>Acquisition:</b>			
Students will know...		Students will be skilled at ...	
•		•	
<b>Stage 2- Assessment Evidence</b>			
<b>Unit Assessment:</b>		<b>Other Evidence:</b>	
•		•	
<b>Stage 3- Learning Plan</b>			
<b>Pre-Assessment</b>			



<p><b>Learning Events</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Progress-Monitoring</b></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"><li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li><li>• Computers with internet access for research and multi-media presentation</li></ul> <p><b>Enrichment:</b></p>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"><li>•</li></ul>

**Title: Unit 4**

**Subject/Course: English III**

**Topic: A Growing Nation**

**Grade: 11**

**Designer(s): Jessica Sacrenty**

**Stage 1- Desired Results**

**Common Core Standards:** CC.1.3.11-12.C; CC.1.3.11-12.H; CC.1.3.11-12.B; CC.1.2.11-12.F; CC.1.2.11-12.B; CC.1.4.11-12.P; CC.1.4.11-12.Q; CC.1.4.11-12.A; CC.1.4.11-12.D; CC.1.4.11-12.C; CC.1.4.11-12.F; CC.1.4.11-12.W; CC.1.4.11-12.R

**Transfer:**

Students will be able to independently use their learning to...

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- Evaluate how words and phrases shape meaning and tone in texts.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of writing. –Use parallel structure. –Use various types of phrases and clauses to convey specific meanings and add variety and interest. –Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**Meaning:**

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Romantic literature is a journey away from the corruption of society and the limits of rational thought toward the integrity of nature and the freedom of the imagination.</li> <li>• American Romanticism broke into two separate journeys: an exploration of the past and of exotic or supernatural realms and the contemplation of the natural world.</li> <li>• American Romanticism introduced a hero completely different than all previous heroes- he was youthful, innocent, intuitive, close to nature and uneasy with women.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes American Literature American?</li> <li>• What is the relationship between literature and place?</li> <li>• How does literature shape or reflect society?</li> <li>• How does American Romantic literature reflect, clarify, and criticize the time it portrays?</li> <li>• How do the selections express the shared qualities of the beliefs and cultures of the time period?</li> </ul>
<p><b>Acquisition:</b></p>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How the “pattern of the journey” is revealed and embraced through Romantic literature.</li> <li>• How the development of the Romantic hero is a direct result of European stereotypes of Americans.</li> <li>• How the elements of Romanticism combine in Romantic poetry to engage the reader.</li> <li>• What ideals, themes, and events are reflected in the literature of this time period.</li> </ul>	<p>Students will be skilled at ...</p> <ul style="list-style-type: none"> <li>• Reading and responding to texts with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.</li> <li>• Composing a reflective essay using CC writing standards.</li> </ul>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Unit Assessment:</b></p> <ul style="list-style-type: none"> <li>• Compose an original piece incorporating the elements of mood/tone (write to convey a specific mood).</li> <li>• Transcendental journal</li> <li>• Reflective essay (p.440-447)</li> <li>• Unit test</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Quizzes</li> <li>• Class discussion</li> <li>• Teacher/student conferences</li> </ul>
<p><b>Stage 3- Learning Plan</b></p>	
<p><b>Pre-Assessment</b></p>	

