

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01003.2	Grade Level	11
Course Name	English III Sem 2	# of Credits	0.5
SCED Code	01003G0.5022	Curriculum Type	Odysseyware

COURSE DESCRIPTION

Sem. 2 Emphasis is placed on a rhetorical analysis of the literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills they need to meet the challenges of high school and beyond.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets"
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.11-12.2	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.)
RL.11-12.8	(Not applicable to literature)

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.
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
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.11-12.2	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.
RI.11-12.8	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
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
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. 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.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
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.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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 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.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]”).
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.
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 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, 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.)
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.				
SCOPE AND SEQUENCE					
UNIT OUTLINE	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">STANDARD#</th> <th style="text-align: center;">OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS		
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Unit 5: Regional Voices:

This is an overview of the standards covered in the lessons and projects below for Unit 1. Students may view the overview but have no exercises to complete.

Students will explore American literature that addresses the issues of racism, slavery, inequality, and displacement, learning the ways in which authors utilize characters, language, and theme to express the challenges facing America in this period; speaking and listening skills will be developed through a presentation project. Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
Identifying explicit and implicit meaning in American literature from a specific period in history, including foundational documents
Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
Analyzing literary elements/devices: narrative/poetic structure, point of view (esp. how it shapes content and style), character, style, theme, irony, satire, understatement
Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, humor, persuasiveness, connotation, nuance, power, beauty
Analyzing informational texts: central ideas, interaction of ideas, structure, point of view
Evaluating the reasoning and rhetoric used in seminal texts and works of public advocacy
Sharpening writing skills
explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process
argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, creating cohesiveness, adapting to purpose, audience and task, using precise, domain-specific language, using the writing process
Participating in speaking and listening activities: listening to and analyzing speeches, evaluate a speaker's use of diction and tone, collaborating with peers, presenting
Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

HISTORICAL CONTEXT AND UNIVERSAL THEME	RI.11-12.9	Define and analyze the major characteristics of literary periods and movements in America.
"HOUSE DIVIDED": LINCOLN'S RHETORICAL DEVICES	RI.11-12.9 RI.11-12.8	Analyze themes, purposes, and rhetorical features in foundational documents of historical and literary significance. Evaluate the reasoning and rhetoric used in seminal texts and works of public advocacy.
"O CAPTAIN! MY CAPTAIN!": POETIC STRUCTURES AND DEVICES	RL.11-12.1 RL.11-12.4 RL.11-12.2	Draw insightful inferences from text. Analyze the impact of word choice on meaning and tone. Identify themes in American literature.
"INFLUENCE OF LINCOLN": SUPPORTING A THESIS	RI.11-12.2 RI.11-12.2 RI.11-12.2 RI.11-12.5 RI.11-12.4	Identify two or more central ideas in an informational text. Summarize a text. Analyze how individuals, ideas, and events interact and develop. Connect purpose of a text with author's use of language, style, and rhetoric. Examine figurative, connotative, and technical meaning of words in an informational text.
PROJECT: EXPOSITORY ESSAY - "A HOUSE DIVIDED," "O CAPTAIN! MY CAPTAIN!," "INFLUENCE OF LINCOLN"	W.11-12.2 W.11-12.8 W.11-12.8 SL.11-12.1 L.11-12.1 W.11-12.5	Write informative/explanatory texts to examine and convey complex ideas. Identify relevant passages from a foundational work of American literature to support a theme or argument. Integrate information from U.S. seminal texts and of relevant texts according to purpose or argument. Participate in collaborative discussions. Apply conventions of formal language when writing. Use the writing process to develop and strengthen writing for a specific audience and purpose.
QUIZ: HISTORICAL CONTEXT	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.

<p>THE ADVENTURES OF HUCKLEBERRY FINN: REALISM IN AMERICA</p>	<p>RL.11-12.9</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations).</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: THEME AND CHARACTER - CHAPTER 1</p>	<p>RL.11-12.9 RL.11-12.1 RL.11-12.2</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Draw insightful inferences from text. Determine how themes or central ideas interact and build on one another.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: TONE AND CHARACTER - CHAPTERS 2-3</p>	<p>RL.11-12.9 RL.11-12.4 RL.11-12.6 RL.11-12.6</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Analyze the impact of word choice on meaning and tone. Analyze how point of view shapes the style and meaning of a text. Identify and analyze satire, sarcasm, irony, or understatement.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: DIALOGUE AND DIALECT TO CHARACTERIZE - CHAPTERS 4-5</p>	<p>RL.11-12.9 RL.11-12.4 RL.11-12.6 RL.11-12.6</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Analyze the impact of word choice on meaning and tone. Analyze how point of view shapes the style and meaning of a text. Identify and analyze satire, sarcasm, irony, or understatement.</p>

