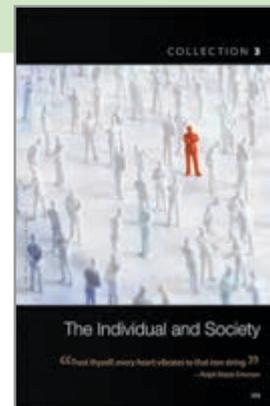
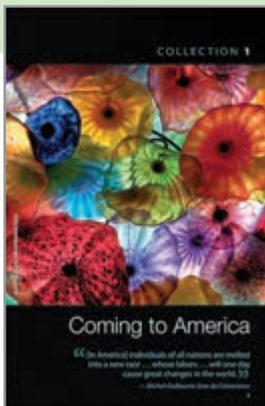


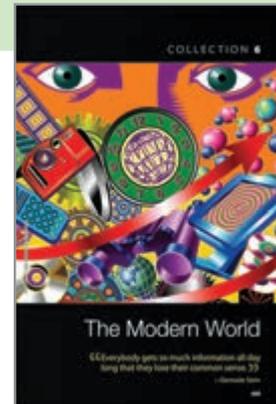
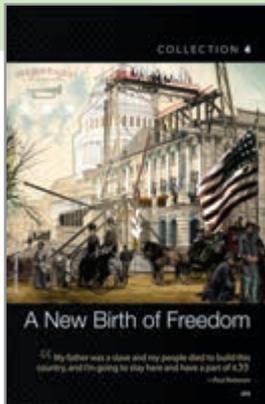
# Year at a Glance

## Grade 11 English Language Arts

<b>Collection 1</b> Coming to America	<b>Collection 2</b> Building A Democracy	<b>Collection 3</b> The Individual and Society
SEPT – OCT	NOV – DEC	JAN – MID FEB
<b>How have immigrants shaped the culture and land of the United States?</b>	<b>How did the founders of the United States balance protecting individual rights and creating a strong union in the nation’s founding documents?</b>	<b>How has American society balanced the ideal of individual freedom with the needs of society?</b>
<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>analyzing central ideas of a foundational text</li> <li>determining author’s purpose</li> <li>citing effective evidence</li> <li>analyzing interpretations of a drama</li> <li>determining theme and analyzing structure</li> <li>tracing and evaluating an argument</li> <li>determining the theme of a poem</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Task:</b> Write an Argument</p>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>analyzing foundational U.S. documents</li> <li>analyzing and evaluating arguments</li> <li>analyzing ideas, events, and structure in an informational text</li> <li>analyzing and comparing topics and themes in poems</li> <li>analyzing suspense, ambiguity, and point of view in fiction</li> <li>analyzing how ideas and claims in a video connect to foundational U.S. documents</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Task:</b> Write an Informative Essay</p>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>determining themes in poetry</li> <li>analyzing ideas and events in an essay</li> <li>analyzing language and determining themes</li> <li>determining central ideas</li> <li>analyzing how an author’s choices contribute to meaning</li> <li>interpreting symbols in literature</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Write a Narrative</li> <li>Debate an Issue</li> </ul>



<b>Collection 4</b> <b>A New Birth of Freedom</b>	<b>Collection 5</b> <b>An Age of Realism</b>	<b>Collection 6</b> <b>The Modern World</b>
<b>MID FEB – MARCH</b>	<b>APRIL – MID MAY</b>	<b>MID MAY – JUNE</b>
<b>How did the granting (or denial) of rights and freedoms evolve after the Civil War?</b>	<b>How did American society change after the Civil War?</b>	<b>How have Americans responded to modern life in a globally connected world?</b>
<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>analyzing a seminal U.S. speech</li> <li>analyzing point of view and persuasiveness of rhetoric, style, content</li> <li>analyzing how an argument’s structure supports ideas and claims</li> <li>analyzing and understanding a narrative history</li> <li>integrating and evaluating documentary information</li> <li>analyzing allusions, rhythm, and structure in a free-verse poem</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Task:</b> Present a Persuasive Speech</p>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>determining themes and distinguish realism and naturalism</li> <li>determining author’s purpose and analyzing choices</li> <li>understanding the use of satire</li> <li>evaluating information from text, photos, tables, and video</li> <li>analyzing point of view and irony in a short story</li> <li>analyzing diction, imagery, and symbols in a poem</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Task:</b> Write an Analytical Essay</p>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>analyzing character motivations</li> <li>comparing multiple works from a time period</li> <li>analyzing poetry, drama, and a work of science fiction</li> <li>analyzing an author’s point of view and arguments</li> <li>understanding a complex argument</li> <li>evaluating a Supreme Court ruling</li> <li>analyzing multiple genres of text both in fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Write an Argument</li> <li>Participate in a Panel Discussion</li> </ul>



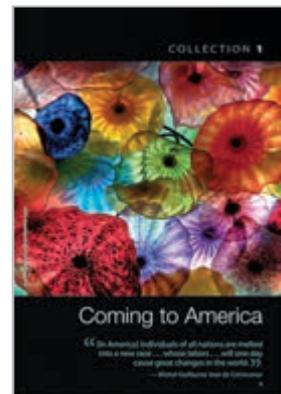
# September through October

## Collection 1

### Coming to America

*How have immigrants shaped the culture and land of the United States?*

In this collection, students will explore the theme “Coming to America,” examining topics such as how America has always been a land shaped by immigrants.



