

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-510AV1-K	Grade Level	9-12
Course Name	AP Literature and Composition Examination	# of Credits	0.5
SCED Code	01006H0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.

L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.5	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.

RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	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.
W.11-12.8	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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9.b	b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Unit 1: Getting Started 1.01 Course Introduction</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Describe the format of the AP Exam. <ul style="list-style-type: none"> ○ See how to succeed in the course and what to expect on the AP Exam. • Describe the skills a learner needs to have in order to pass the AP Exam. • Describe different forms of literature such as drama, fiction, and poetry. <ul style="list-style-type: none"> ○ Investigate the different genres of literature (poetry, drama, and fiction) and understand how learning and incorporating the wide-ranging vocabulary of literary terminology in your discussion and writing about literature will help you do well in the course. • Identify the various means of literary communication. <ul style="list-style-type: none"> ○ Introduce yourself to your classmates and instructor.
<p>Unit 1: Getting Started 1.02: Reading and Writing</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10;</p>	<ul style="list-style-type: none"> • Describe critical reading, close reading, and persuasive writing. <ul style="list-style-type: none"> ○ Explore critical reading: learn how to read closely and interpret what you've read. • Use critical reading and close reading skills to help you interpret literary texts. <ul style="list-style-type: none"> ○ Practice your critical-reading skills and

	<p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<p>implement some hints and tips.</p> <ul style="list-style-type: none"> • Identify and use the steps in the writing process: pre-writing, writing, and revising. <ul style="list-style-type: none"> ○ Examine modes of expository writing, such as analytical and argumentative essays. Become aware of the expectations of college-level writing. ○ Explore the steps of the writing process, including brainstorming, organizing, and revising. Examine the elements of quality writing including the use of a wide-ranging vocabulary, effective organization, techniques for improving coherence, a balance of generalization and specific detail, as well as the importance of tone, diction and style. ○ Write a short essay. Your instructor will use this sample to assess your writing skills and to offer general feedback on your approach to some or all of the following: organization, diction, style, sentence variety and structure, balance of general ideas and specific detail, and
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		<p>overall techniques for coherence in your writing.</p> <ul style="list-style-type: none"> • Describe the different modes of writing about literature. <ul style="list-style-type: none"> ○ Closely read, then discuss your interpretation of the Updike story with your classmates. ○ Answer questions to assess your understanding of the content covered in this lesson.
<p>Unit 1: Getting Started 1.03: Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Describe the format of the AP Exam. • Describe the skills a learner needs to have in order to pass the AP Exam. • Describe different forms of literature such as drama, fiction, and poetry. • Describe critical reading, close reading, and persuasive writing. • Use critical reading and close reading skills to help you interpret literary texts. • Identify and use the steps in the writing process: pre-writing, writing, and revising. <ul style="list-style-type: none"> ○ Take a teacher-graded 55-minute test that includes an essay question to assess your understanding of the content presented in this unit
<p>Unit 2: Fiction and Poetry: Literature of Examination 2.01: Stories of Personal Exploration</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent</p>	<ul style="list-style-type: none"> • Describe the format of the AP Exam. • Describe the skills a learner needs to have in order to pass