<p>THE ADVENTURES OF HUCKLEBERRY FINN: SETTING AND WORD CHOICE - CHAPTERS 6-9</p>	<p>RL.11-12.9 RL.11-12.3 RL.11-12.2 L.11-12.4a</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Analyze the purpose and effect of an author's choices regarding story elements. Determine how themes or central ideas interact and build on one another. 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.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: SATIRE AND THEME - CHAPTERS 10-13</p>	<p>RL.11-12.9 RL.11-12.3 RL.11-12.2 L.11-12.4a</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Analyze the purpose and effect of an author's choices regarding story elements. Determine how themes or central ideas interact and build on one another. 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.</p>
<p>QUIZ: THE ADVENTURES OF HUCKLEBERRY FINN: CHAPTERS 1-13</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: THEME - CHAPTERS 14-16</p>	<p>RL.11-12.3 RL.11-12.2 L.11-12.4a</p>	<p>Analyze the purpose and effect of an author's choices regarding story elements. Determine how themes or central ideas interact and build on one another. 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.</p>

<p>THE ADVENTURES OF HUCKLEBERRY FINN: USING SOURCES TO UNDERSTAND TEXT - CHAPTERS 17-19</p>	<p>RL.11-12.3 RL.11-12.5 L.11-12.1b L.11-12.4a</p>	<p>Analyze the purpose and effect of an author's choices regarding story elements. Analyze impact of text structure on meaning. Use appropriate reference materials to research challenging or contradictory patterns of usage or vocabulary. 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.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: REALISM VS. IDEALISM - CHAPTERS 20-22</p>	<p>RL.11-12.9 RL.11-12.1 RL.11-12.4 L.11-12.5b L.11-12.4a RL.11-12.2</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g., freedom, slavery, racism, regionalism, individual vs. society, realism vs. idealism, expectations). Draw insightful inferences from text. Analyze the impact of word choice on meaning and tone. Analyze nuances in the meaning of words with similar denotations. 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. Determine how themes or central ideas interact and build on one another.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: HUMOR AND IRONY - CHAPTERS 23-25</p>	<p>RL.11-12.9 RL.11-12.4 RL.11-12.1 RL.11-12.2 RL.11-12.6</p>	<p>Determine and analyze the development of themes in nineteenth-century American literature (e.g. freedom, racism, regionalism, individual vs. society). Analyze the impact of word choice on meaning and tone. Draw insightful inferences from text. Determine how themes or central ideas interact and build on one another. Identify and analyze satire, sarcasm, irony, or understatement.</p>

<p>THE ADVENTURES OF HUCKLEBERRY FINN: THEME OF MORAL AWAKENING - CHAPTERS 26-28</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.6 L.11-12.4a L.11-12.5b L.11-12.5a</p>	<p>Draw insightful inferences from text. Determine where the text leaves matters uncertain. Determine how themes or central ideas interact and build on one another. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze how point of view shapes the style and meaning of a text. Identify and analyze satire, sarcasm, irony, or understatement. 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. Analyze nuances in the meaning of words with similar denotations. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: VERNACULAR AND TONE - CHAPTERS 29-31</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 L.11-12.5a L.11-12.4a L.11-12.5b</p>	<p>Draw insightful inferences from text. Determine how themes or central ideas interact and build on one another. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze how point of view shapes the style and meaning of a text. Identify and analyze satire, sarcasm, irony, or understatement. Interpret figures of speech in context and analyze their role in the text. 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. Analyze nuances in the meaning of words with similar denotations.</p>

<p>THE ADVENTURES OF HUCKLEBERRY FINN: FIGURES OF SPEECH AND CONTEXT - CHAPTERS 32-35</p>	<p>L.11-12.5a RL.11-12.6 RL.11-12.5</p>	<p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Identify and analyze satire, sarcasm, irony or understatement. Analyze how point of view shapes the style and meaning of a text.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: EXPLICIT AND IMPLICIT MEANING - CHAPTERS 36-39</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2</p>	<p>Draw insightful inferences from text. Determine where the text leaves matters uncertain. Determine how themes or central ideas interact and build on one another.</p>
<p>THE ADVENTURES OF HUCKLEBERRY FINN: RESOLUTION - CHAPTERS 40-43</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.5</p>	<p>Draw insightful inferences from text. Determine where the text leaves matters uncertain. Analyze the purpose and effect of an author's choices regarding story elements.</p>
<p>PROJECT: PERSUASIVE ESSAY: "DEFINING FREEDOM AS FOUND IN THE THEME(S) OF THE ADVENTURES OF HUCKLEBERRY FINN"</p>	<p>W.11-12.1 W.11-12.1d W.11-12.1e W.11-12.1c W.11-12b</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the argument presented. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter-claims. Acknowledge and refute possible counter-arguments within the body of the essay.</p>
<p>QUIZ: THE ADVENTURES OF HUCKLEBERRY FINN: CHAPTERS 14-43</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