### Core Lessons

Informational Text	Sample Instructional Supports
<b>HISTORICAL ACCOUNT   ANCHOR TEXT</b> from <i>Of Plymouth Plantation</i> by William Bradford	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 18</b></li> <li>• Analyzing the Text <b>TE 20</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Archaic Language <b>TE 22A</b></li> <li>• Level Up Tutorial: Paraphrasing <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>DRAMA</b> from <i>The Tempest</i> by William Shakespeare	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 68</b></li> <li>• Analyzing the Text <b>TE 70</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Author’s Purpose <b>TE 70A</b></li> <li>• Level Up Tutorial: Author’s Style <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Literary Text	Sample Instructional Supports
<b>FILM</b> from <i>The Tempest</i> (1980) from BBC Shakespeare	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 71, 74</b></li> <li>• Analyzing the Media and Text <b>TE 72, 75, 76</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Author’s Purpose <b>TE 76A</b></li> <li>• Level Up Tutorial: Types of Drama <b>OTR</b></li> </ul>
<b>CONNECTED MEDIA FILM</b> Production Images from <i>The Tempest</i> (2010) Directed by Julie Taymor	

Informational Text	Sample Instructional Supports
<b>ESSAY   CLOSE READER</b> “Mother Tongue” by Amy Tan	<ul style="list-style-type: none"> <li>• Short Response <b>TE 96G</b></li> <li>• Dig Deeper <b>TE 96G</b></li> <li>• IWB Lesson: Synthesizing Information <b>OTR</b></li> </ul>

Writing	Sample Instructional Supports
Investigative Journalism	See corresponding unit on the NYC Writing Scope and Sequence.

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “Balboa” by Sabina Murray	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 83</b></li> <li>• Analyzing the Text <b>TE 85</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Determine Themes <b>TE 86A</b></li> <li>• Level Up Tutorial: Inferences About Characters <b>OTR</b></li> </ul>

Unit Assessment
<ul style="list-style-type: none"> <li>• <b>Collection Test:</b> Analyzing Texts <b>ONLINE</b> or <b>PRINT</b></li> <li>• <b>Performance Task:</b> Writing an argument to persuade readers to agree with a claim <b>TE 103</b></li> </ul>

\*OTR Online Teacher Resources

## Key Objectives

- **Close Reading:** identifying and analyzing central ideas of a foundational text, determining the author’s purpose, citing effective textual evidence to support an argument, analyzing an interpretation of a drama, determining themes and analyzing structure, tracing and evaluating an argument, determining the theme of a poem (RL 1, 2, 3, 4, 5, 6, 7, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9, 9a, 10; L 1, 1a, 1b, 3a, 4, 4a, 4c, 4d, 5b, 6; SL 1a–e, 2, 4)
- **Response Writing:** responding through a journal, letter, argument, essay, review, caption, dramatic monologue, debate, and evaluation (W 1, 2, 2b, 3a–d, 3f, 4, 5b, 7, 7a, 11, 11a; SL 1a–e)
- **Writing, Listening, and Speaking:** understanding writing as a process, participating in collaborative discussions (W 2; SL 1a–e, 2, 4)
- **Conventions:** using active and passive voice, dependent or subordinate clauses, syntax in poetry, colons (L 2, 3a)
- **Performance Assessment:** developing an argument (W 1a–e, 9)

## Additional Resources

<p><b>Informational Text</b></p> <p><b>HISTORICAL NARRATIVE   CLOSE READER</b> from <i>The General History of Virginia</i> by John Smith</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Short Response TE 22G</li> <li>• Dig Deeper TE 22G</li> <li>• IWB Lesson: Analyzing Informational Text OTR</li> </ul>
<p><b>Informational Text</b></p> <p><b>ARGUMENT</b> “Blaxicans’ and Other Reinvented Americans” by Richard Rodriguez</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 92</li> <li>• Analyzing the Text TE 94</li> <li>• Guiding Questions OTR</li> <li>• Determine Author’s Purpose: Irony TE 96A</li> <li>• IWB Lesson: Author’s Purpose and Perspective OTR</li> </ul>
<p><b>Informational Text</b></p> <p><b>HISTORY WRITING</b> “Coming of Age in the Dawnland” by Charles C. Mann</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 31</li> <li>• Analyzing the Text TE 33</li> <li>• Guiding Questions OTR</li> <li>• Analyze Author’s Purpose TE 35A</li> <li>• IWB Lesson: Word Choice and Tone OTR</li> </ul>
<p><b>Literary Text</b></p> <p><b>POEM</b> “New Orleans” by Joy Harjo</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 99</li> <li>• Analyzing the Text TE 101</li> <li>• Guiding Questions OTR</li> <li>• Cite Textual Evidence TE 102A</li> <li>• IWB Lesson: Citing Textual Evidence OTR</li> </ul>
<p><b>Literary Text</b></p> <p><b>POEM   CLOSE READER</b> “Indian Boy Love Song (#2)” by Sherman Alexie</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Short Response TE 102D</li> <li>• Dig Deeper TE 102E</li> <li>• IWB Lesson: Poetry: Language and Form OTR</li> </ul>
<p><b>Writing</b></p> <p><b>INTERACTIVE LESSON</b> Writing as a Process</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Apply the Writing Process</li> </ul>
<p><b>Speaking &amp; Listening</b></p> <p><b>INTERACTIVE LESSON</b> Participating in Collaborative Discussions</p>	<p><b>Sample Instructional Supports</b></p> <ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Participate in a Collaborative Discussion</li> </ul>
<p><b>Performance Assessment Practice</b></p> <p>Argumentative Essay: Performance Assessment book pp. 1–32</p>	

