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-306BVSG1-K	Grade Level	9-12
Course Name	American Literature Core CR - Semester 2	# of Credits	0.5
SCED Code	01054B0.5022	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Generally offered over summer. Students are able to gain credit if they have previously completed this course, but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans. Students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature. They review effective strategies for written expression. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

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., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) 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., Tufte's *Artful Sentences*) 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 *grades 11–12 reading and content*, 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., *conceive, conception, conceivable*).
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 *faction* in *Federalist* 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.11-12.9	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.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, 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, wellreasoned 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.11-12.3	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.

	a. Apply *grades 11–12 Reading standards* 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.a	
W.11-12.9.b	b. Apply *grades 11–12 Reading standards* 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., The Federalist, presidential addresses]").

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Voices and Viewpoints Lesson 1: American Literature Semester Introduction		Review the content and structure of the American Literature course. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their purposes. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their rhetorical features. Produce a written analysis of a literary text that uses evidence from the text to support the argument or explanation.
Unit 1: Voices and Viewpoints Lesson 2: "The Rainy Day"		Demonstrate knowledge of authors, characters, and works of literature. Recognize an author's purpose and devices used to accomplish it, including the author's language, organization, and structure. Recognize effect that point of view has on literature. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Identify theme. Changing

		Recognize use of language to convey mood.
		Identify and interpret the use of figurative language.
		Identify point of view.
		Compare and contrast literary characters or selections.
		Identify and interpret the use of imagery.
		Identify and interpret symbolism.
		Identify and interpret allusion.
		Identify meter and describe its effect on poetry.
		Evaluate your responses by comparing your work to the self-check answers.
		Demonstrate knowledge of authors, characters, and works of literature.
		Analyze the characteristics of various literary periods.
		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
		Identify theme.
		Changing
		Identify and interpret figurative language.
		Identify point of view.
		Identify and interpret the use of imagery.
		Recognize effect that point of view has on literature.
		Compare and contrast themes within and across texts.
Unit 1: Voices and Viewpoints Lesson 3: Poems by Stephen Crane		Evaluate your responses by comparing your work to the self-check answers.
Unit 1: Voices and Viewpoints Lesson 4: "Mending Wall"		Demonstrate knowledge of authors, characters, and works of literature.

		Recognize an author's purpose and devices used to accomplish it, including the author's language, organization, and structure.
		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
		Demonstrate knowledge of authors, characters, and events in works of literature.
		Identify theme.
		Changing
		Identify and interpret the use of figurative language.
		Identify point of view.
		Identify and interpret the use of imagery.
		Identify and interpret symbolism.
		Recognize the effect point of view has on literature.
		Describe characters through speech, actions, or interactions with others.
		Recognize the effect that point of view has on literature.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 1: Voices and Viewpoints Lesson 5: Poems by Carl Sandburg Lesson 6: Discuss: Poetry Preferences	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, 9, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 4, 5, 6, 9, 9a, 10;	Demonstrate knowledge of authors, characters, and works of literature. Analyze how authors develop point of view. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Make inferences and draw conclusions. Identify and interpret symbolism. Compare and contrast themes within and across texts.

		Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices.
		Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes.
		Interpret figurative language.
		Understand literary forms and terms.
		Evaluate your responses by comparing your work to the self-check answers.
		Demonstrate knowledge of authors, characters, and events in works of literature.
		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
		Identify theme.
		Changing
		Recognize use of language to convey mood.
		Identify and interpret the use of figurative language.
		Identify point of view.
		Identify and interpret the use of imagery.
		Identify and interpret symbolism.
		Identify and interpret allusion.
		Recognize effect point of view has on literature.
		Recognize an author's purpose and devices used to accomplish it, including the author's language, organization, and structure.
Unit 1: Voices and Viewpoints Lesson 8: "The Negro Speaks of Rivers"		Evaluate your responses by comparing your work to the self-check answers.
		Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers.
Unit 1: Voices and Viewpoints Lesson 9: "We Real Cool"		Use strategies to comprehend first-person historical documents.