<p>"DÉSIRÉE'S BABY": THEMES</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.9</p>	<p>Articulate and support explicit meaning of texts. Determine where the text leaves matters uncertain. Analyze theme development over the course of a text. Analyze the purpose and effect of an author's choices regarding story elements. Define and analyze the major characteristics of literary periods and movements in America.</p>
<p>THE ESSAY: UNDERSTANDING FORMAT AND RHETORIC</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.8 RI.11-12.1 L.11-12.4c</p>	<p>Articulate and support explicit meaning in informational text. Identify two or more central ideas in an informational text. Analyze the development and interaction of ideas over the course of an informational text. Outline the reasoning in works of public advocacy. Analyze theme development over the course of a text. 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.</p>
<p>"A WHITE HERON": NARRATION AND FIGURES OF SPEECH</p>	<p>RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.6 W.11-12.3</p>	<p>Analyze the purpose and effect of an author's choices regarding story elements. Analyze the technical, figurative, and/or connotative meaning of words and phrases in context. Define and analyze the characteristics of literary periods and movements found in text. Assess how point of view or purpose shapes the content and style of a text.</p>
<p>"THE REVOLT OF MOTHER": LOCAL COLOR AND DIALOGUE</p>	<p>RL.11-12.3 RL.11-12.4 RL.11-12.2 W.11-12.3</p>	<p>Analyze the purpose and effect of an author's choices regarding story elements. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Analyze theme or central idea development over the course of a text. Assess how point of view or purpose shapes the content and style of a text.</p>

<p>QUIZ: THEME, FIGURES OF SPEECH, AND RHETORIC</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"THE YELLOW WALLPAPER": ANALYZING SYMBOLISM</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 W.11-12.3</p>	<p>Draw insightful inferences from text. Determine where the text leaves matters uncertain. Analyze theme development over the course of a text. Analyze the purpose and effect of an author's choices regarding story elements. Assess how point of view or purpose shapes the content and style of a text.</p>
<p>PROJECT: DISCUSSION - "WHY I WROTE THE YELLOW WALLPAPER"</p>	<p>SL.11-12.1a SL.11-12.1a SL.11-12a SL.11-12.c SL.11-12.4 SL.11-12.4</p>	<p>Prepare for group discussion by locating appropriate evidence from the text and/or outside sources. Participate in group discussion utilizing prepared textual evidence. Draw connections between ideas in group discussion. Clarify, verify, and challenge ideas and conclusions in group discussion. Promote divergent and creative perspectives during group discussion. Respect different perspectives in group discussion.</p>
<p>PROJECT: ARGUMENTATIVE ESSAY: AMERICAN WOMEN WRITERS</p>	<p>W.11-12.1b W.11-12.1d W.11-12.1a W.11-12.1f W.11-12.1c W.11-12.4 W.11-12.5</p>	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use transitions to link evidence and arguments. Use writing process to develop and strengthen writing for a specific audience and purpose. Use technology to create, edit, and publish individual writing or shared writing projects.</p>

<p>"TENNESSEE'S PARTNER": NARRATIVE POINT OF VIEW AND LOCAL COLOR</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.5 RL.11-12.4</p>	<p>Draw insightful inferences from text. Support textual analysis with strong textual evidence. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone.</p>
<p>PROJECT: LITERARY CIRCLE: DISCUSSION OF EDITH WHARTON'S ETHAN FROME</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.4 W.11-12.6 SL.11-12.1a-b SL.11-12.1c SL.11-12.1c SL.11-12.1d SL.11-12.1d SL.11-12.1d</p>	<p>Articulate and support explicit meaning of texts, supporting textual analysis with strong textual evidence. Identify themes in American literature. Analyze how two or more texts address the same theme (s). Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Use technology to create, edit, and publish individual writing or shared writing projects. Prepare for and participate in group discussion, including locating appropriate evidence from the text and/or outside sources, identifying examples of respectful and productive contributions, setting goals, and establishing group member roles. Encourage discussion by posing and responding to text-focused, open-ended questions. Clarify, verify, and challenge ideas and conclusions in group discussion. . Promote divergent and creative perspectives during group discussion, respecting different perspectives in group discussion. Synthesize comments, claims, and evidence reflecting all sides of issues in group discussion. Determine additional steps needed to complete task begun in group discussion.</p>
<p>QUIZ: AMERICAN WOMEN WRITERS</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

TEST REVIEW	Comprehensive review over standards presented in Unit 5.	Review of standards presented in Unit 5.
TEST: REGIONAL VOICES	Comprehensive test over standards presented in Unit 5.	Evaluation of standards presented in Unit 5.

Unit 6: Modernism in America:

This is an overview of the standards covered in the lessons and projects below for Unit 1. Students may view the overview but have no exercises to complete.