# November through December

## Collection 2

### Building a Democracy

*How did the founders of the United States balance protecting individual rights and creating a strong union in the nation’s founding documents?*

In this collection, students will explore the theme “Building A Democracy,” examining topics such as diversity, working together, and protecting rights.



### Core Lessons

Informational Text	Sample Instructional Supports
<b>PUBLIC DOCUMENT   ANCHOR TEXT</b> “The Declaration of Independence” by Thomas Jefferson  <b>CONNECTED TEXT PUBLIC DOCUMENT   ANCHOR TEXT</b> from <i>The United States Constitution</i>	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 116, 124</b></li> <li>• Analyzing the Text <b>TE 118, 126</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• IWB Lesson: Synthesizing Information <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Informational Text	Sample Instructional Supports
<b>PUBLIC DOCUMENT   CLOSE READER</b> from <i>The United States Constitution</i>	<ul style="list-style-type: none"> <li>• Short Response <b>TE 128E</b></li> <li>• Dig Deeper <b>TE 128E</b></li> <li>• IWB Lesson: Analyzing Informational Text <b>OTR</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>PUBLIC DOCUMENT   CLOSE READER</b> “Petition to the Massachusetts General Assembly” by Prince Hall	<ul style="list-style-type: none"> <li>• Short Response <b>TE 140D</b></li> <li>• Dig Deeper <b>TE 140E</b></li> <li>• Level Up Tutorial: Persuasive Techniques <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “A Soldier for the Crown” by Charles Johnson	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 163</b></li> <li>• Analyzing the Text <b>TE 165</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Structure: Suspense and Ambiguity <b>TE 166A</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>POEMS</b> “To the Right Honourable William, Earl of Dartmouth”  “On Being Brought from Africa to America” by Phillis Wheatley	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 156</b></li> <li>• Analyzing the Text <b>TE 158</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze and Compare Themes and Topics <b>TE 158A</b></li> <li>• IWB Lesson: Poetry: Language and Form <b>OTR</b></li> </ul>
<b>CONNECTED SELECTION</b> “On the Emigration to America and Peopling the Western Country” by Philip Freneau	

Writing	Sample Instructional Supports
Writing an Informative Essay	<ul style="list-style-type: none"> <li>• Teacher Support <b>TE 169</b></li> <li>• Rubric <b>TE 172</b></li> </ul>

Unit Assessment
<ul style="list-style-type: none"> <li>• <b>Collection Test:</b> Analyzing Texts <b>ONLINE or PRINT</b></li> <li>• <b>Performance Task:</b> Writing an essay about the balance between individual rights and national unity <b>TE 169</b></li> </ul>

\*OTR Online Teacher Resources

## Key Objectives

- **Close Reading:** analyzing foundational documents and how claims in a video connect to them; analyzing arguments, ideas, events, and structure in informational text; analyzing topics and themes in poems; analyzing suspense, ambiguity, and point of view in fiction (RL 1, 2, 4, 5, 6, 9, 10; RI 1, 1a, 3, 4, 5, 6, 7, 8, 9, 10; L 3a, 4c, 4d, 5b, 6; SL 6)
- **Response Writing:** responding through argument, informative text, essay, and presentation (W 1, 2, 2a, 2b, 5, 6, 7, 8, 9, 9a, 9b, 10; SL 1, 1a, 1b, 1c, 1d, 3, 4, 5, 6)
- **Writing, Listening, and Speaking:** developing an argument, analyzing and evaluating presentations, author’s purpose (W 6; SL 4, 5, 6)
- **Conventions:** using parallel structure, formal and informal style, transitions, hyphenation, point of view (L 2a, 3a)
- **Performance Assessment:** developing an informative essay (W 2, 4, 9; SL 1, SL 1e)

## Additional Resources

Informational Text	Sample Instructional Supports
<b>DOCUMENTARY</b> <i>Patrick Henry: Voice of Liberty</i>	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 167</li> <li>• Analyzing the Media TE 168</li> <li>• Guiding Questions OTR</li> <li>• Analyze the Media TE 168B</li> <li>• Level Up Tutorial: Audience OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>HISTORY ARTICLE</b> “Thomas Jefferson: The Best of Enemies” by Ron Chernow	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 146</li> <li>• Analyzing the Text TE 148</li> <li>• Guiding Questions OTR</li> <li>• Analyze Ideas and Events: Sequence TE 150A</li> <li>• Level Up Tutorial: Chronological Order OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>ARGUMENT</b> “The Federalist No. 10” by James Madison	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 136</li> <li>• Analyzing the Text TE 138</li> <li>• Guiding Questions OTR</li> <li>• Evaluate Seminal Texts: Premises of an Argument TE 140A</li> </ul>