<p><b>Learning Events</b></p> <ul style="list-style-type: none"> <li>• Introduce American Romanticism and Transcendentalism by taking notes, watching short video clips (provided by Pearson and teacher) and participating in a gallery walk (hallway full of artwork from the Romantic movement)</li> <li>• “The Devil and Tom Walker (p.226-240). Students will read short story with a partner while evaluating the influences of the historical period.</li> <li>• Introduce Edgar Allan Poe and the gothic romantics (p. 288-290).</li> <li>• Read “The Black Cat” by chunking the text as a class (teacher provided selection).</li> <li>• Review Elements of Transcendentalism (Play music to help identify elements as a class). Students will read “Transcendentalism: The Seekers” (p.360-361) and have a small group discussion (see p. 361). Students will read scholar’s insights on transcendentalism (p.362-363)</li> <li>• Selections from Emerson: “Nature” (p.367-368) “Self-Reliance” (p.369-370), “Concord Hymn” (p.371). Close Reading activities independently.</li> <li>• Scholar’s insights introducing Thoreau (p.374-375).</li> <li>• Building knowledge and insight on Thoreau (p.376)</li> <li>• Excerpts from Thoreau: “Walden” and “Civil Disobedience” (p.377-389). Contemporary Connection (p.398)</li> <li>• Viewing the film, <i>The Dead Poet’s Society</i> while making connections to romantic/transcendental ideas.</li> <li>• Viewing the film, <i>The Last of the Mohicans</i> while making connections to the romantic interpretation of the “hero.”</li> </ul>	<p><b>Progress-Monitoring</b></p> <ul style="list-style-type: none"> <li>• “The Devil and Tom Walker” (Critical Reading p.239; Close reading activities p.240)</li> <li>• Chunking chart for “The Black Cat”</li> <li>• Music-mix chart for identifying transcendental elements</li> <li>• Small group discussion on transcendentalism (p.361)</li> <li>• Critical reading on transcendentalism (p.363)</li> <li>• Emerson critical reading (p.368; 370; 371)</li> <li>• Emerson close reading activities (p.372-373)</li> <li>• Critical reading on intro to Thoreau (p.375; 376)</li> <li>• “Walden” critical reading (p.387); “Civil Disobedience” critical reading (p.389)</li> <li>• Thoreau Close Reading Activities (p.390-391)</li> <li>• Critical Reading (connection) p.400</li> <li>• <i>Dead Poet’s Society</i> movie guide</li> <li>• <i>Last of the Mohicans</i> movie guide</li> </ul>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li> <li>• Computers with internet access for research and multi-media presentation</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• <i>The Dead Poet’s Society</i> (film)</li> <li>• <i>The Last of the Mohicans</i> (film)</li> </ul>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• 3-4 weeks</li> </ul>

<b>Title: Unit 5</b>		<b>Subject/Course: English III</b>	
<b>Topic: The Voice of the American Poet</b>		<b>Grade: 11</b>	
<b>Designer(s): Jessica Sacrenty</b>			
<b>Stage 1- Desired Results</b>			
<b>Common Core Standards:</b> CC.1.3.11-12B; CC.1.3.11-12A; CC.1.3.11-12F; CC.1.3.11-12E; CC.1.3.11-12K; CC.1.3.11-12H; CC.1.2.11-12.C; CC.1.4.11-12G; CC.1.4.11-12A; CC.1.4.11-12.B; CC.1.5.11-12.A			
<b>Transfer:</b>			
Students will be able to independently use their learning to...			
<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</li> <li>● Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</li> <li>● Evaluate how words and phrases shape meaning and tone in texts.</li> <li>● Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</li> <li>● Read and comprehend literary fiction on grade level, reading independently and proficiently.</li> <li>● Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</li> <li>● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>● Write with a sharp distinct focus identifying topic, task, and audience.</li> <li>● Write arguments to support claims in an analysis of substantive topics.</li> <li>● Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> </ul>			
<b>Meaning:</b>			
<b>Understandings:</b> Students will understand that... <ul style="list-style-type: none"> <li>● Through literary works, the meaning of the poetry and its history.</li> <li>● What poetry is and form a working definition.</li> <li>● Compare and discuss types of writing and discuss whether it is poetry (or not).</li> <li>● Review the life and literary works of American poets and be introduced to others.</li> <li>● Identify formal elements within poetry along with style and language</li> </ul>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What makes American Literature American?</li> <li>● What is the relationship between literature and place?</li> <li>● How does literature shape or reflect society?</li> <li>● How effective is the poet’s voice in American literature?</li> <li>● What role did the poet’s work play in the evolving American landscape?</li> <li>● What are the various ways in which a reader can approach understanding in poetry?</li> </ul>	
<b>Acquisition:</b>			

**Students will know...**

- Explain the relationship between Bradstreet and Wheatley’s poetry and the Puritan doctrine of predestination.
- The paradox between Dickinson’s life and work.
- Analyze the themes of religion and nature in Dickinson’s poetry.
- Evaluate Dickinson’s unique, spare style of word choice and syntax.
- Identify thematic connections between Whitman’s poetry and Emerson’s: nature and the individual & community.
- Distinguish between free verse and traditional verse.
- Defend the assertion of Whitman’s unique American voice.
- Define and explain the origins of the Harlem Renaissance.
- Explore the relationship between historical events and literature as they emerge in the works of the Harlem Renaissance poets and authors.
- Note the relationship between themes in the early twentieth-century American literature and nineteenth-century American thought.
- Analyze the relationship between the modernist style and content.