	<p>an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<p>the AP Exam.</p> <ul style="list-style-type: none"> • Describe different forms of literature such as drama, fiction, and poetry. <ul style="list-style-type: none"> ○ Explore the basics for reading and writing about short fiction and poetry. • Describe critical reading, close reading, and persuasive writing. <ul style="list-style-type: none"> ○ • Use critical reading and close reading skills to help you interpret literary texts. <ul style="list-style-type: none"> ○ Read the Joyce piece with an eye to the stream of consciousness narrative technique and the use of figurative language. ○ Answer questions to assess your interpretive skills and understanding of "Araby." ○ Discuss what you think motivates the narrator in "Araby." ○ Analyze and interpret the Chopin story, taking particular note of the time of the story and to the way the natural world enters the story. ○ Discuss the Chopin story, thinking about tone and mood. ○ Analyze and interpret the Hurston story, paying attention to the use of language
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		<p>and the voices of the characters.</p> <ul style="list-style-type: none"> ○ Discuss the Hurston story, thinking about the characters' motivations. ○ Answer questions to assess your understanding of the short story "Sweat." <ul style="list-style-type: none"> ● Identify and use the steps in the writing process: pre-writing, writing, and revising. <ul style="list-style-type: none"> ○ Write an essay exploring the tone of the narrator in one of the three short stories you read in this lesson.
<p>Unit 2: Fiction and Poetry: Literature of Examination 2.02: Poems of Faith and Doubt</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> ● Describe how poets use symbols to enrich meaning in a poem. <ul style="list-style-type: none"> ○ Analyze and discuss the Herbert poem. Focus on the symbolism of the collar and the attitude of the speaker. ● Identify how a poet's diction works to create meaning in a poem. <ul style="list-style-type: none"> ○ Focus on diction as you analyze Shore's modern poem about religion and prejudice. ● Differentiate among tone, mood, and attitude and explain how these terms affect meaning in literature. <ul style="list-style-type: none"> ○ Share your interpretations of the poem "High Holy Days" with your classmates. Focus on

		<p>characterization of the speaker and her attitude and the purpose of the narrative details.</p> <ul style="list-style-type: none"> • Identify the use of conceit in poetry. <ul style="list-style-type: none"> ○ Explore conceit and the extreme emotions expressed in the well-known Renaissance poem by Herbert. • Define the terms metaphysical poets and metaphysical conceit. <ul style="list-style-type: none"> ○ Discuss the poems "Design" and "The Most of It." Concentrate on the identities and qualities of the speakers. • Explain how descriptive details help create meaning in poetry. <ul style="list-style-type: none"> ○ Read two poems by Robert Frost that offer a unique blend of modern and Romantic characteristics. The role of descriptive detail in poetry is emphasized. • Identify and use the steps in the writing process: pre-writing, writing, and revising. <ul style="list-style-type: none"> ○ Write an essay on your interpretations of "High Holy Days", "Design", or "The Most of It." Think about what the author has to say about the important notions of
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		<p>spiritual faith and doubt.</p>
<p>Unit 2: Fiction and Poetry: Literature of Examination 2.03 Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Recognize the elements of fiction and explain how they're used to create meaning. • Identify and define various figurative devices used in literature. • Explain how race and ethnicity may influence a piece of fiction. • Identify the use of conceit in poetry. • Define the terms metaphysical poets and metaphysical conceit. • Describe how poets use symbols to enrich meaning in a poem. • Explain how descriptive details help create meaning in poetry. • Describe various types of short fiction, such as allegory, fable, parable, and myth. • Identify stream-of-consciousness writing and explain how it affects narration. • Explain the narrator's point of view in a piece of literature. • Describe the tone and mood of a story. • Write how the role of a narrator affects meaning and reveals tone of a story. • Describe how the role of a narrator affects meaning and reveals tone of a story. • Identify how a poet's diction works to create meaning in a poem. • Differentiate among tone, mood, and attitude and explain how these terms affect meaning in literature. • Take a teacher-graded 55-minute test that includes

		<p>multiple-choice questions and an essay to assess your understanding of the content introduced in this unit.</p>
<p>Unit 3: Drama: Lives in Crisis 3.01 Hedda Gabler</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Identify characteristics of drama as a literary art. <ul style="list-style-type: none"> ○ See what makes drama "dramatic." Examine the distinguishing features of drama and see how performance for the stage impacts meaning and interpretation of dramatic texts. • Describe various stages on which drama has historically taken place. • Identify the purpose of dialogue in drama. • Describe how performance affects the meaning and interpretation of a drama. • Identify the points to consider while reading a drama. <ul style="list-style-type: none"> ○ Read the first two acts of <i>Hedda Gabler</i>. Develop strategies for reading and interpreting realist drama. ○ Discuss <i>Hedda Gabler</i> with your classmates. Pick out a character and talk about him or her. ○ Continue reading <i>Hedda Gabler</i>. Think about each act in relation to the play as a whole. • Interpret the script of a drama. <ul style="list-style-type: none"> ○ Discuss your interpretations of the conclusion of