Informational Text	Sample Instructional Supports
<b>ARTICLE   CLOSE READER</b> “Abigail Adams’ Last Act of Defiance” by Woody Holton	<ul style="list-style-type: none"> <li>• Short Response TE 150F</li> <li>• Dig Deeper TE 150G</li> <li>• Level Up Tutorial: Paraphrasing OTR</li> </ul>

Writing	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Writing an Argument	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Write an Argument</li> </ul>

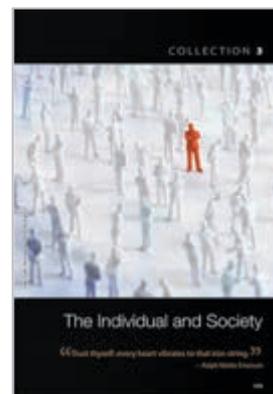
Speaking & Listening	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Analyzing and Evaluating Presentations	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Analyze and Evaluate a Presentation</li> </ul>

### Performance Assessment Practice

Informative Essay: Performance Assessment book  
pp. 33–71

# January through Mid-February

## Collection 3



### The Individual and Society

*How has American society balanced the ideal of individual freedom with the needs of society?*

In this collection, students will explore the theme “The Individual and Society,” examining topics such as how writers in the 19th century created a new American literature.

### Core Lessons

Literary Text	Sample Instructional Supports
<b>POEM   ANCHOR TEXT</b> from <i>Song of Myself</i> by Walt Whitman	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 183</b></li> <li>• Analyzing the Text <b>TE 178, 180, 182, 183, 185</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Figures of Speech <b>TE 186A</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>POEMS</b> Selected poems by Emily Dickinson	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 203</b></li> <li>• Analyzing the Text <b>TE 200, 201, 202, 203, 205</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• IWB Lesson: Word Choice and Tone <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Informational Text	Sample Instructional Supports
<b>ESSAY   CLOSE READER</b> from “Self-Reliance” and “Nature” by Ralph Waldo Emerson	<ul style="list-style-type: none"> <li>• Short Response <b>TE 220F</b></li> <li>• Dig Deeper <b>TE 220G</b></li> <li>• IWB Lesson: Evaluating Arguments <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>POEMS   CLOSE READER</b> “I Hear America Singing” “A Noiseless Patient Spider” by Walt Whitman	<ul style="list-style-type: none"> <li>• Short Response <b>TE 186D</b></li> <li>• Dig Deeper <b>TE 186E</b></li> <li>• Level Up Tutorial: Theme <b>OTR</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>ARGUMENT   ANCHOR TEXT</b> “Against Nature” by Joyce Carol Oates	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 229</b></li> <li>• Analyzing the Text <b>TE 239</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze and Evaluate Sources <b>TE 233A</b></li> <li>• IWB Lesson: Text Structure and Meaning <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “The Pit and the Pendulum” by Edgar Allan Poe	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 262</b></li> <li>• Analyzing the Text <b>TE 263</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyzing the Text <b>TE 266</b></li> <li>• Determine Themes <b>TE 266B</b></li> <li>• IWB Lesson: Historical and Cultural Context <b>OTR</b></li> </ul>

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> <li>• Writing a Narrative</li> <li>• Debating an Issue</li> </ul>	<ul style="list-style-type: none"> <li>• See corresponding unit on the NYC Writing Scope and Sequence.</li> <li>• Teacher Support <b>TE 271</b></li> </ul>

### Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE** or **PRINT**
- **Performance Task:** Writing an engaging narrative synthesizing ideas about the individual and society **TE 267**
- **Performance Task:** Debating Joyce Carol Oates’s critique of nature writing by drawing on evidence from the texts **TE 271**

\*OTR Online Teacher Resources

### Key Objectives

- **Close Reading:** determining themes and central ideas; interpreting symbols; analyzing ideas, events, content, and style in essays; analyzing atmosphere and structure by comparing themes (RL 1, 2, 3, 4, 5, 6, 9, 10, 11, 11a–b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9a, 10; L 3, 3a, 4a–d, 5a–b; SL 1a, 1c, 1e, 4, 6)
- **Response Writing:** responding through oral defense, discussion, analysis, and essay (W 1, 2, 3, 3f, 4, 5, 7, 8, 9a, 11a, 11c; SL 1, 1a, 1c, 3, 4, 6)
- **Writing, Listening, and Speaking:** researching, evaluating sources, participating in collaborative discussions (W 1, 2, 3, 4, 5, 7, 7a, 8; SL 1, 3)
- **Conventions:** using parallel structure, varied sentence structure, rhetorical questions, quotations, and semicolons (L 3a, 4b; SL 1a)
- **Performance Assessment:** developing a narrative and participating in a debate (W 1, 2, 3a–e, 4, 5, 9a–b, 11; SL 1a–e, 3, 4, 6)