**Students will be skilled at ...**

- Evaluating poetry from different time periods for tone, figurative language, meter/rhyme, word choice, free verse vs. traditional verse.
- Identify certain formal elements of poetry.
- Reading and writing poetry.
- Listing/reciting key American poets.
- Explaining how poetry is important to American History/Literature.
- Composing original poetry while utilizing figurative language.

**Stage 2- Assessment Evidence****Unit Assessment:**

- Students will review characteristics of Puritanism from Unit 3 and record those characteristics in a reader’s Response Journal as they read Anne Bradstreet’s and Phillis Wheatley’s poetry.
- Fireside poets & Poe selection quiz
- Students will write a comparison paper on Dickinson and Whitman and their connection to romanticism and transcendentalism
- In a one-page response essay, argue the assertion that Frost and his contemporaries held themselves apart from their surrounding culture and make a “break” from past traditions.
- Harlem Renaissance web quest (in small groups), students will research and summarize the social, economic, and political environment of the 1920s and 1930s and present findings in oral report.
- Compose an original poem and perform it in a

**Other Evidence:**

- Small group and whole class activities
- Reading checks / close reading activities
- Teacher conferences
- Peer edit writer’s workshop

- class wide poetry slam.
- Figurative language quiz

### Stage 3- Learning Plan

#### Pre-Assessment

#### Learning Events

- Anticipation guide for being a reader/writer of poetry.
- Evolution of poetry begins. Starting with Anne Bradstreet. Students will complete the “Building knowledge and insight” on p.74 and the “before you read” on p.75.
- “To My Dear and Loving Husband” p.76
- World Literature in context “The Tenth Muse” p.78
- “Upon the Burning of our house” (teacher supply a copy)
- “Building knowledge and Insight” on p.122 and p.123 before you read (Phillis Wheatley).
- “To His Excellency, General Washington” p.125-126
- Introduction to the Fireside Poets
- Building knowledge and insight referring to the Fireside poets (p.256).
- Henry Wadsworth Longfellow “The Song of Hiawatha” (p.258-259) and “The Tide Rises, the Tide Falls” (p.260) “A Psalm of Life” (teacher provided)
- Background info on “The Raven” (Poe). Read “The Raven” together by listening and reading, while identifying tone, repetition, and connections to literary time period (p.311-317)
- American Masters: Defining Poetry (p.402-403)
- Background on Emily Dickinson (p.404-407)
- Selection of Dickinson poems (p.408-417)
- Background on Walt Whitman (p.422-425)
- Selection of Whitman poems (p.426-436)  
\*\*(Poems can be read as a jigsaw activity in groups)
- Background on T.S. Eliot (p.706-707)
- “The Love Song of J. Alfred Prufrock” –T.S. Eliot (p.708-712)
- Background on e.e. cummings (p.778-779)
- “old age sticks” and “anyone live in a pretty how town” –e.e. cummings (p.780-782)
- Background on Stevens, MacLeish, Moore (p.784)
- Selections “Of Modern Poetry” (p.786-787); “Ars Poetica” (p.789-790); “Poetry” (p.791-792) (Emphasize theme)
- Selections “Chicago” and “Grass” by Carl Sandburg (p.866-870) (emphasizing personification)

#### Progress-Monitoring

- Critical Reading on Bradstreet p.77
- Close reading activities on Bradstreet p.79
- Critical Reading on Wheatly p.126
- Close reading activities on Wheatley p.127
- Critical reading on “The Song of Hiawatha” p.259
- Close reading activities on Fireside Poets p.268
- “The Raven” critical reading p.317; close reading activities p.318-319
- Model of analyzing poetry (p.403)
- Building knowledge and insight on Dickinson(p.407)
- Critical reading checks on Dickinson’s poetry (p.409; 411; 414; 417)
- Close Reading Activities on Dickinson’s poetry (p.420-421)
- Critical reading checks on Whitman’s poetry (p.427; 431; 433; 436)
- Close reading activities on Whitman’s poetry (p.438-439)
- Critical reading Eliot (p.712)
- Critical reading cummings (p.782)
- Close reading activities on cummings (p.783-784)
- Critical reading on selections (p.787; 790; 792)
- Close reading activities on