		<p><i>Hedda Gabler</i>. Talk about the role of the pregnancy (or lack thereof) in the play.</p> <ul style="list-style-type: none"> ○ Answer questions to assess your knowledge of the play <i>Hedda Gabler</i> ● Describe the structure of a play. ● Describe different approaches on how to write about drama. ● Describe different approaches to write a good introduction for a literary analysis paper. <ul style="list-style-type: none"> ○ Complete a prewriting exercise based on several complex interpretive questions about the play. Explore the function of character, conflict, and criticism as you develop a thesis statement and topic sentences for your essay. ○ Write an essay explaining the central paradox of Hedda's character, using dialogue and events from the play to support your position
<p>Unit 3: Drama: Lives in Crisis 3.02: Streetcar Named Desire</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10;</p>	<ul style="list-style-type: none"> ● Interpret the script of a drama. <ul style="list-style-type: none"> ○ Read scenes 1-6 of the play, making use of the critical reading strategies you've been learning. ○ Discuss the motivations and justifications for Stanley's actions.

	<p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> ○ As you finish reading <i>A Streetcar Named Desire</i>, think about your interpretations of the play. Notice how some of the assumptions you made at the beginning of the play might now be changing. ○ Answer questions to assess your skill in reading <i>A Streetcar Named Desire</i>. ○ Did Stella help bring about Blanche's decline into madness? Discuss your thoughts. <ul style="list-style-type: none"> ● Recognize the conventions of modern theatre. ● Identify expressionist techniques used in drama. ● Identify the purpose of dialogue in drama. ● Describe different approaches to write a good introduction for a literary analysis paper. <ul style="list-style-type: none"> ○ Write an essay about <i>A Streetcar Named Desire</i>, focusing on your ideas about Stella.
<p>Unit 3: Drama: Lives in Crisis 3.03: Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p>	<ul style="list-style-type: none"> ● Interpret the script of a drama. ● Recognize the conventions of modern theatre. ● Identify characteristics of drama as a literary art. ● Identify the purpose of dialogue in drama. ● Describe the structure of a play. ● Take a teacher-graded 55-minute test to assess your understanding of the content.

	<p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	
<p>Unit 4: Poetry: Love and Separation 4.01 Love Desired</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Identify various forms of poetry. <ul style="list-style-type: none"> ○ Answer questions about the poem "Corrina's Going A-Maying." ○ Explore what makes poetry unique. Go over strategies for becoming a confident and critical poetry reader. • Describe how sound patterns make sense in poetry. <ul style="list-style-type: none"> ○ Listen to a reading of a 17th-century love poem, analyze its sound patterns, and answer a number of questions on its meaning. ○ Read and analyze "Corrina's Going A-Maying." Learn about narrative, lyric, free form, and thematic forms of poetry. • Identify classical allusions in poetry. <ul style="list-style-type: none"> ○ Discuss the Herrick poem with an eye to the themes of human values, the symbolism of spring, and the importance of seizing the day • Identify the interpretive skills in context of the poem The Sun Rising.

		<ul style="list-style-type: none"> ○ Answer questions to assess your understanding of the poem "The Sun Rising." ○ Analyze and discuss the poem "The Sun Rising." Consider the poem's speaker and his desires and explore how poetic devices enrich the poem's meaning. ● Write an interpretive essay about a work of poetry. <ul style="list-style-type: none"> ○ Write an essay on how and what the speaker communicates in the Blake poem.
<p>Unit 4: Poetry: Love and Separation 4.02 Love Questioned</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> ● Differentiate among tone, mood, and attitude to show how they affect the meaning in literature. <ul style="list-style-type: none"> ○ Enrich your understanding of poetic persuasion by interpreting the unusual comparisons expressed in this famous 17th-century love poem. Learn about tone, mood, and attitude in poetry. ○ Heighten your sensitivity to the meanings implied by tone of voice in this dramatic monologue from the early modern period. Listen to the poem read aloud and notice that how we say something is as meaningful as the