		Compare and contrast themes within and across texts.
		Evaluate text organization and content to identify an author's purpose.
		Evaluate an author's implicit and explicit assumptions and beliefs about a subject.
		Analyze and compare style and language across cross-cultural works.
		Identify foundational works of American literature.
		Explain why a given literary text is considered a foundational work of American literature.
		Analyze how two or more foundational works of American literature from the same period treat similar themes or topics.
		Produce a written analysis of a literary text that uses evidence from the text to support the argument or explanation.
		Demonstrate knowledge of authors, characters, and events in works of literature.
		Identify characteristics of free verse poetry.
		Recognize an author's purpose and devices used to accomplish it, including the author's language, organization, and structure.
		Identify theme.
		Changing
		Recognize use of language to convey mood.
		Identify and interpret the use of figurative language.
		Identify point of view.
		Describe characters through speech, actions, or interactions with others.

		Identify meter and describe its effect on poetry.
		Recognize effect point of view has on literature.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 1: Voices and Viewpoints Lesson 10: Unit Review		Students check their knowledge of concepts in this unit.
Unit 1: Voices and Viewpoints Lesson 11: Unit Test	Standards identified are part of lessons within the unit, not solely the unit assessment. 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, 9, 10; W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Voices and Viewpoints Unit Assessment measures knowledge of the following concepts in this module. Analyze and compare style and language across cross-cultural works. Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. Analyze how two or more foundational works of American literature from the same period treat similar themes or topics. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance. Analyze the characteristics of various literary periods. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Demonstrate knowledge of authors, characters, and events in works of literature. Evaluate an author's implicit and explicit assumptions and beliefs about a subject. Identify and interpret allusion, figurative language, symbolism, and imagery Identify characteristics of free verse poetry.

		Make inferences and draw conclusions. Produce a written analysis of a literary text that uses evidence from the text to support the argument or explanation. Use strategies to comprehend first-person historical documents.
Unit 2: American Renaissance Lesson 1: Introduction to the American Renaissance		Recognize the effect of setting or culture on a literary work. Identify and understand universal themes. Recognize the importance of setting in literature. Demonstrate knowledge of authors, characters, and events of significant works of literature.
Unit 2: American Renaissance Lesson 2: Read "Walden Pond"		Recognize the effect of setting or culture on a literary work. Demonstrate knowledge of authors, characters, and events of significant works of literature. Read and respond to nonfiction and fiction including poetry and drama.
Unit 2: American Renaissance Lesson 3: Analyze "Walden Pond"		Demonstrate knowledge of authors, characters, and events of significant works of literature. Identify and interpret figurative language. Recognize how point of view affects literature. Recognize an author's attitude or tone. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure. Identify and understand universal themes. Identify an author's purpose, style, tone, and intended audience. Recognize the importance of setting in literature. Read and respond to nonfiction and fiction including poetry and drama.

		Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech. Identify theme.
		Demonstrate knowledge of authors, characters, and events of significant works of literature. Read and respond to nonfiction and fiction including poetry and drama. Identify theme. Changing Recognize the effect of setting or culture on a literary work. Identify and interpret figurative language. Recognize how point of view affects literature. Recognize an author's attitude or tone. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure. Identify and understand universal themes. Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature. Recognize the importance of setting in literature. Develop interpretations of literary works.
Unit 2: American Renaissance Lesson 4: "The Snow-Storm"		Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech.
Unit 2: American Renaissance Lesson 5: Emily Dickinson, Session 1		Demonstrate knowledge of authors, characters, and events of significant works of literature.

		Develop interpretations of literary works.
		Read and respond to nonfiction and fiction including poetry and drama.
		Identify theme.
		Changing
		Recognize how point of view affects literature.
		Recognize an author's attitude or tone.
		Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
		Identify and understand universal themes.
		Identify an author's purpose, style, tone, and intended audience.
		Recognize the effect of word choice, style, and figurative language on tone, mood, and theme.
		Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature.
		Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech.
		Recognize an author's purpose and devices to accomplish it, including author's language, organization, and structure.
Unit 2: American Renaissance Lesson 6: Emily Dickinson, Session 2		Compare and contrast literary characters or selections.
		Read and respond to nonfiction and fiction including poetry and drama.
		Identify and interpret figurative language.
		Develop interpretations of literary works.
		Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech.