<ul style="list-style-type: none"> <li>• Robert Frost’s Poetry (Background p.872-873) Selections of poetry p.874-885 (emphasizing personification)</li> <li>• Harlem Renaissance: Literary History (Langston Hughes and Harlem) p.896-900</li> <li>• Langston Hughes selections of poetry (p.901-907)</li> <li>• Comparing literary works (comparing poetry of cultural identity) selections of the Harlem Renaissance (p.913-936)</li> <li>• Introduction to Poetry Slam! (View performances of Brave New Voices)</li> <li>• Writer’s workshop on composing an original poem and performing it in class.</li> </ul>	<ul style="list-style-type: none"> <li>• selections (p.793-794)</li> <li>• Sandburg close reading activities (p.871-872)</li> <li>• Critical reading on Frost (p.876; 879; 881; 885)</li> <li>• Close reading on Frost selections (p.886-887)</li> <li>• Group discussion on comprehension and collaboration of Harlem Renaissance background information</li> <li>• Critical reading on Hughes (p.905; 907)</li> <li>• Close reading activities on Hughes (p.908-911)</li> <li>• Critical reading on Harlem Renaissance selections (p.918; 925; 926; 936)</li> <li>• Close reading activities on Harlem Renaissance (p.919; 927; 937)</li> <li>• Writer’s workshop</li> </ul>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li> <li>• Computers with internet access for research and multi-media presentation</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• <i>Brave New Voices</i> (film)</li> <li>• <i>Black Boy</i> -Richard Wright</li> </ul>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• 4-5 weeks</li> </ul>



**Title: Unit 6** **Subject/Course: English III**

**Topic: Prosperity and Protest (Post-War Era)** **Grade: 11** **Designer(s): Jessica Sacrenty**

**Stage 1- Desired Results**

**Common Core Standards:** CC.1.3.11-12.C; CC.1.3.11-12.E; CC.1.3.11-12.G; CC.1.4.11-12.A; CC.1.4.11-12.G; CC.1.4.11-12.V; CC.1.4.11-12.H; CC.1.5.11-12.B; CC.1.5.11-12.A

**Transfer:**

Students will be able to independently use their learning to...

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write arguments to support claims in an analysis of substantive topics.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

**Meaning:**

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• <i>The Crucible</i> contains an example of a witch-hunt where innocent people were blamed for crimes and punished with little or no evidence.</li> <li>• Key terms from the text through vocabulary lessons/tests</li> <li>• Witch-hunts have occurred frequently throughout history.</li> <li>• Arthur Miller wrote this fictional story based off of real events and real people in Salem</li> <li>• Character development is necessary to telling a story</li> <li>• Symbolism is a key tool used in this play</li> <li>• Miller provides the reader/viewer with</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes American Literature American?</li> <li>• What is the relationship between literature and place?</li> <li>• How does literature shape or reflect society?</li> <li>• What is a witch hunt?</li> <li>• What are some characteristics of a witch hunt that are found in <i>The Crucible</i>?</li> <li>• Which characters change the most throughout the story? How do these changes affect the plot of <i>The Crucible</i>?</li> <li>• What is Arthur Miller saying about society through this play?</li> <li>• What is honor?</li> <li>• What does true forgiveness and repentance look like?</li> <li>• How do the actions of these characters and the</li> </ul>
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<p>important commentary on society through this play</p> <ul style="list-style-type: none"> <li>• Critical reading involves making decisions as a reader about what is happening in the story</li> </ul>	<p>events in the plot contribute to theme in <i>The Crucible</i>?</p> <ul style="list-style-type: none"> <li>• What symbols does Miller choose in this play? What do they represent? Are these choices effective?</li> <li>• How does the modern film version differ from the original text?</li> </ul>
<b>Acquisition:</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Key terms (witch hunt, genocide, etc.)- this will be accomplished via weekly vocabulary tests and discussion</li> <li>• Characteristics of a “witch hunt” from <i>The Crucible</i></li> <li>• Examples in history in which a “witch hunt” has impacted a society, i.e. with the Holocaust</li> <li>• Key themes from the story, particularly honor, true love, reputation, hysteria, etc.</li> <li>• Symbols found throughout the story mainly what the idea of “witch hunt” represents</li> </ul>	<p>Students will be skilled at ...</p> <ul style="list-style-type: none"> <li>• Identify examples of character development and change throughout the story</li> <li>• Practice both critical viewing skills and critical reading skills throughout the unit on the Crucible</li> <li>• Read increasingly difficult texts</li> <li>• Analyze and discuss key quotes found throughout the text</li> <li>• Make moral judgments based on personal experience and argument provided in the play</li> <li>• Work together in groups</li> </ul>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Unit Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will turn in worksheets daily with questions answered from the play. These will include viewing guides, close text analysis worksheets, and any other tasks that they are asked to perform, related specifically to the day’s reading.</li> <li>• Argumentative Essay (p.1256-1263)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Small group and whole class activities</li> <li>• Class debate</li> <li>• Think-pair-share</li> <li>• Blogging</li> <li>• Teacher observation</li> </ul>
<b>Stage 3- Learning Plan</b>	
<b>Pre-Assessment</b>	
<p><b>Learning Events</b></p> <ul style="list-style-type: none"> <li>• Anticipation guide: graffiti scandal (what would you do?)</li> <li>• Introduce &amp; Define “drama” (p.1116-1117)</li> <li>• Introduce Arthur Miller (p.1118-1121)</li> <li>• Building knowledge and insight Act I (p.1123)</li> <li>• Read background of The Crucible together (p.1124-1125)</li> <li>• Read Act I together (have students volunteer for specific parts). Assign discussion questions for classwork or homework, and give a comprehension quiz upon completion of the act. (p.1126-1157)</li> <li>• Building knowledge and insight Act II (p.1160)</li> <li>• Read Act II together (have students volunteer for specific</li> </ul>	<p><b>Progress-Monitoring</b></p> <ul style="list-style-type: none"> <li>• Critical Reading on background of The Crucible p.1121</li> <li>• Critical Reading Act I (p.1157)</li> <li>• Close Reading Act I (p.1158-1159)</li> <li>• Critical Reading Act II (p.1181)</li> <li>• Close Reading Act II (p.1182-1183)</li> <li>• Group Discussion on 21<sup>st</sup> century drama (p.1185)</li> <li>• Small group discussions</li> </ul>