		<p>words we choose to speak.</p> <ul style="list-style-type: none"> • Describe how sound patterns make sense in poetry. • Identify classical allusions in poetry. • Convey the meaning of a poem by uncovering the underlying emotion like disgust, fear, frustration, and conflict in love. <ul style="list-style-type: none"> ○ Answer questions to assess your understanding of the poem "To His Coy Mistress." ○ Compare the logic applied and attitudes toward women expressed in "To His Coy Mistress" and "My Last Duchess." • Use proper vocabulary to identify sound patterns, meter, and rhythm in a poetic work. • Identify syntactical patterns in a poetic work. <ul style="list-style-type: none"> ○ Read poems by e.e. cummings. See how cummings challenges our understanding of sentence structure and syntax. • Identify the various structural forms of poetry such as, continuous form, fixed form, and stanzaic form. <ul style="list-style-type: none"> ○ Discuss cummings's unique poetic style and how it affects the meaning of its poetry. • Describe different approaches to write a good introduction for a literary analysis paper.
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		<ul style="list-style-type: none"> ○ Use pre-writing strategies to identify and refine interpretive ideas that could be developed further into a comparison and contrast essay on the poems "To His Coy Mistress" and "My Last Duchess." ○ Using your prewriting materials and the feedback received from your instructor on how to improve your interpretation, extend your analysis, draw upon textual details in support of your interpretation, and write your final draft of an essay comparing the different attitudes toward women expressed in the Marvell and Browning poems.
<p>Unit 4: Poetry: Love and Separation 4.03: Love Denied</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p>	<ul style="list-style-type: none"> ● Identify the conventions and traditions of a sonnet. ● Describe the rhyme scheme of a sonnet. <ul style="list-style-type: none"> ○ Using your prewriting materials and the feedback received from your instructor on how to improve your interpretation, extend your analysis, draw upon textual details in support of your interpretation, and write your final

	<p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<p>draft of an essay comparing the different attitudes toward women expressed in the Marvell and Browning poems.</p> <ul style="list-style-type: none"> • Interpret the understanding of the poem, <i>Girl Powdering Her Neck</i>. <ul style="list-style-type: none"> ○ Answer questions to assess your understanding of the poem "I, Being Born a Woman and Distressed." ○ Read the poem "Girl Powdering Her Neck," paying careful attention to the poem's evocative imagery. Consider the poetic effects the author achieves via the speaker. ○ Analyze and discuss the poem "Girl Powdering Her Neck," focusing on the girl as art. • Describe the use of imagery in a poetic work. • Identify the terms sound patterns, rhyme scheme, alliteration, and imagery in the context of poetry. • Describe different approaches to write a good introduction for a literary analysis paper. <ul style="list-style-type: none"> ○ Write two thesis statements and provide supporting evidence for essays, focusing on how the poems "I, Being Born a Woman and Distressed" and "Girl Powdering
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		<p>Her Neck" address the issue of women's perspectives on love.</p>
<p>Unit 4: Poetry: Love and Separation 4.04 Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Define the pre-writing strategies to refine the interpretive ideas about a specific essay topic. • Identify various forms of poetry. • Describe how sound patterns make sense in poetry. • Write an interpretive essay about a work of poetry. • Differentiate among tone, mood, and attitude to show how they affect the meaning in literature. • Convey the meaning of a poem by uncovering the underlying emotion like disgust, fear, frustration, and conflict in love. • Identify syntactical patterns in a poetic work. • Identify the various structural forms of poetry such as, continuous form, fixed form, and stanzaic form. • Describe the rhyme scheme of a sonnet. • Describe the use of imagery in a poetic work. • Take a 55-minute, teacher-graded test to assess your understanding of the content covered in this unit.
<p>Unit 5: Long Fiction: Their Eyes Were Watching God 5.01: Their Eyes Were Watching God, Chapters 1-10</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p>	<ul style="list-style-type: none"> • Define the term fiction. • Explore the origins and essential features of fiction. • Describe the origin of fiction. <ul style="list-style-type: none"> ○ Explore the origins and essential features of fiction. • Identify the types of fiction. • Describe premise in a work of fiction.