## Additional Resources

Informational Text	Sample Instructional Supports	Informational Text	Sample Instructional Supports
<b>ESSAY</b> from <i>Walden</i> by Henry David Thoreau	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 216</li> <li>• Analyzing the Text TE 218</li> <li>• Guiding Questions OTR</li> <li>• Determine Central Ideas: Summarize TE 220A</li> <li>• IWB Lesson: Author’s Purpose and Perspective OTR</li> </ul>	<b>ESSAY</b> “Growing Up Asian in America” by Kesaya E. Noda	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 194</li> <li>• Analyzing the Text TE 196</li> <li>• Guiding Questions OTR</li> <li>• Determine Author’s Purpose TE 198A</li> <li>• Level Up Tutorial: Scope and Treatment OTR</li> </ul>
<b>ESSAY   CLOSE READER</b> “Spoiling Walden: Or, How I Learned to Stop Worrying and Love Cape Wind” by David Gessner	<ul style="list-style-type: none"> <li>• Short Response TE 233H</li> <li>• Dig Deeper TE 233H</li> <li>• Level Up Tutorial: Analyzing Arguments OTR</li> </ul>	<b>Writing</b>	<b>Sample Instructional Supports</b>
		<b>INTERACTIVE LESSON</b>	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Conduct Research, Evaluate Sources</li> </ul>
<b>Literary Text</b>	<b>Sample Instructional Supports</b>	<b>Performance Assessment Practice</b>	
<b>SHORT STORY</b> “The Minister’s Black Veil” by Nathaniel Hawthorne	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 246</li> <li>• Analyzing the Text TE 247</li> <li>• Guiding Questions OTR</li> <li>• Analyze Structure: Suspense and Ambiguity TE 248A</li> <li>• Level Up Tutorial: Suspense and Foreshadowing OTR</li> </ul>	Literary Analysis: Performance Assessment book pp. 73–108	

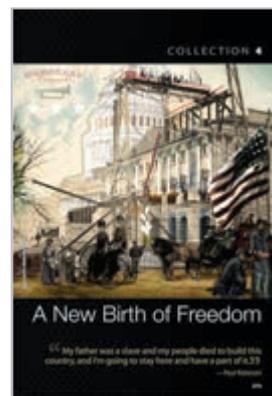
# Mid-February through March

## Collection 4

### A New Birth of Freedom

*How did the granting (or denial) of rights and freedoms evolve after the Civil War?*

In this collection, students will explore the theme “A New Birth of Freedom,” examining topics such as how African Americans and women gained new freedoms after the Civil War.



### Core Lessons

Informational Text	Sample Instructional Supports
<b>SPEECH   ANCHOR TEXT</b> “Second Inaugural Address” by Abraham Lincoln	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 280</b></li> <li>• Analyzing the Text <b>TE 282</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Evaluate Seminal Texts: Premises, Purposes, and Arguments <b>TE 284A</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>SPEECH</b> “What to the Slave is the Fourth of July?” by Frederick Douglass	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 290</b></li> <li>• Analyzing the Text <b>TE 292</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Author’s Point of View <b>TE 294A</b></li> <li>• Level Up Tutorial: Persuasive</li> <li>• Techniques <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Informational Text	Sample Instructional Supports
<b>PUBLIC DOCUMENT</b> “Declaration of Sentiments” by Elizabeth Cady Stanton	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 297</b></li> <li>• Analyzing the Text <b>TE 299</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Determine Author’s Purpose <b>TE 300A</b></li> <li>• IWB Lesson: Text Structure and Meaning <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>POEM</b> “Runagate Runagate” by Robert Hayden	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 320</b></li> <li>• Analyzing the Text <b>TE 322</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Structure: Rhythm and Meaning <b>TE 322A</b></li> <li>• IWB Lesson: Poetry: Language and Form <b>OTR</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>PUBLIC DOCUMENT   CLOSE READER</b> from <i>The Iroquois Constitution</i> by Dekanawida	<ul style="list-style-type: none"> <li>• Short Response <b>TE 300E</b></li> <li>• Dig Deeper <b>TE 300E</b></li> <li>• Level Up Tutorial: Primary and Secondary Sources <b>OTR</b></li> </ul>

Writing	Sample Instructional Supports
Writing an Argument	See corresponding unit on the NYC Writing Scope and Sequence.

### Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE** or **PRINT**
- **Performance Task:** Presenting a persuasive speech that incorporates rhetorical and literary devices **TE 323**

\*OTR Online Teacher Resources

### Key Objectives

- **Close Reading:** evaluating a seminal U.S. speech and analyzing its arguments; analyzing how point of view, rhetoric, style, and structure contribute to persuasiveness and support claims; analyzing a narrative history; integrating and evaluating documentary information; analyzing allusions, rhythm, and structure in a free verse poem (RI 2, 4, 5, 6, 10; RI 1, 1a, 2, 3, 4, 5, 6, 7, 8, 9, 9a, 10; L2, 3a, 4a–d; SL 1a–e, 2, 3, 4)
- **Response Writing:** responding through discussion, outline and summary, comparison, debate, and an essay (RI 4, 6, 8; W 2, 2b, 4, 7, 8, 9; SL 1, 1a, 2, 3, 4)
- **Writing, Listening, and Speaking:** using textual evidence, using media in a presentation, participating in collaborative discussions (W 2, 4, 7, 8; SL 1, 1a, 2, 3, 4, 5)
- **Conventions:** using balanced sentences, rhetorical devices, and avoiding misplaced modifiers (L 3a)
- **Performance Assessment:** developing a persuasive speech (W 1a–e, 9a–b; SL 4)