Students will be introduced to the characteristics that define literature as modern and analyze those characteristics in poetry, fiction, and drama; students will be expected to utilize skills that involve writing literary analysis essays, reviewing and revising their written work, conducting structured academic research, and constructing oral and visual presentations. Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
Identifying explicit and implicit meaning in American literature from a specific period in history
Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
Analyzing literary elements/devices:
narrative/poetic/dramatic structure, point of view, character, style, theme, purpose, symbolism, satire, sarcasm, irony, understatement
Analyzing language: figurative language, imagery, tone, diction, dialect, connotation, nuance, power, beauty
Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
Sharpening writing skills –
explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision
narrative: using telling details, sequencing events, using the writing process – focus on revision
Conducting research: web search, vocabulary usage/etymology, evaluation credibility of sources, synthesizing information from multiple sources, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page, using digital media elements, such as graphics, illustrations, sound, and interactive elements, to enhance presentations
Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's use of diction and tone, collaborating with peers, preparing and presenting speeches
Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

AN INTRODUCTION TO MODERNISM IN AMERICA	RL.11-12.9 RL.11-12.9	Define the major characteristics of literary periods and movements in America. Understand the historical, social, and cultural context of modernism.
"AUNT IMOGEN": THEME AND STRUCTURE	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.5 RL.11-12.4	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify themes in complex texts. Analyze the impact of word choice on meaning and tone. Analyze aesthetic impact of text structure. Analyze impact of text structure on meaning. Interpret figurative language in context and analyze its role in the text.
"A SERVANT TO SERVANTS": STRUCTURE AND TECHNIQUE	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify themes in complex texts. Analyze the impact of word choice on meaning and tone. Analyze aesthetic impact of text structure. Interpret figurative language in context and analyze its role in the text.
"THE LOVE SONG OF J. ALFRED PRUFROCK": FORM, IMAGERY, AND THEME	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify themes in complex texts. Analyze the impact of word choice on meaning and tone. Analyze aesthetic impact of text structure. Interpret figurative language in context and analyze its role in the text.

SARA TEASDALE: LYRIC POETRY	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.5	<p>Articulate and support explicit meaning of texts. Draw insightful inferences from text. Identify themes in complex texts. Analyze the impact of word choice on meaning and tone. Interpret figurative language in context and analyze its role in the text.</p>
"GRASS": REALISM AND WAR	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4 W.11-12.4 RL.11-12.7	<p>Articulate and support explicit meaning of texts. Draw insightful inferences from text. Identify themes in complex texts. Analyze the impact of word choice on meaning and tone. Analyze aesthetic impact of text structure. Interpret figurative language in context and analyze its role in the text. Create two poems on the same theme. Analyze the difference in tone, voice, and mood of two similarly themed poems.</p>
PROJECT: ANALYZING THEMES OF LOSS AND ISOLATION IN MODERNIST POETRY	RL.11-12.2 RL.11-12.2 W.11-12.2 W.11-12.2c W.11-12.1a W.11-12.2e W.11-12.2d W.11-12.2f W.11-12.5 SL.11-12.1	<p>Identify and analyze theme development over the course of a text. Analyze how two or more texts address the same theme (s). Write a literary analysis which develops and supports an original thesis with strong textual evidence. Use logical transitions between ideas and paragraphs. Sequence ideas effectively to support the thesis. Establish and maintain a formal style and objective tone. Use precise, domain specific language. Provide a conclusion that follows from and supports the analysis. Use writing process to develop and strengthen writing for a specific audience and purpose. Participate in collaborative discussions.</p>
QUIZ: MODERNISM AND REALISM	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.

<p>MODERNISM IN THE 1920S</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 L.11-12.4a</p>	<p>Determine where the text leaves matters uncertain. Identify themes or central ideas in complex texts. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Gather vocabulary knowledge independently to assist in comprehension and expression.</p>
<p>"HILLS LIKE WHITE ELEPHANTS": ANALYSIS</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 L.11-12.4ad W.11-12.10 SL.11-12.1</p>	<p>Determine where the text leaves matters uncertain. Identify themes or central ideas in complex texts. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze an author's use of literary devices and their impact on meaning. Gather vocabulary knowledge independently to assist in comprehension and expression. Write routinely for a range of tasks and purposes. Participate in collaborative discussions.</p>
<p>PROJECT: LITERARY ANALYSIS OF "HILLS LIKE WHITE ELEPHANTS"</p>	<p>W.11-12.2 W.11-12.2c W.11-12.2c W.11-12.2e L.11-12.2b</p>	<p>Write a literary analysis which develops and supports an original thesis with strong textual evidence. Use logical transitions between ideas and paragraphs. Sequence ideas effectively to support the thesis. Establish and maintain a formal style and objective tone. Spell correctly.</p>
<p>PROJECT: NARRATIVE ESSAY</p>	<p>W.11-12.3 W.11-12.4 L.11-12.2b W.11-12.3b W.11-12.3b</p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use writing processes to develop and strengthen your writing for a specific audience and purpose. Spell correctly. Write a narrative that employs a narrative arc, including exposition, rising action, climax, falling action, and resolution. Create characters that are complex and non-stereotypical to enhance the narrative.</p>