	<p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Describe point of view in the context of a work of fiction. <ul style="list-style-type: none"> ○ Discuss the first five chapters of <i>Their Eyes Were Watching God</i>, focusing on Janie's inner life. • Describe plot in the context of a work of fiction. • Describe the term exposition in the context of fiction. • Identify the categories of characters in a fiction. <ul style="list-style-type: none"> ○ Discuss your thoughts and questions about the first half of <i>Their Eyes Were Watching God</i>, thinking about the source of Janie's unhappiness. ○ Do a prewriting exercise on the first half of <i>Their Eyes Were Watching God</i>, concentrating on evaluating and explaining Janie's development as a character while drawing on textual details and Hurston's artistry as a novelist to support claims. • Describe symbolism in the context of fiction • Describe the use of tone and its components in a work of fiction. • Describe how time element is used in a work of fiction. • Describe how dialect is used in a work of fiction. <ul style="list-style-type: none"> ○ Read the first five chapters of <i>Their Eyes Were Watching God</i> with an eye to dialect and to the
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		<p>role of beginnings in fiction.</p> <ul style="list-style-type: none"> • Identify the significance of the beginning of a fiction. • Interpret a fiction. • Describe different types of narrators used in fiction writing. • Describe different styles of narration used in fiction writing. • Describe magical realism in the context of fiction writing. <ul style="list-style-type: none"> ○ Learn about magical realism, then continue your journey through <i>Their Eyes Were Watching God</i>, focusing on narration.
<p>Unit 5: Long Fiction: Their Eyes Were Watching God 5.02 Their Eyes Were Watching God Chapters 11-20</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Describe how history shapes literature. <ul style="list-style-type: none"> ○ Do a prewriting exercise on the first half of <i>Their Eyes Were Watching God</i>, concentrating on evaluating and explaining Janie's development as a character while drawing on textual details and Hurston's artistry as a novelist to support claims. • Interpret a fiction. • Describe the structure and function of endings in literature. <ul style="list-style-type: none"> ○ Learn more about endings, then finish reading <i>Their Eyes Were Watching God</i>, paying attention to how Janine becomes a different person

		<p>by the end of her journey.</p> <ul style="list-style-type: none"> • Identify the points to consider while writing about long fiction. <ul style="list-style-type: none"> ○ Build on your prewriting assignment from the previous lesson and write your final draft of your essay about the novel <i>Their Eyes Were Watching God</i> incorporating feedback from your instructor on elements of your analysis, organization, use of language, diction, and style. • Use textual evidence to support interpretative positions. <ul style="list-style-type: none"> ○ Discuss your interpretation of these chapters of <i>Their Eyes Were Watching God</i>, considering Janie's newfound happiness with Tea Cake. ○ Discuss your interpretation of the ending to <i>Their Eyes Were Watching God</i>, keeping in mind the importance of how the novel ends.
<p>Unit 5: Long Fiction: Their Eyes Were Watching God 5.03 Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p>	<ul style="list-style-type: none"> • Describe how dialect is used in a work of fiction. • Describe how history shapes literature. • Describe premise in a work of fiction. • Describe point of view in the context of a work of fiction.