## Additional Resources

Informational Text	Sample Instructional Supports
<b>HISTORY WRITING</b> “Building the Transcontinental Railroad” by Iris Chang	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 310</li> <li>• Analyzing the Text TE 312</li> <li>• Guiding Questions OTR</li> <li>• Author’s Purpose: Tone and Style TE 314A</li> <li>• IWB Lesson: Synthesizing Information OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>NEWSPAPER ARTICLE   CLOSE READER</b> “Bonding Over a Mascot” by Joe Lapointe	<ul style="list-style-type: none"> <li>• Short Response TE 314F</li> <li>• Dig Deeper TE 314G</li> <li>• Level Up Tutorial: Tone OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>DOCUMENTARY</b> <i>The 54th Massachusetts</i>	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 315</li> <li>• Analyzing the Media TE 316</li> <li>• Guiding Questions OTR</li> <li>• Integrate and Evaluate Information TE 316A</li> <li>• Level Up Tutorial: Evaluating Credibility OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>LEGAL DOCUMENT   CLOSE READER</b> “The Emancipation Proclamation” by Abraham Lincoln	<ul style="list-style-type: none"> <li>• Short Response TE 284E</li> <li>• Dig Deeper TE 284E</li> <li>• IWB Lesson: Author’s Purpose and Perspective OTR</li> </ul>

Writing	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Using Textual Evidence	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Use Textual Evidence</li> </ul>

Speaking & Listening	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Using Media in a Presentation	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Use Media in a Presentation</li> </ul>

Performance Assessment Practice
Mixed Practice: Performance Assessment book pp. 109–138

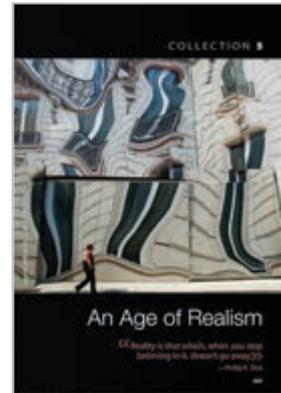
# April through Mid-May

## Collection 5

### An Age of Realism

*How did American society change after the Civil War?*

In this collection, students will explore the theme “An Age of Realism,” examining topics such as industrialization, rapid urban growth, and social change in post-Civil War America.



### Core Lessons

Literary Text	Sample Instructional Supports
<b>SHORT STORY   ANCHOR TEXT</b> “To Build a Fire” by Jack London	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 346</b></li> <li>• Analyzing the Text <b>TE 348</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Structure: Realism and Naturalism <b>TE 350A</b></li> <li>• IWB Lesson: Setting and Mood <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Literary Text	Sample Instructional Supports
<b>POEM   CLOSE READER</b> “Ode to a Large Tuna in the Market” by Pablo Neruda	<ul style="list-style-type: none"> <li>• Short Response <b>TE 404E</b></li> <li>• Dig Deepe <b>TE 404E</b></li> <li>• IWB Lesson: Figurative Language and Imagery <b>OTR</b></li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “The Story of an Hour” by Kate Chopin	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 397</b></li> <li>• Analyzing the Text <b>TE 399</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyzing Author’s Point of View: Irony <b>TE 400A</b></li> </ul>

Informational/ Literary Text	Sample Instructional Supports
<b>NOVEL</b> from <i>The Jungle</i> by Upton Sinclair  <b>CONNECTED TEXT INVESTIGATIVE JOURNALISM</b> “Food Product Design” by Eric Schlosser	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 355, 368</b></li> <li>• Analyzing the Text <b>TE 357, 370, 372</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Determine Author’s Purpose <b>TE 372A</b></li> <li>• IWB Lesson: Comparing Texts <b>OTR</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>ESSAY</b> “Genesis of the Tenement” by Jacob Riis  <b>CONNECTED TEXTS IMAGE COLLECTION</b> Tenement Photos by Jacob Riis  <b>REPORT</b> Child Mortality Rates  <b>DOCUMENTARY</b> <i>AMERICA The Story of Us: Jacob Riis</i>	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 388, 389, 390, 392</b></li> <li>• Analyzing the Text and Media <b>TE 394</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Integrate and Evaluate Information <b>TE 394A</b></li> <li>• IWB Lesson: Synthesizing Information <b>OTR</b></li> </ul>

Writing	Sample Instructional Supports
Writing a Literary Analysis	See corresponding unit on the NYC Writing Scope and Sequence.

### Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE** or **PRINT**
- **Performance Task:** Writing an analytical essay about themes and central ideas in the collection **TE 405**

\*OTR Online Teacher Resources

### Key Objectives

- **Close Reading:** determining themes; understanding realism and naturalism; determining author’s purpose and analyzing author’s choices; understanding satire; analyzing diction, imagery, and symbols; integrating information from text, photos, tables, and video (RL 1, 2, 3, 4, 5, 6, 10, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9a, 10; L 2, 3a, 4b, 4c; SL 3, 4)
- **Response Writing:** responding through narrative, news articles, debate, lecture, essay, discussion, and description (W 2, 3, 3f, 4, 5, 7, 7a, 8, 11, 11a–d; SL 3, 4)
- **Writing, Listening, and Speaking:** writing a narrative, using technology, participating in collaborative discussions (W 3, 4, 7, 7a, 8; SL 1a, 4)
- **Conventions:** using consistent tone, dashes, anaphora and parallelism (L 2, 3a)
- **Performance Assessment:** developing an analytical essay (W 2a–f, 9a–b)

## Additional Resources

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “The Lowest Animal” by Mark Twain	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 378</li> <li>• Analyzing the Text TE 380</li> <li>• Guiding Questions OTR</li> <li>• Analyze Author’s Purpose TE 382A</li> <li>• IWB Lesson: Irony and Satire OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY   CLOSE READER</b> “A Journey” by Edith Wharton	<ul style="list-style-type: none"> <li>• Short Response TE 400</li> <li>• Dig Deeper TE 400K</li> <li>• Level Up Tutorial: Inferences About Characters OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>POEM</b> “The Fish” by Elizabeth Bishop	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 403</li> <li>• Analyzing the Text TE 404</li> <li>• Guiding Questions OTR</li> <li>• Analyze Structure: Symbol TE 404A</li> <li>• IWB Lesson: Poetry: Language and Form OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY   CLOSE READER</b> “The Men in the Storm” by Stephen Crane	<ul style="list-style-type: none"> <li>• Short Response TE 350H</li> <li>• Dig Deeper TE 350I</li> <li>• Level Up Tutorial: Imagery OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>SCIENCE WRITING   CLOSE READER</b> “The Yuckiest Food in the Amazon” by Mary Roach	<ul style="list-style-type: none"> <li>• Short Response TE 372G</li> <li>• Dig Deeper TE 372G</li> <li>• IWB Lesson: Author’s Purpose and Perspective OTR</li> </ul>

Writing	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Writing a Narrative	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Write a Narrative</li> </ul>

Speaking & Listening	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Producing and Publishing with Technology	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Produce and Publish with Technology</li> </ul>

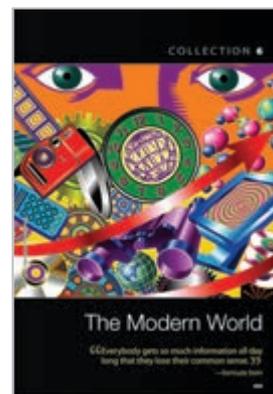
# Mid-May through June

## Collection 6

### The Modern World

*How have Americans responded to modern life in a globally connected world?*

In this collection, students will explore the theme “The Modern World,” examining topics such as how Americans have responded to modern life, globalization, and the information age.



### Core Lessons

Literary Text	Sample Instructional Supports
<b>SHORT STORY   ANCHOR TEXT</b> “Winter Dreams” by F. Scott Fitzgerald	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 433</b></li> <li>• Analyzing the Text <b>TE 435</b></li> <li>• Guiding Questions <b>OTR</b></li> </ul>

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> <li>• <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke</li> <li>• Introducing Literature Circles through Book Talks</li> </ul>

Literary Text	Sample Instructional Supports
<b>POEMS</b> Poems of the Harlem Renaissance” by Jean Toomer, Countee Cullen, and Arna Bontemps	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 442</b></li> <li>• Analyzing the Text <b>TE 444</b></li> <li>• Guiding Questions <b>OTR</b></li> </ul>

Informational/Literary Text	Sample Instructional Supports
<b>ESSAY   CLOSE READER</b> “How it Feels to be Colored Me” by Zora Neale Hurston	<ul style="list-style-type: none"> <li>• Short Response <b>TE 444G</b></li> <li>• Dig Deeper <b>TE 444G</b></li> <li>• IWB Lesson: Historical and Cultural Context <b>OTR</b></li> </ul>
<b>POEM   CLOSE READER</b> “The Weary Blues” by Langston Hughes	

Literary Text	Sample Instructional Supports
<b>DRAMA   ANCHOR TEXT</b> from <i>The Crucible</i> by Arthur Miller	<ul style="list-style-type: none"> <li>• Close Read Screencasts <b>ONLINE</b></li> <li>• Collaborative Discussion Activity <b>TE 485, 503, 525, 539, 543, 546</b></li> <li>• Analyzing the Text and Media <b>TE 486, 504, 526, 541, 544, 547, 548</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Analyze Drama Elements <b>TE 542A</b></li> <li>• Compare Multiple Interpretations of a Drama <b>TE 548A</b></li> </ul>
<b>CONNECTED MEDIA</b> <b>AUDIO EXCERPT, PRODUCTION IMAGES</b> Media Versions of <i>The Crucible</i>	