<p>parts). Assign discussion questions for classwork or homework, and give a comprehension quiz upon completion of the act. (p.1161-1181)</p> <ul style="list-style-type: none"> <li>• Literary History: Drama (p.1184)</li> <li>• Watch Act III &amp; Act IV film adaptation of the play. Have students complete discussion questions when finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Act quizzes</li> </ul>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li> <li>• Computers with internet access for research and multi-media presentation</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• <i>The Crucible</i> (film)</li> <li>• Analyze and Evaluate Entertainment Media (p.1264-1265)</li> </ul>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

**Title: Unit 7**

**Subject/Course: English III**

**Topic: New Voices, New Frontiers**

**Grade: 11**

**Designer(s): Jessica Sacrenty**

**Stage 1- Desired Results**

**Common Core Standards:** CC.1.3.11-12.B; CC.1.3.11-12.C; CC.1.3.11-12.F; CC.1.3.11-12.E; CC.1.3.11-12.A; CC.1.4.11-12.G; CC.1.4.11-12.T; CC.1.4.11-12.A; CC.1.4.11-12.M; CC.1.4.11-12.B; CC.1.4.11-12.L; CC.1.4.11-12.O; CC.1.4.11-12.O; CC.1.4.11-12.P; CC.1.5.11-12.A; CC.1.4.11-12.F; CC.1.5.11-12.D; CC.1.5.11-12.B; CC.1.2.11-12.B; CC.1.2.11-12.A; CC.1.2.11-12.E; CC.1.2.11-12.D; CC.1.3.11-12.I

**Transfer:**

Students will be able to independently use their learning to...

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- Evaluate how words and phrases shape meaning and tone in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Write arguments to support claims in an analysis of substantive topics.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Write narratives to develop real or imagined experiences or events.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**Meaning:**

**Understandings:**

Students will understand that...

- American literature is constantly changing and evolving as time progresses.
- Culture influences language and literature
- Every writer has a voice, and something to contribute to the literary world.

**Essential Questions:**

- What makes American Literature American?
- What is the relationship between literature and place?
- How does literature shape or reflect society?
- What is a story each individual student can tell that is only about that individual's experience?

**Acquisition:**

**Students will know...**

- Determine the author's point of view or purpose and analyze and evaluate the effectiveness of a structure and author uses in an exposition or argument.
- The elements of a short story (reading/analyzing as well as composing)
- Create memoirs that give an audience a sense of how the past can be significant to the present.

