***Collections* Grade 11 First Quarter**

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| **Collection 1: Exploration and Settlement**  **Collection 1 Academic Vocabulary:**  *adapt, conherent, device, displace, dynamic* | **LAFS in Collection 1:**  RL 1, RL 2, RL 3, RL 4, RL 5, RL 7, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 9, RI 10  W 1a–e, W 2, W 2b, W 3b, W 3c, W 3d, W 4, W 9  SL 1, SL 4  L 1a, L 1b, L 2, L 3a, L 4a, L 4b, L 4c, L 4d, L 6 |

| **Time Frame** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
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| 12-15 Days | ***ANCHOR TEXT***  HISTORICAL ACCOUNT  From *Of Plymouth Plantation*  by William Bradford | The student will be able to identify and analyze the central ideas of a foundational text. | Page 20, #8  What is the overall central idea of Bradford’s account? How does this reflect his purpose in writing it?  Page 10, Close Reader  What are the central ideas of Smith’s text, and what is the purpose of his account? Cite evidence from the text in your response. | divers, sundry, succour, tender, sentinel, circulate, rendezvous, patent  Archaic Vocabulary L 1a, L 1b  Active and Passive Voice L3a |
| **CLOSE READER**  historical account  from *The General History of Virginia*  by John Smith |
| 10 Days | DRAMA  From *The Tempest*  by William Shakespeare | The student will be able to make inferences and cite textual evidence to support conclusions. | Page 70, #7  Review Gonzalo’s speech in which he outlines how he would rule the island if he were king of it (II, i 148-169). How does Gonzalo’s approach differ from Prospero’s about ruling the island and its inhabitants? What can you infer about Shakespeare’s view of the English treatment of the inhabitants of the New World from this contrast? | none |
| **Time Frame** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| 3-5 Days | Compare Text and Media  Media Versions of The Tempest  film version  The Tempest (1980)  by BBC Shakespeare | The student will be able to analyze an interpretation of a drama. | Page 72, #2  How does the director use Prospero’s and Claiban’s positions on the set to bring out ideas about their relationship? Are these ideas supported by the text of *The Tempest*? Be specific.  Page 76, Performance Task  Do special effects detract from or enhance an audience’s appreciation of the original text of Shakespeare’s *The Tempest*? | none |
| Compare Text and Media  Production Images  The Tempest (2010) |
| 8-10 days | ARGUMENT  “Blaxicans’ and Other Reinvented Americans”    by Richard Rodriguez | The student will be able to trace and evaluate an argument. | Page 94, #7  Why does the author include several anecdotes toward the end of his argument? How does each story help him achieve a specific goal?  Page 94, Performance Task  Do you find Rodriguez’s argument convincing? Write a two-paragraph evaluation of his essay.  Page 18, *Close Reader*  Trace the structure of Tan’s essay, describing both its organization and its methods. How does the structure of her essay support her purpose? | cull, factor, predominant, ascendency, denote, circumvent  Using Colons Effectively L 2, L 3a |
| **CLOSE READER TEXT**  Essay  “Mother Tongue”  by Amy Tan |
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| 5 days | POEM  “New Orleans”  by Joy Harjo | The student will be able to determine a theme of the poem. | Page 101, #7  The word “memory” is first used in line 19. Trace the development of the idea of memory through the poem. What possible theme about memory does the poet want to communicate?  Page 101, #8  Considering the various images and ideas that Harjo develops in this poem about New Orleans, what might be a theme that she wants to communicate about the importance of place?  Close Reader, page 20  What do you think is the theme of “Indian Boy Love Song (#2)”? What is the central idea about life or human nature that Alexie wants to communicate to his readers? Cite textual evidence in your response. | Syntax in Poetry L |
| **CLOSE READER**  POEM  “Indian Boy Love Song (#2)”  by Sherman Alexie |
| 5 days | COLLECTION 1 PERFORMANCE TASK:  Write an Argument W 1a–e, W 9 | | | |