Literary Text	Sample Instructional Supports
<b>DRAMA   CLOSE READER</b> from <i>The Crucible</i> by Arthur Miller	<ul style="list-style-type: none"> <li>• Short Response <b>TE 542N</b></li> <li>• Dig Deeper <b>TE 542O</b></li> </ul>

Informational Text	Sample Instructional Supports
<b>ARGUMENT</b> “The Ends of the World as We Know Them” by Jared Diamond	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity <b>TE 593</b></li> <li>• Analyzing the Text <b>TE 594</b></li> <li>• Guiding Questions <b>OTR</b></li> <li>• Draw Conclusions <b>TE 596A</b></li> <li>• IWB Lesson: Text Structure and Meaning <b>OTR</b></li> </ul>

Writing	Sample Instructional Supports
Writing an Argument	<ul style="list-style-type: none"> <li>• Teacher Support <b>TE 601</b></li> <li>• Rubric <b>TE 604</b></li> </ul>

### Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing a persuasive argument about what it means to be **TE 601**
- **Performance Task:** Participating in a panel discussion about information **TE 605**

\*OTR Online Teacher Resources

## Key Objectives

- **Close Reading:** analyzing character motivations, comparing multiple works from a time period, analyzing structure and language of poetry, analyzing elements of drama, analyzing audio and film stills, analyzing author’s point of view, analyzing a work of science fiction, understanding a complex argument, evaluating a Supreme Court ruling (RL 1, 2, 3, 4, 5, 7, 9, 10, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 8, 10; L 1b, 3, 3a, 4a–c, 5a, 5b, 6; SL 4)
- **Response Writing:** responding through a letter, essay, interview summary, discussion, presentation, analysis, essay, diagram, captions, research report, and summary (RL 3, 5; W 1, 2, 2a, 2b, 3a, 4, 7, 7a, 8, 10, 11a–c; SL 1, 1a, 1e, 3, 4, 5)
- **Writing, Listening, and Speaking:** participating in reader’s theater, engaging in a debate, writing informative texts, giving a presentation, participating in collaborative discussions (W 2, 7, 7a, 8; SL 1, 1a, 1e, 5)
- **Conventions:** using effective sentences, informal style, dialogue, comparing writers’ styles, informative writing (W 2b, 3d; L 3, 3a, 4, 4c)
- **Performance Assessment:** developing an argument, and participating in a panel discussion (W 1a–e, 4, 5, 7, 8, 9a–b)

## Additional Resources

Literary Text	Sample Instructional Supports
<b>POEMS</b> “Mending Wall” “The Death of the Hired Man” by Robert Frost	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 452</li> <li>• Analyzing the Text TE 454</li> <li>• Guiding Questions OTR</li> <li>• Analyze Structure: Narrative Poem TE 455A</li> <li>• IWB Lesson: Plot and Conflict OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>OPINION AND DISSENTS</b> <i>Tinker v. Des Moines Independent Community School District</i> Supreme Court of the United States	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 564</li> <li>• Analyzing the Text TE 566</li> <li>• Guiding Questions OTR</li> <li>• Make Inferences TE 568A</li> <li>• IWB Lesson: Evaluating Arguments OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>SCIENCE ESSAY</b> “The Coming Merging of Mind and Machine”	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 577</li> <li>• Analyzing the Text TE 579</li> <li>• Guiding Questions OTR</li> <li>• Analyze Author’s Point of View TE 580A</li> <li>• IWB Lesson: Author’s Purpose and Perspective OTR</li> </ul>

Informational Text	Sample Instructional Supports
<b>ESSAY   CLOSE READER</b> Science, Guided by Ethics”	<ul style="list-style-type: none"> <li>• Short Response TE 580F</li> <li>• Dig Deeper TE 580G</li> <li>• Level Up Tutorial: Persuasive Techniques OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY   CLOSE READER</b> “Ambush” by Tim O’Brien	<ul style="list-style-type: none"> <li>• Short Response TE 437F</li> <li>• Dig Deeper TE 437F</li> <li>• Level Up Tutorial: Character Motivation OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>SHORT STORY</b> “Reality Check” by David Brin	<ul style="list-style-type: none"> <li>• Analyzing the Text TE 585</li> <li>• Guiding Questions OTR</li> <li>• Analyze Story Elements: Science Fiction TE 586A</li> <li>• IWB Lesson: Word Choice and Tone OTR</li> </ul>

Literary Text	Sample Instructional Supports
<b>POEM</b> “The Universe as Primal Scream” by Tracy K. Smith	<ul style="list-style-type: none"> <li>• Collaborative Discussion Activity TE 598</li> <li>• Analyzing the Text TE 600</li> <li>• Guiding Questions OTR</li> <li>• Analyze Language TE 600B</li> </ul>

Writing	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Writing Informative Texts	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Write an Informative Text</li> </ul>

Speaking & Listening	Sample Instructional Supports
<b>INTERACTIVE LESSON</b> Giving a Presentation	<ul style="list-style-type: none"> <li>• Interactive Exercises INTERACTIVE ONLINE LESSONS</li> <li>• Online Prompt: Give a Presentation</li> </ul>