		Identify theme.
		Changing
		Demonstrate knowledge of authors, characters, and events of significant works of literature.
		Recognize an author's attitude or tone.
		Recognize the effect of word choice, style, and figurative language on tone, mood, and theme.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 2: American Renaissance Lesson 7: Discuss: Romanticism Today	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, 5, 6, 9, 10; SL.11-12.1, 1a-d, 2, 3, 4, 5, 6; W.11-12.2, 4, 5, 6, 9, 9a, 10;	Read and respond to nonfiction and fiction including poetry and drama. Demonstrate understanding and interpretation of both fiction and nonfiction texts. Connect information and events in text to experience, current events, historical contexts, and related text and sources.
Unit 2: American Renaissance Lesson 9: Introduction to Walt Whitman		Recognize the effect of setting or culture on a literary work. Demonstrate knowledge of authors, characters, and events of significant works of literature. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
Unit 2: American Renaissance Lesson 10: From Song of Myself, Session 1		Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature. Develop interpretations of literary works. Read and respond to nonfiction and fiction including poetry and drama.
Unit 2: American Renaissance Lesson 11: From Song of Myself, Session 1		Identify theme. Changing Recognize the effect of setting or culture on a

		literary work.
		Identify and interpret figurative language.
		Recognize how point of view affects literature.
		Demonstrate knowledge of authors, characters, and events of significant works of literature.
		Recognize an author's attitude or tone.
		Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
		Identify and understand universal themes.
		Identify an author's purpose, style, tone, and intended audience.
		Recognize the effect of word choice, style, and figurative language on tone, mood, and theme.
		Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature.
		Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 2: American Renaissance Lesson 12: Unit Review		Students check their knowledge of concepts in this unit.
	Standards identified are part of lessons within the unit, not solely the unit assessment.

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, 5, 6, 9, 10; | American Renaissance Unit Assessment measures knowledge of the following concepts in this module.

Identify theme

Recognize the effect of setting or culture on a literary work.

Identify and interpret figurative language.

Recognize how point of view affects literature. |
| Unit 2: American Renaissance Lesson 13: Unit 2 Test | W.11-12.2, 2a-f, 4, | Compare and contrast literary characters or selections. |

	5, 6, 9, 9a, 10;	Demonstrate knowledge of authors, characters, and events of significant works of literature. Recognize an author's attitude or tone. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure. Identify and understand universal themes. Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature. Recognize the importance of setting in literature. Develop interpretations of literary works. Read and respond to nonfiction and fiction including poetry and drama. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, metaphor, simile, and other figures of speech.
Unit 3: Critical Skills Practice 2 Lesson 1: Reading Skills: Comprehension and Analysis		Demonstrate understanding and interpretation of fiction and nonfiction texts. Make relevant inferences by synthesizing concepts and ideas from a single reading selection. Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

		Compare and contrast readings on the same topic.
		Use context to determine the meanings of words.
		Evaluate the effectiveness of a text in relation to its purpose.
		Evaluate your responses by comparing your work to the self-check answers.
		Extend your knowledge of a topic through research.
Unit 3: Critical Skills Practice 2 Lesson 2: Reading Skills: Vocabulary Analysis		Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words.
		Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 3: Critical Skills Practice 2 Lesson 3: Writing Skills: Identifying Errors and Improving Writing		Distinguish between standard and nonstandard English.
		Distinguish between logical and illogical comparisons.
		Use other and else in comparisons.
		Apply the understanding that usage is sometimes contested.
		Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
		Edit writing using the conventions of language.
		Spell all words correctly.
		Use capital letters correctly.
		Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).

		Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative).
		Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
		Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
		Evaluate your responses by comparing your work to the self-check answers.
		Extend your knowledge of a topic through research.
Unit 3: Critical Skills Practice 2 Lesson 4: Writing Skills: Responding to a Prompt	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, 9, 10; W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Plan a multiparagraph essay. Evaluate the effectiveness of a text in relation to its purpose. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. Extend your knowledge of a topic through research.
Unit 3: Critical Skills Practice 2 Lesson 6: Unit Test	Standards identified are part of lessons within the unit, not solely the unit assessment. 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, 9, 10; W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Critical Skills Practice 2 Unit Assessment measures knowledge of the following concepts in this module. Demonstrate understanding and interpretation of fiction and nonfiction texts. Make relevant inferences by synthesizing concepts and ideas from a single reading selection. Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. Analyze the way in which clarity of meaning is affected by the patterns of organization,

		hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
		Respond to a research paper.
		Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.
		Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text.
		Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text.
		Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text.
		Use varied syntax to link the sections of a text and create cohesion in an informative or explanatory text.
Unit 4: Research Paper Lesson 1: What Is a Research Paper?		Use varied syntax to clarify relationships among complex ideas and concepts in an informative or explanatory text. Explore topics for a research paper.
Unit 4: Research Paper Lesson 2: Focus on a Topic		Brainstorm topics for a research paper. Choose and narrow a topic for a research paper. Make a list of questions about a research topic.
Unit 4: Research Paper Lesson 3: Finding Information		Use the card catalog and the computer catalog. Use noncirculating materials. Use the Readers' Guide to Periodical Literature and/or other indexes. Use the Internet. Use a search engine. Evaluate the credibility and accuracy of sources of information presented in diverse media or formats. Integrate multiple sources of information

		presented in diverse media or formats into writing, presentations, or discussions.
		Use multiple sources of information in diverse formats and media to inform decisions and solve problems.
		Identify any discrepencies in data from mulitple sources of information.
		Make bibliography cards for all print and nonprint sources.
Unit 4: Research Paper Lesson 4: Taking Notes, Session 1		Use exact words for quotations. Paraphrase text. Use index cards to take notes. Understand and identify plagiarism.
Unit 4: Research Paper Lesson 5: Taking Notes, Session 2		Take notes for a research paper. Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.
Unit 4: Research Paper Lesson 6: Taking Notes, Session 3		Take notes for a research paper.
Unit 4: Research Paper Lesson 7: Organizing the Information		Organize note cards. Write a thesis statement. Determine a pattern of organization.
Unit 4: Research Paper Lesson 8: Making a Formal Outline		Make a formal outline.
Unit 4: Research Paper Lesson 10: Conferences		Identify purpose and audience. Determine an appropriate tone. Revise the thesis and formal outline based on teacher feedback.
Unit 4: Research Paper Lesson 11: Writing a Research Paper, Session 1		Include citations within the body of the paper. Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text. Use precise language and domain-specific

		vocabulary to manage the complexity of the topic in an informative or explanatory text. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text.
Unit 4: Research Paper Lesson 12: Writing a Research Paper, Session 2		Use complete sentences and correct capitalization, punctuation, and spelling. Write a research paper with a strong thesis statement. Identify purpose and audience, and determine appropriate tone for a research paper. Use evidence gained from research to support a thesis. Use an appropriate pattern of organization and appropriate transitions between paragraphs. Include citations within the body of the paper. Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text. Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text.
Unit 4: Research Paper Lesson 13: Finishing a Draft of a Research Paper		Use complete sentences and correct capitalization, punctuation, and spelling. Write a research paper with a strong thesis statement. Use evidence gained from research to support a thesis. Use an appropriate pattern of organization and appropriate transitions between paragraphs.

		Include citations within the body of the paper.
		Identify purpose and audience, and determine appropriate tone, style, and voice for a research paper.
Unit 4: Research Paper Lesson 16: Creating a Works Cited Page		Create a Works Cited page. Use complete sentences and correct capitalization, punctuation, and spelling. Write a research paper with a strong thesis statement. Use evidence gained from research to support a thesis. Use an appropriate pattern of organization and appropriate transitions between paragraphs. Include citations within the body of a research paper and full citations on a Works Cited page. Identify purpose and audience, and determine appropriate tone, style, and voice for a research paper.
Unit 4: Research Paper Lesson 17: Revising a Research Paper, Session 1		Use complete sentences and correct capitalization, punctuation, and spelling. Revise a research paper. Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text. Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text.
Unit 4: Research Paper Lesson 18: Revising a Research Paper, Session 2		Use an appropriate pattern of organization and appropriate transitions between paragraphs. Revise a research paper.

		Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.
		Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text.
		Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text.
		Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text.
Unit 4: Research Paper Lesson 19: Proofreading and Publishing a Research Paper	Standards identified are part of lessons within the unit, not solely the unit final draft. L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6 RI.11-12.1, 2, 3, 4, 5, 6, 7, 10; W.11-12.1, 1a-e, 4, 5, 6, 7 8, 9, 9b, 10;	Use complete sentences and correct capitalization, punctuation, and spelling. Write a research paper with a strong thesis statement. Use evidence gained from research to support a thesis. Use an appropriate pattern of organization and appropriate transitions between paragraphs. Include citations within the body of a research paper and full citations on a Works Cited page. Identify purpose and audience, and determine appropriate tone, style, and voice for a research paper. Use the Internet.
Unit 5: The Harlem Renaissance Lesson 1: Introduction to Harlem Renaissance		Analyze the characteristics of various literary periods. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Identify recurrent themes in the literature of the United States. Analyze how authors develop style. Recognize the effect of setting or culture on a literary work. Recognize how point of view affects literature.

		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
		Read, respond to, and analyze works of fiction and nonfiction, including poetry.
		Recognize the effect of setting or culture on a literary work.
		Identify and interpret figurative language.
		Recognize how point of view affects literature.
		Compare and contrast literary characters or selections.
		Analyze significant works of American literature that reflect our major literary periods and traditions.
		Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers.
		Identify and interpret universal themes.
Unit 5: The Harlem Renaissance Lesson 2: Poems by Paul Laurence Dunbar		Evaluate your responses by comparing your work to the self-check answers.
		Recognize the effect of setting or culture on a literary work.
		Identify and interpret figurative language.
		Recognize how point of view affects literature.
		Compare and contrast literary characters or selections.
		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
		Analyze the melodies of literary language, including the use of evocative words and rhythms.
		Analyze significant works of American literature that reflect our major literary periods and traditions.
Unit 5: The Harlem Renaissance Lesson 3: "I, Too" and "Dream Variations"		Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers.

		Identify and interpret universal themes.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 5: The Harlem Renaissance Lesson 4: Read More Poems by Langston Hughes		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
Unit 5: The Harlem Renaissance Lesson 5: Analyze More Poems by Langston Hughes Lesson 6: Discuss: Freedom and Identity	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, 5, 6, 9, 10; SL.11-12.1, 1a-d, 3, 4, 5, 6; W.11-12.2, 4, 5, 6, 9, 9a, 10;	Read, respond to, and interpret works of fiction and nonfiction including poetry. Recognize use of language to convey mood. Recognize the effect of setting or culture on a literary work. Identify and interpret figurative language. Recognize how point of view affects literature. Compare and contrast literary characters or selections. Analyze the melodies of literary language, including the use of evocative words and rhythms. Analyze significant works of American literature that reflect our major literary periods and traditions. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Identify and interpret universal themes. Evaluate your responses by comparing your work to the self-check answers.
Unit 5: The Harlem Renaissance Lesson 8: Read Poems by Arna Bontemps and Countee Cullen		Read, respond to, and interpret works of fiction and nonfiction, including poetry.
Unit 5: The Harlem Renaissance Lesson 9: Analyze Poems by Arna Bontemps and Countee Cullen		Read, respond to, and interpret works of fiction and nonfiction, including poetry. Identify and interpret figurative language. Recognize how point of view affects literature. Compare and contrast literary characters or selections. Recognize an author's attitude or tone.

		Analyze significant works of American literature that reflect our major literary periods and traditions. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Identify and interpret universal themes. Evaluate your responses by comparing your work to the self-check answers.
Unit 5: The Harlem Renaissance Lesson 10: "The Tropics in New York"		Recognize the effect of setting or culture on a literary work. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Analyze significant works of American literature that reflect our major literary periods and traditions. Recognize use of language to convey mood. Identify and interpret figurative language. Recognize how point of view affects literature. Compare and contrast literary characters or selections. Recognize an author's attitude or tone. Identify and interpret universal themes.
Unit 5: The Harlem Renaissance Lesson 11: Unit Review		Students check their knowledge of concepts in this unit.
Unit 5: The Harlem Renaissance Lesson 12: Unit Test	Standards identified are part of lessons within the unit, not solely the unit assessment. L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6	The Harlem Renaissance Unit Assessment measures knowledge of the following concepts in this module. Recognize the effect of setting or culture on a literary work. Recognize the use of language to convey mood. Identify and interpret figurative language.