**Students will be skilled at ...**

- Determining themes or central ideas of a text and analyze their development over the course of a text.
- Reflecting and responding expressively to texts so that an audience will discover multiple perspectives.
- Composing an essay that answers your chosen prompt.
- Arranging words and sentences for effective flow, including use of parallel structure.
- Arranging sentences in order to avoid use of the passive voice.

**Stage 2- Assessment Evidence**

**Unit Assessment:**

- Students will write a short story (p.1448-1455)
- Write an essay of 400 words that responds to one of the following prompts:
- Describe an event or person that has influenced or changed your life
- Explain your attitude about a specific social issue and what you plan to do to help
- Explain why you would be a good candidate for this school
- Topic of your choice from a specific college application

**Other Evidence:**

- Small group and whole class activities
- Reading checks / close reading activities
- Teacher conferences
- Peer edit writer's workshop

**Stage 3- Learning Plan**

**Pre-Assessment**

**Learning Events**

*Contemporary Fiction*

- “Everyday Use” – Alice Walker (Building knowledge and insight p.1310-1311; Short story p.1312-1320)
- “Everything Stuck to Him” –Raymond Carver (Building knowledge and insight p.1324-1325; Short story p.1326-1331)

*Contemporary Poetry*

- “Traveling through the Dark (p.1337)” “The Secret (1339-1340)” “The Gift” selections. (Building knowledge and insight p.1334-1335; 1338;1341)

*Contemporary Nonfiction*

- “The Essay” p.1374-1375 (defining essay and model)  
“American Slang” p.1375
- Primary Sources / The story behind the documents (p.1398-1400)
- “Urban Renewal” and “Playing for the Fighting of the Sixty-Ninth” ( p.1401-1405)
- “Mother Tongue (p.1410-1416)” –Amy Tan and “For the Love of Books (p.1417-1420)” –Rita Dove (Building knowledge and insight p.1408-1409)
- “The Woman Warrior” (p.1426-1432) –Maxine Hong Kingston “The Names” (p.1433-1438) –N. Scott Momaday (Building knowledge and insight p.1424)
- Writer’s workshop for original short story
- Writer’s workshop and examples of college essay

**Progress-Monitoring**

- Critical Reading (p.1320) and Close Reading Activities (p.1321-1323) on “Everyday Use”
- Critical Reading (p.1331) and Close Reading Activities (p.1332) on “Everything Stuck to Him”
- Poetry selections Critical Reading (p.1337; 1340; 1342-1343)
- Poetry selections Close Reading activities (p.1344-1345)
- Critical reading on “Urban Renewal” and “Playing for the Fighting Sixty-Ninth” p.1405
- Critical reading for “Mother Tongue” p.1416 and “For the Love of Books” p.1420 and Close Reading Activities p.1421-1423
- Critical reading for “The Woman Warrior” p.1432 and “The Names” p.1438 and Close Reading Activities p.1439-1441

**Differentiation:**

- Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials

**Technology:**

- Technology provided by Pearson at [www.pearsonrealize.com](http://www.pearsonrealize.com) (Technology pieces will be added as access is granted and units are taught).
- Computers with internet access for research and multi-media presentation

**Enrichment:**

- Excerpts from selected John Green novels

**Pacing Guide**

- 3 weeks

<b>Title: Unit 8</b>		<b>Subject/Course: English III</b>	
<b>Topic: Literature Circles</b>	<b>Grade: 11</b>	<b>Designer(s):</b>	
<b>Stage 1- Desired Results</b>			
<b>Common Core Standards:</b>			
<b>Transfer:</b>			
Students will be able to independently use their learning to...			
<ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Meaning:</b>			
<b>Understandings:</b> Students will understand that...		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Acquisition:</b>			
<b>Students will know...</b>		<b>Students will be skilled at ...</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Stage 2- Assessment Evidence</b>			
<b>Unit Assessment:</b>		<b>Other Evidence:</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Stage 3- Learning Plan</b>			
<b>Pre-Assessment</b>			

<p><b>Learning Events</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Progress-Monitoring</b></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"><li>• Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• Technology provided by Pearson at <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> (Technology pieces will be added as access is granted and units are taught).</li><li>• Computers with internet access for research and multi-media presentation</li></ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Pacing Guide</b></p> <ul style="list-style-type: none"><li>• weeks</li></ul>