



# Wyoming Department of Education Required Virtual Education Course Syllabus

Platte County School District # 1

## Course Information

<b>Program Name</b>	Peak High School
<b>Course ID</b>	O100034
<b>Course Name</b>	English IV
<b>SCED Code</b>	01004G1.0011
<b>Content Area</b>	English Language Arts
<b>Grade Level</b>	12
<b># of Credits</b>	1.0
<b>Curriculum Type</b>	Edgenuity Online

**Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.**

*This senior-year English Language Arts course explores a diverse collection of texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, students will learn comprehension and literary-analysis strategies. Tasks will encourage students to strengthen oral language skills and produce creative, coherent writing. They will read a range of classic texts including the ancient epic Gilgamesh, William Shakespeare’s Hamlet, and Oscar Wilde’s The Importance of Being Earnest. They will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course.*

## Wyoming Content and Performance Standards

<b>Standard</b>	<b><a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a></b>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1(a)	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.(b)	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.

## Wyoming Content and Performance Standards

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4.(a)	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.(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-11-12.6	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.11-12.2	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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.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

## Wyoming Content and Performance Standards

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.11-12.7	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.11-12.9	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
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)	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.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.4	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.)

## Wyoming Content and Performance Standards

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.11-12.8	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.
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 decision making, 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.11-12.2	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.)

## Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p><b>Unit 1 Epic Beginnings</b></p> <p>Part 1: Epic Poetry: Gilgamesh</p>	<p>L.11-12.6. RL.11-12.1. W.11-12.2(a) W.11-12.2.b SL.11-12.1(c) RL.11-12.7</p>	<p>Analyze the impact of features of an epic on plot. Evaluate the structure of an epic. Identify features of epic poetry.</p>
<p>Part 2: Epic Hero: Gilgamesh</p>	<p>L.11-12.4 L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL.11-12.2 RL.11-12.3</p>	<p>Determine themes. Identify characteristics of an epic hero and cite evidence from the text. Recognize interactions between themes within a text.</p>
<p>Part 3: Writing to Analyze the Epic Hero in Gilgamesh</p> <p>Introduction to Anglo-Saxon Literature: Beowulf Analyze the development of the English language.</p> <p>Characterization in Grendel:</p> <p>Building Vocabulary:</p>	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c)</p>	<p>Form conclusions about a character. Organize writing according to purpose. Paraphrase evidence from the text to support conclusions.</p> <p>Make inferences that are well supported by textual evidence. Recognize the characteristics of the Anglo-Saxon period.</p> <p>Analyze characterization. Compare two interpretations of the same story. Identify point of view and perspective.</p> <p>Word Roots, Affixes, and Reference Materials Analyze word parts to determine meaning, spelling, and usage. Recognize word roots and affixes.</p>

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Writing a Narrative Application Essay		Analyze how a sequence of events can affect plot. Develop a narrative with dialogue and description. Revise writing to build precision and add a reflection. Write a narrative essay about a hero. Use reference materials to determine the correct spelling and usage of a word.
<b>Unit 2: From the Middle Ages through the Renaissance</b>  Satire in The Pardoner's Tale Chivalry in the Middle Ages:	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.10	Analyze characters. Identify characteristics of a chivalric hero. Identify features of medieval court culture and chivalry
Chivalry in the Middle Ages: Sir Gawain and the Green Knight	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.10	Analyze characterization. Analyze satire. Identify characteristics of the medieval period. Identify characteristics of a chivalric hero. Identify features of medieval court culture and chivalry.
Central Ideas and Context: Utopia	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.10	Analyze characters. Identify characteristics of a chivalric hero. Identify features of medieval court culture and chivalry. Connect a text to its social and historical context. Critique ideas in a text. Identify central ideas and supporting details in a text.
Parts of Speech: Gerunds, Participles, and Infinitives	RI.11-12.1 RI.11-12.2 RI.11-12.4 RL. 11-12.2 RL.11-12.5 RL.11-12.6	Identify the function of phrases within a sentence. Recognize gerunds, participles, and infinitives. Use gerunds, participles, and infinitives correctly.
Writing an Informative Essay about a Utopia	L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c) W.11-12.2	Generate ideas and supporting details based on a given topic. Organize and develop ideas. Revise writing to create cohesion and vary syntax. Write an informative essay.