	RL.11-12.1, 2, 3, 4, 5, 6, 9, 10; W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Recognize how point of view affects literature. Compare and contrast literary characters or selections. Recognize an author's attitude or tone. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Analyze the melodies of literary language, including the use of evocative words and rhythms. Analyze significant works of American literature that reflect our major literary periods and traditions. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Identify and interpret universal themes.
Unit 6: Critical Skills Practice 3 Lesson 1: Introduction		Review critical reading skills, writing skills, and language skills.
Unit 6: Critical Skills Practice 3 Lesson 2: Reading Skills: Comprehension and Analysis		Make relevant inferences by synthesizing concepts and ideas from a single reading selection. Compare and contrast readings on the same topic. Use context to determine the meanings of words. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Evaluate your responses by comparing your work to the self-check answers.
Unit 6: Critical Skills Practice 3 Lesson 3: Reading Skills: Vocabulary Analysis		Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Evaluate your responses by comparing your work to the self-check answers.
Unit 6: Critical Skills Practice 3 Lesson 4: Writing Skills: Identifying Errors and Improving Writing		Recognize and use idioms correctly. Recognize and use exact and appropriate words in

		sentences.
		Recognize and use exact words in sentences.
		Use references to resolve issues of contested or complex usage.
		Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
		Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage.
		Edit writing using the conventions of language.
		Spell all words correctly.
		Use capital letters correctly.
		Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
		Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative).
		Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 6: Critical Skills Practice 3 Lesson 5: Writing Skills: Responding to a Prompt		Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage. Edit writing using the conventions of language. Plan a multiparagraph essay. Evaluate the effectiveness of a text in relation to its purpose. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form)

		when completing narrative, expository, persuasive, or descriptive writing assignments. Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. Evaluate your responses by comparing your work to the self-check answers.
Unit 6: Critical Skills Practice 3 Lesson 6: Unit 6 Test	Standards identified are part of lessons within the unit, not solely the unit assessment. 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, 5, 6, 9, 10; W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Critical Skills Practice 3 Unit Assessment measures knowledge of the following concepts in this module. Make relevant inferences by synthesizing concepts and ideas from a single reading selection. Compare and contrast readings on the same topic. Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
Unit 7: Our Town Lesson 1: Our Town, Session 1		Recognize the impact of setting on literature. Analyze the relationship between a literary work and its historical period and cultural influences. Recognize the characteristics of various forms of literature.
Unit 7: Our Town Lesson 2: Our Town, Session 2		Read a portion of a play.
Unit 7: Our Town Lesson 3: Our Town, Session 3		Identify and understand universal themes. Compare and contrast characters based on their actions, traits, and motives. Recognize the characteristics of various forms of literature. Recognize the impact of setting on literature. Explain the use of asides, soliloquies, and monologues in drama. Analyze the relationship between a literary work

		and its historical period and cultural influences. Explain how point of view affects tone, characterization, and plot. Develop interpretations of literary works. Identify author's purpose, style, tone, and intended audience. Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature. Evaluate your responses by comparing your work to the self-check answers.
Unit 7: Our Town Lesson 4: Our Town, Session 4 Lesson 5: Discuss: Effect of the Stage Manager	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, 5, 6, 9, 10; SL.11-12.1, 1a-d, 3, 4, 5, 6; W.11-12.2, 4, 5, 6, 9, 9a, 10;	Read a portion of a play.
Unit 7: Our Town Lesson 6: Our Town, Session 5		Recognize the characteristics of various forms of literature. Develop interpretations of literary works. Explain the use of asides, soliloquies, and monologues in drama. Identify and understand universal themes. Explain how point of view affects tone, characterization, and plot. Recognize the impact of setting on literature. Compare and contrast characters based on their actions, traits, and motives. Analyze the relationship between a literary work and its historical period and cultural influences.

		Identify author's purpose, style, tone, and intended audience.
		Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 7: Our Town Lesson 7: Our Town, Session 6		Read a portion of a play.
		Develop interpretations of literary works.
		Compare and contrast characters based on their actions, traits, and motives.
		Recognize the characteristics of various forms of literature.
		Identify and understand universal themes.
		Explain how point of view affects tone, characterization, and plot.
		Recognize the impact of setting on literature.
		Explain the use of asides, soliloquies, and monologues in drama.
		Analyze the relationship between a literary work and its historical period and cultural influences.
		Identify author's purpose, style, tone, and intended audience.
		Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature.
Unit 7: Our Town Lesson 8: Our Town, Session 7		Evaluate your responses by comparing your work to the self-check answers.
Unit 7: Our Town Lesson 9: Our Town, Session 8		Read a portion of a play.
		Develop interpretations of literary works.
		Explain the use of asides, soliloquies, and monologues in drama.
Unit 7: Our Town Lesson 10: Our Town, Session 9		Compare and contrast characters based on their