PROJECT: REVISION OF A STUDENT PIECE	W.11-12.5 W.11-12.5	Analyze the purpose and effect of an author's choices regarding revision. Strengthen writing through revision.
OUR TOWN: UNIVERSALITY IN LITERATURE	RL.11-12.9	Define the major characteristics of literary periods and movements in America.
OUR TOWN: INFERENCE - ACT I	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.9	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify and analyze themes in drama. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Define and analyze the major characteristics of literary periods and movements as they are reflected in the literature of that period.
OUR TOWN: SET AND CHARACTERS - ACT II	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.9	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify and analyze themes in drama. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Define and analyze the major characteristics of literary periods and movements as they are reflected in the literature of that period.
OUR TOWN: SET, TONE, THEME - ACT III	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.7	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Determine where the text leaves matters uncertain. Identify and analyze themes in drama. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Define and analyze the major characteristics of literary periods and movements as they are reflected in the literature of that period. Analyze multiple interpretations of a play, discussing the treatment of source material.

PROJECT: OUR TOWN: PRESENTING AN ARGUMENT	W.11-12.1 SL.11-12.4 W.11-12.1a SL.11-12.4 SL.11-12.6	Develop a claim fairly and thoroughly. Create presentations that effectively convey a clear and distinct perspective and line of reasoning. Organize information, findings, and supporting evidence to be presented. Structure ideas to be presented appropriate to purpose and audience. Apply conventions of formal language while speaking.
QUIZ: MODERNISM	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
THE CRUCIBLE: HYSTERIA AND PROPAGANDA	RL.11-12.9 RL.11-12.2	Understand the historical context surrounding the Salem witch trials and the writing of The Crucible. Identify themes in American literature.
THE CRUCIBLE: SETTING - ACT I	RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.6 RL.11-12.7	Articulate and support explicit meaning of texts. Identify themes in complex texts. Determine how themes interact and build on one another. Analyze the purpose and effect of an author's choices regarding story elements. Assess how point of view or purpose shapes the content and style of a text. Analyze and evaluate different presentations and interpretations of the same text.
THE CRUCIBLE: CHARACTERIZATION - ACT II	RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.6 RL.11-12.7	Articulate and support explicit meaning of texts. Identify themes in complex texts. Determine how themes interact and build on one another. Analyze the purpose and effect of an author's choices regarding story elements. Assess how point of view or purpose shapes the content and style of a text. Analyze and evaluate different presentations and interpretations of the same text.

<p>THE CRUCIBLE: THEMES - ACT III</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.6</p>	<p>Articulate and support explicit meaning of texts. Identify themes in complex texts. Determine how themes interact and build on one another. Assess how point of view or purpose shapes the content and style of a text.</p>
<p>THE CRUCIBLE: SYMBOLISM - ACT IV</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.6</p>	<p>Articulate and support explicit meaning of texts. Identify themes in complex texts. Determine how themes interact and build on one another. Assess how point of view or purpose shapes the content and style of a text.</p>
<p>THE CRUCIBLE: TRUTH IN FICTION</p>	<p>RL.11-12.2 RL.11-12.9 RI.11-12.1 RI.11-12.1 RI.11-12.3 RI.11-12.6 RI.11-12.7 W.11-12.10 RI.11-12.1 W.11-12.5 SL.11-12.1</p>	<p>Identify themes or central ideas in complex texts. Compare and contrast the experiences of Americans as conveyed through literature. Articulate and support explicit meaning in informational text. Draw and support inferences about informational text. Analyze how individuals, ideas, and events interact and develop. Connect purpose of a text with author's use of language, style, and rhetoric. Use multiple sources of information to answer a question raised in an informational text. Adapt writing content to task, purpose, and audience. Construct meaning from text that extends beyond literal interpretation. Use writing process to develop and strengthen writing for a specific audience and purpose. Participate in collaborative discussions.</p>