	<p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Describe plot in the context of a work of fiction. • Identify the categories of characters in a fiction. • Describe symbolism in the context of fiction • Describe the use of tone and its components in a work of fiction. • Describe how time element is used in a work of fiction. • Describe different styles of narration used in fiction writing. • Identify the significance of the beginning of a fiction. • Interpret a fiction. • Describe different types of narrators used in fiction writing. • Describe magical realism in the context of fiction writing. • Describe the structure and function of endings in literature. • Identify the points to consider while writing about long fiction. • Use textual evidence to support interpretative positions. • Take a 55-minute teacher-graded test to assess your understanding of the content from this unit.
<p>Unit 6: Drama: Shakespearean Comedy 6.01: Twelfth Night, Part One</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p>	<ul style="list-style-type: none"> • Identify two different but interlocking plots in Shakespeare's Twelfth Night. <ul style="list-style-type: none"> ○ Learn more about Shakespearean England, then read Act 3 of <i>Twelfth Night</i>, looking specifically at the ways desire and motivation contribute to character development

	<p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Define some terms used extensively in literature. <ul style="list-style-type: none"> ○ Learn more about developing your vocabulary through an awareness of context. Then read Act 1 of <i>Twelfth Night</i>. • Read and interpret Shakespeare's language. <ul style="list-style-type: none"> ○ Get tips on reading and interpreting Shakespeare's works. ○ Answer questions to assess your understanding of Act 1 of <i>Twelfth Night</i>. ○ Discuss Act 1, focusing on the strange or complex sentence structures used by Shakespeare. ○ Answer questions to assess your understanding of Act 3. • Recognize different variations of blank verse. <ul style="list-style-type: none"> ○ Learn more about blank verse. Then read Act 2 of <i>Twelfth Night</i>, focusing on the formal terms used to describe Shakespeare's style of writing. ○ Discuss Act 2, paying particular attention to the use of and variations on blank verse. • Describe the historical and social contexts of the era in which Shakespeare lived.
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<p>Unit 6: Drama: Shakespearean Comedy 6.02 Twelfth Night Part Two</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<ul style="list-style-type: none"> • Recognize thematic patterns in the plot. • Describe relationships that exist among the characters in the play. <ul style="list-style-type: none"> ○ Learn more about stage directions. Then try not to get lost in the maze of mistaken identities as you read Act 4. ○ Discuss Act 4, speculating about how the play might end. ○ Answer questions to assess your understanding of <i>Twelfth Night</i>. • Define some terms used extensively in literature. • Describe the forms and elements of comedy and tragedy. <ul style="list-style-type: none"> ○ Discover more about the genres of comedy and tragedy. Then read Act 5. • Choose quoted material from available text to support ideas while presenting a piece of writing. <ul style="list-style-type: none"> ○ Read various interpretations of the play before you complete a prewriting exercise focusing on concepts from the play. ○ Discuss interpretations and critical evaluations of <i>Twelfth Night</i> with your classmates, focusing on the main message or moral of the play
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		<ul style="list-style-type: none"> • Write an analytical essay that demonstrates the understanding of a play. <ul style="list-style-type: none"> ○ Summarize your prewriting material and write an essay tying together your interpretations of <i>Twelfth Night</i>, using direct quotations from the text to support your argument. • Describe the uses of stage directions.
<p>Unit 6: Drama: Shakespearean Comedy 6.03 Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Recognize different variations of blank verse. • Describe the historical and social contexts of the era in which Shakespeare lived. • Recognize thematic patterns in the plot. • Describe relationships that exist among the characters in the play. • Describe the forms and elements of comedy and tragedy. • Identify two different but interlocking plots in Shakespeare's <i>Twelfth Night</i>. • Define some terms used extensively in literature. • Read and interpret Shakespeare's language. • Choose quoted material from available text to support ideas while presenting a piece of writing. • Write an analytical essay that demonstrates the understanding of a play. • Describe the uses of stage directions. • Take a 55-minute, teacher-graded test to assess your understanding of the content presented in this unit.

<p>Unit 7: Review and Exam 7.01: English Literature and Comp.</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 RL.11-12.1, 2, 3, 4, 6, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 10;</p>	<ul style="list-style-type: none"> • Take a 55-minute, teacher-graded test to assess your understanding of the content presented in this unit. • Answer multiple-choice questions to assess your understanding of material from the first semester of the course.
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