		actions, traits, and motives.
		Recognize the characteristics of various forms of literature.
		Identify and understand universal themes.
		Explain how point of view affects tone, characterization, and plot.
		Recognize the impact of setting on literature.
		Analyze the relationship between a literary work and its historical period and cultural influences.
		Identify author's purpose, style, tone, and intended audience.
		Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature.
		Evaluate your responses by comparing your work to the self-check answers.
Unit 7: Our Town Lesson 12: Unit Review		Students check their knowledge of concepts in this unit.
		Our Town Unit Assessment measures knowledge of the following concepts in this module.
		Recognize the characteristics of various forms of literature.
	Standards identified are part of lessons within the unit, not solely the unit assessment.	Identify and understand universal themes.
		Explain how point of view affects tone, characterization, and plot.
		Develop interpretations of literary works.
	L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6	Recognize the impact of setting on literature.
		Explain the use of asides, soliloquies, and monologues in drama.
	RL.11-12.1, 2, 3, 4, 5, 6, 9, 10;	Compare and contrast characters based on their actions, traits, and motives.
	W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	
Unit 7: Our Town Lesson 13: Unit Test		Analyze the relationship between a literary work and its historical period and cultural influences.

		Identify author's purpose, style, tone, and intended audience.
		Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature.
		Read, respond to, and interpret works of fiction and nonfiction, including poetry and drama.
		Analyze significant works of American literature that represent major literary periods and reflect literary traditions.
		Compare and contrast multiple productions of a play by an American dramatist.
		Evaluate how multiple productions of a play by an American dramatist interpret the source text.
Unit 8: Practical Writing (Optional) Lesson 1: What Is a Personal Statement?		Respond as a reader to a personal statement. Analyze the writer's craft. Respond as a writer to a personal statement.
Unit 8: Practical Writing (Optional) Lesson 2: Planning a Personal Statement		Plan a personal statement. Choose supporting evidence. Develop a thesis. Create an informal outline.
Unit 8: Practical Writing (Optional) Lesson 3: Reviewing Capitalization and Punctuation		Use complete sentences and correct grammar, usage, and mechanics. Use capitalization correctly. Use punctuation correctly.
Unit 8: Practical Writing (Optional) Lesson 4: Writing a Personal Statement		Write a personal statement that responds to a prompt. Write a personal statement that has an implied or an explicit thesis. Develop the essay with a beginning that includes a hook, a middle that provides details, and an ending that ties up the ideas. Use tone, language, voice, and word choice appropriate for a personal statement.

		Vary sentence beginnings, length, and structure.
		Use complete sentences and correct grammar, usage, and mechanics.
Unit 8: Practical Writing (Optional) Lesson 5: Mentor Feedback and Conferences		Review mentor comments using the Mentor Checklist for Revising a Personal Statement.
Unit 8: Practical Writing (Optional) Lesson 6: Revising a Personal Statement		Revise a personal statement that responds to a prompt. Revise a personal statement that has an implied or an explicit thesis.
Unit 8: Practical Writing (Optional) Lesson 7: Proofreading and Publishing a Personal Statement	Standards identified are part of lessons within the unit, not solely the unit assessment. L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6 W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;	Write a personal statement that responds to a prompt. Write a personal statement that has an implied or an explicit thesis. Develop the essay with a beginning that includes a hook, a middle that provides details, and an ending that ties up the ideas. Use tone, language, voice, and word choice appropriate for a personal statement. Vary sentence beginnings, length, and structure. Use complete sentences and correct grammar, usage, and mechanics.
Unit 9: Semester Review and Test Lesson 5: Semester Test	Standards identified are part of lessons within the unit, not solely the unit final speech. L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6 RI.11-12.1, 2, 3, 4, 5, 6, 7, 10; RL.11-12.1, 2, 3, 4, 5, 6,7, 9, 10; W.11-12.1, 1a-e, 4, 5, 6, 8, 9, 9b, 10;	Students check their knowledge of concepts in this semester.