<p>THE CRUCIBLE: CHARACTER ANALYSIS</p>	<p>RL.11-12.9 RI.11-12.1 RI.11-12.3 RI.11-12.7 RI.11-12.1</p>	<p>Compare and contrast the experiences of Americans as conveyed through literature. Articulate and support explicit meaning in informational text. Analyze how individuals, ideas, and events interact and develop. Use multiple sources of information to answer a question raised in an informational text. Construct meaning from text that extends beyond literal interpretation</p>
<p>THE CRUCIBLE: HISTORICAL CONTEXT</p>	<p>RL.11-12.2 RL.11-12.9 RL.11-12.3 RL.11-12.1 RL.11-12.7</p>	<p>Identify themes or central ideas in complex texts. Compare and contrast the experiences of Americans as conveyed through literature. Analyze how individuals, ideas, and events interact and develop. Construct meaning from text that extends beyond literal interpretation. Analyze multiple interpretations of a play, discussing the treatment of source material.</p>
<p>QUIZ: THE CRUCIBLE</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"ARRANGEMENT IN BLACK AND WHITE": SATIRE AND WRITER PURPOSE</p>	<p>RL.11-12.3 RL.11-12.4 RI.11-12.6 RL.11-12.1</p>	<p>Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Identify and analyze satire, sarcasm, irony or understatement. Draw insightful inferences from text.</p>
<p>"THE NEGRO ARTIST AND THE RACIAL MOUNTAIN": HARLEM RENAISSANCE</p>	<p>RI.11-12.1 RI.11-12.1 RI.11-12.3 RI.11-12.2</p>	<p>Articulate and support explicit meaning in informational text. Draw and support inferences about informational text. Analyze the development and interaction of ideas over the course of an informational text. Summarize a text.</p>

PROJECT: WEB QUEST: THE LIFE AND ART OF ZORA NEALE HURSTON	W.11-12.7 W.11-12.8 W.11-12.8 W.11-12.8	Conduct short research projects to answer questions or solve a problem. Use technology to gather information from multiple sources. Evaluate the credibility and accuracy of sources. Synthesize information from multiple formats to make informed decisions and solve problems.
QUIZ: HARLEM RENAISSANCE	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
THEIR EYES WERE WATCHING GOD: FIGURATIVE LANGUAGE	RL.11-12.1 RL.11-12.1 RL.11-12.1	Articulate and support explicit meaning of texts. Draw insightful inferences from text. Support textual analysis with strong textual evidence.
THEIR EYES WERE WATCHING GOD: SETTING	RL.11-12.5 RL.11-12.4 RL.11-12.1	Analyze the aesthetic impact of text structure. Analyze literary elements and devices to determine their impact on meaning. Support textual analysis with strong textual evidence.
THEIR EYES WERE WATCHING GOD: LITERARY ELEMENTS	RL.11-12.1 RL.11-12.1 RL.11-12.4	Articulate and support explicit meaning of texts. Support textual analysis with strong textual evidence. Analyze literary elements and devices to determine their impact on meaning.
THEIR EYES WERE WATCHING GOD: THEMES	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2	Articulate and support explicit meaning of texts. Support textual analysis with strong textual evidence. Analyze theme or central idea development over the course of a text. Determine how themes or central ideas interact and build on one another.
THEIR EYES WERE WATCHING GOD: LANGUAGE AND IMAGERY	RL.11-12.4 RL.11-12.4	Analyze the impact of word choice and dialect on meaning and tone. Analyze literary elements and devices to determine their impact on meaning.

<p>PROJECT: ESSAY: SEARCHING FOR LOVE AND SELF IN THEIR EYES WERE WATCHING GOD</p>	<p>W.11-12.2 W.11-12.2c W.11-12.2c W.11-12.2e L.11-12.2b</p>	<p>Write a literary analysis that develops and supports an original thesis with strong textual evidence. Use logical transitions between ideas and paragraphs. Establish and maintain a formal style and objective tone. Use writing process to develop and strengthen writing for a specific audience and purpose. Spell correctly.</p>
<p>"IF BLACK ENGLISH ISN'T A LANGUAGE, THEN TELL ME WHAT IS?": LANGUAGE STRUCTURE</p>	<p>RI.11-12.1 RI.11-12.1 RI.11-12.3 RI.11-12.2</p>	<p>Articulate and support explicit meaning in informational text. Support textual analysis of informational texts with strong textual evidence. Analyze the development and interaction of ideas over the course of an informational text. Identify two or more central ideas in an informational text.</p>
<p>PROJECT: ESSAY WITH TEXTUAL EVIDENCE - SLIDE SHOW PRESENTATION</p>	<p>W.11-12.6 W.11-12.9 SL.11-12.4 SL.11-12.5 L.11-12.6 L.11-12.2b</p>	<p>Use technology to create, edit, and publish individual writing or shared writing projects. Draw evidence from literary and informational texts to support analysis, reflection, and research. Create presentations that effectively convey a clear and distinct perspective and line of reasoning. Use digital media elements, such as graphics, illustrations, sound, and interactive elements, to enhance presentations. Use college and career readiness level academic vocabulary in reading, writing, and speaking. Spell correctly.</p>
<p>QUIZ: THEIR EYES WERE WATCHING GOD</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 6.</p>	<p>Review of standards presented in Unit 6.</p>

TEST: MODERNISM IN AMERICA	Comprehensive test over standards presented in Unit 6.	Evaluation of standards presented in Unit 6.
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Unit 7: Post-World War II:

This is an overview of the standards covered in the lessons and projects below for Unit 1. Students may view the overview but have no exercises to complete.

Students will examine the literature that followed the Second World War and takes students up to what is known as the postmodern period in literature, interpreting cultural context, dissecting the form and structure of poetry and literature, conducting organized research, and utilizing speaking and listening skills through varied presentations. Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
Identifying explicit and implicit meaning in American literature from a specific period in history, including works of public advocacy
Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
Analyzing literary elements/devices: narrative/poetic structure, point of view, style, theme, purpose, sarcasm, irony, humor
Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, connotation, nuance, power, beauty
Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
Sharpening writing skills –
explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision, varying sentence structure and syntax to convey a certain style or tone and to enhance reader understanding, using appropriate references for guidance in constructing artful sentences
Conducting research: web search, vocabulary usage/etymology, generating a research question, conducting research to answer a self-generated question, drawing relevant evidence from text to answer research questions, Synthesize information from multiple sources, gathering information representing a variety of perspectives, evaluating the strengths and limitations of sources in terms of task, purpose and audience, integrating information selectively and appropriately, preparing papers using correct MLA guidelines for formatting, citing sources within a text, creating a works cited page

THE LITERARY SCENE IN POST–WORLD WAR II AMERICA	RL.11-12.9 RL.11-12.9	Define the major characteristics of literary periods and movements in America. Understand the historical, social, and cultural context of post–World War II literature in America.
"THE PETRIFIED MAN": SOUTHERN GOTHIC AND LANGUAGE	RL.11-12.2 RL.11-12.4 RL.11-12.4	Determine how themes interact and build on one another. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context.
"A GOOD MAN IS HARD TO FIND": DRAWING INFERENCES AND WORD MEANING	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.4 RL.11-12.4 L.11-12.5a RL.11-12.6	Draw insightful inferences from text. Support textual analysis with strong textual evidence. Determine where the text leaves matters uncertain. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Identify and analyze satire, sarcasm, irony, or understatement.
QUIZ: SOUTHERN GOTHIC	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
JOHN F. KENNEDY'S INAUGURAL ADDRESS: ANALYSIS	RI.11-12.1 RI.11-12.6 RI.11-12.8 RI.11-12.8 L.11-12.4	Articulate and support explicit meaning in informational text. Identify premises, purposes, and arguments in seminal texts and works of public advocacy. Outline the reasoning in seminal US texts and works of public advocacy. Evaluate the reasoning and rhetoric used in seminal texts and works of public advocacy. Verify the preliminary determination of the meaning of a word or phrase.

<p>"FOR THE UNION DEAD": POETIC DEVICES</p>	<p>RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4</p>	<p>Determine how themes interact and build on one another. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p>
<p>"THE MAN WHO WAS ALMOST A MAN": LITERARY ELEMENTS</p>	<p>RI.11-12.1 RI.11-12.3 RI.11-12.1 RI.11-12.1 RI.11-12.2 L.11-12.4</p>	<p>Draw insightful inferences from text. a text from multiple pers Analyze character development and its impact on meaning. Support textual analysis with strong textual evidence. Determine where the text leaves matters uncertain. Determine how themes interact and build on one another. Use various strategies to determine the meaning of unknown words.</p>
<p>QUIZ: KENNEDY, LOWELL, AND WRIGHT</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"THE LONESOME DEATH OF HATTIE CARROLL": MEANING OF LYRICS</p>	<p>RL.11-12.1 RL.11-12.9 W.11-12.7 W.11-12.7</p>	<p>Draw insightful inferences from text. Analyze the experiences of Americans as conveyed through literature. Generate a research question. Conduct research to answer a self-generated question. Draw relevant evidence from text to answer research questions.</p>
<p>"OVER S.E. ASIA": THEME OF WAR</p>	<p>RL.11-12.9 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4</p>	<p>Understand the historical, social, and cultural context of Post WWII literature in America. Determine how themes interact and build on one another. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p>

<p>"POEM": INTERPRETATION</p>	<p>RL.11-12.9 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4</p>	<p>Understand the historical, social, and cultural context of post-World War II literature in America. Determine how themes interact and build on one another. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p>
<p>"LET SLEEPING DOGS LIE": ANALYZING SATIRE AS A TOOL OF CRITICISM</p>	<p>RL.11-12.1 RL.11-12.6 RL.11-12.9 RL.11-12.2 L.11-12.3 L.11-12.5b</p>	<p>Draw insightful inferences from text. Understand the meaning and purpose of satire, as used in a literary text. Analyze the experiences of Americans as conveyed through literature. Identify two or more central ideas in an informational text. Connect purpose of a text with author's use of language and style. Analyze nuances in the meaning of words with similar denotations.</p>
<p>MESSAGE AND MEDIA</p>	<p>SL.11-12.2 SL.11-12.2 SL.11-12.3</p>	<p>Analyze various forms of media to determine a central message. Evaluate the objectivity of different pieces of media covering the same event. Analyze media for changes in formality and tone for different audiences and purposes.</p>
<p>"ATTACK THE WATER": ARCHETYPES AND STRUCTURE</p>	<p>RL.11-12.9 L.11-12.3 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.4</p>	<p>Understand the historical, social, and cultural context of post-World War II literature in America. Analyze poetic devices and their impact on meaning. Determine how themes interact and build on one another. Analyze the impact of word choice on meaning and tone. Analyze impact of text structure on meaning. Analyze the technical, figurative, and/or connotative meaning of words and phrases in context.</p>

<p>QUIZ: THEME, ARCHETYPE, AND INTERPRETATION</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"SESTINA": ANALYZING FORM AND MEANING</p>	<p>RL.11-12.9 L.11-12.3 RL.11-12.5 RL.11-12.2 RL.11-12.4</p>	<p>Understand the historical, social, and cultural context of post-World War II literature in America. Analyze poetic devices and their impact on meaning. Analyze impact of text structure on meaning. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone.</p>
<p>"THE PROBLEM THAT HAS NO NAME": WOMEN AND CULTURAL CONTEXT</p>	<p>RL.11-12.9 RL.11-12.1 RL.11-12.1 L.11-12.3</p>	<p>Understand the historical, social, and cultural context of post-World War II literature in America. Articulate and support explicit meaning in informational text. Draw and support inferences about informational text. Identify two or more central ideas in an informational text. Connect purpose of a text with author's use of language, style, and rhetoric.</p>
<p>"MIRROR": ANALYSIS</p>	<p>RL.11-12.9 RL.11-12.4 RL.11-12.5 RL.11-12.2 RL.11-12.4 RL.11-12.4</p>	<p>Understand the historical, social, and cultural context of post-World War II literature in America. Analyze literary devices and their impact on meaning. Analyze impact of text structure on meaning. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative, and/or connotative meaning of words and phrases in context.</p>

<p>PROJECT: "THE QUILT OF A COUNTRY": SLIDESHOW PRESENTATION</p>	<p>W.11-12.6 W.11-12.8 W.11-12.6 SL.11-12.2 SL.11-12.2 W.11-12.8 SL.11-12.4 SL.11-12.5 L.11-12.6 L.11-12.2b SL.11-12.1d</p>	<p>Use technology to create, edit, and publish individual or shared writing and design projects. Draw evidence from informational texts to support analysis, reflection, and research. Create presentations that effectively convey a clear and distinct perspective and line of reasoning. Use digital media, such as graphics, illustrations, sound, film, and interactive elements to enhance presentations. Combine multiple sources of information into a unified product that is visual. Gather information on research topic in a consistent and organized way. Select information representing a variety of perspectives. Create presentations using a variety of digital media to effectively communicate ideas. Use college and career readiness level academic vocabulary in reading, writing, and speaking. Spell correctly. View and reflect upon another student's work with a focus on comparing and contrasting the different viewpoints.</p>
<p>PROJECT: COLLEGE AND CAREER RESEARCH AND PRESENTATION</p>	<p>W.11-12.7 W.11-12.7 W.11-12.8 W.11-12.4 W.11-12.8 W.11-12.8 L.11-12.2b L.11-12.2a W.11-12.6</p>	<p>Formulate open-ended research questions, creating a research plan, evaluating and revising inquiry as necessary. Synthesize information from multiple sources. Gather information representing a variety of perspectives. Evaluate the strengths and limitations of sources in terms of task, purpose and audience. Integrate information selectively and appropriately. Prepare papers using correct MLA guidelines for formatting. Spell correctly. Understand and apply correct hyphenation conventions. Create an informative PowerPoint presentation about a specific career or college.</p>

<p>WRITING CONVENTIONS: AMERICAN STANDARD ENGLISH</p>	<p>L.11-12.1a SL.11-12.6 L.11-12.1b L.11-12.4c</p>	<p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Apply conventions of formal language while speaking. Resolve issues of complex or contested usage, consulting references. Use appropriate reference materials to research challenging or contradictory patterns of usage or vocabulary.</p>
<p>QUIZ: ANALYSIS OF POST WWII WRITING</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 7.</p>	<p>Review of standards presented in Unit 7</p>
<p>TEST: POST-WORLD WAR II</p>	<p>Comprehensive test over standards presented in Unit 3.</p>	<p>Evaluation of standards presented in Unit 7</p>
<p>TEST REVIEW ENGLISH III SEMESTER II</p>	<p>Comprehensive test over standards presented in English III Semester 1.</p>	<p>Review of standards presented in English III Semester II</p>
<p>EXAM: ENGLISH III SEMESTER II</p>	<p>Comprehensive test over standards presented in English III Semester 1.</p>	<p>Evaluation of standards presented in English III Semester II</p>