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	<p>W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6</p>	
<p><b>Unit 3: Life in the Renaissance</b> Speeches of Queen Elizabeth I</p>	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 ( c)</p>	<p>Analyze an author's use of rhetorical appeals. Compare and contrast two persuasive texts. Determine an author's purpose.</p>
<p>Part 1: An Introduction to Elizabethan England</p>	<p>RL. 11-12.2 RL.11-12.5 RL.11-12.6</p>	<p>Analyze the effects of point of view on a reader. Cite textual evidence to support inferences. Identify explicit and implicit information about a time period.</p>
<p>Part 2: Summarizing Central Ideas about Elizabethan England</p>	<p>RL. 11-12.2 RL.11-12.5 RL.11-12.6</p>	<p>Analyze the development of central ideas. Determine central ideas in an informational text. Objectively summarize a text.</p>
<p>Part 3: Text Structure in an Informational Text</p>	<p>L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.5 RL.11-12.6</p>	<p>Analyze the author's use of chronological text structure. Evaluate the effectiveness of text structure and style. Identify chronological text structure</p>

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Part 4: Writing to Evaluate Mortimer's Style	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 ( c)</p>	Develop a paragraph with relevant evidence. Evaluate the effectiveness of an author's style. Use precise language appropriate for the audience and purpose.
Connecting Sentences and Clauses	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a)</p>	Identify different types of clauses. Correctly use coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Recognize compound and complex sentences.
<b>Unit 4: Elizabethan Drama: The Tragedy of Hamlet</b>		
Hamlet, Part 1: An Introduction to Elizabethan Theater	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c)</p>	Analyze characterization. Evaluate an author's use of dramatic conventions. Identify and analyze the elements of a drama.
Hamlet, Part 2: Word Choice and Tone	<p>RL. 11-12.2 RL.11-12.5 RL.11-12.7 RL.11-12.6</p>	Analyze the impact of word choice on meaning and tone. Determine word meaning by using context. Evaluate words with multiple meanings.



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Hamlet, Part 3: Figurative Language and Allusions	RL. 11-12.2 RL.11-12.5 RL.11-12.6	Analyze the effect of language choices. Determine the meaning of allusions. Identify figurative language.
Hamlet, Part 4: Comparing and Contrasting Interpretations	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5	Analyze a source text that is commonly adapted. Compare and contrast different adaptations. Evaluate the choices of an adaptation.
Hamlet, Part 5: Characteristics of Elizabethan Drama	RL. 11-12.2 RL.11-12.5 RL.11-12.6	Draw conclusions about what makes a character complex. Make connections between characteristics of Elizabethan drama and Hamlet . Support conclusions with evidence from the text.
Hamlet, Part 6: Applying Literary Criticism	RL. 11-12.2 RL.11-12.5 RL.11-12.6	Analyze a text using a historical lens. Analyze a text using feminist lens. Analyze a text using formalist lens.
Hamlet , Part 7: Plot and Character	RL. 11-12.2 RL.11-12.5 RL.11-12.6 L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c)	Analyze character development. Analyze how conflict drives plot in a story. Evaluate the impact of plot on character development.
Hamlet , Part 8: Themes	L.11-12.4(a) L.11-12.4(d) RL.11-12.2 RL.11-12.3 RL.11-12.5	Analyze the development or interaction of themes within a text. Determine themes in a text. Summarize the development of a theme objectively.

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<b>Unit 5: The Enlightenment in England</b>		
Central Ideas in A Vindication of the Rights of Woman	RL.11-12.1 RL.11-12.2 RL.11-12.5	Analyze the development of an argument. Determine the central ideas of a text. Summarize a text objectively.
Satire in Swift's "A Modest Proposal"	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL.11-12.2 RL.11-12.10 RI.11-12.5	Analyze rhetorical devices, including irony, understatement, and false premises. Determine an author's purpose. Identify and analyze satire.
Comparing Eighteenth-Century Texts on Slavery	RL.11-12.2 RL.11-12.5 RL.11-12.6	Compare and contrast how two texts address the same topic. Determine an author's purpose for writing. Use textual evidence to identify an author's explicit and implicit assumptions and beliefs.
Word Meaning in the Preface to A Dictionary of the English Language	RI.11-12.1 RI.11-12.2 RI.11-12.5 RI.11-12.4 RL.11-12.2 RL.11-12.5 RL.11-12.6	Analyze how an author uses and refines the meaning of a key term over the course of a text. Recognize the historical and literary significance of a foundational text. Use context clues or connotations to determine word meaning.
Writing a Research-Based Informative Essay about Language	L.11-12.4(a) L.11-12.4(d) RI.11-12.5 W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6.	Develop an analysis with researched evidence. Organize complex ideas by using a thesis statement, developed paragraphs, and transitions. Revise writing for formal style and a strong conclusion.
Enlightenment Ideas in America	W.11-12.4 W.11-12.5 W.11-12.6	Analyze word choice. Compare and contrast two foundational US texts. Identify an author's purpose and use of rhetorical appeals.

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	L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4(c) L.11-12.1	
<b>Unit 6: Romanticism in England</b> Introduction to Romanticism	RI.11-12.1 RI.11-12.2 RI.11-12.4 RL. 11-12.2 RL.11-12.5 RL.11-12.6	Analyze the impact of word choice on a poem's meaning and tone. Evaluate sound devices in poetry. Recognize the characteristics of the romantic period.
Themes in the Poetry of Keats	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7	Analyze the impact of word choice on meaning and tone. Compare two texts with related themes. Determine a theme.
Haiku and Romantic Poetry	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7	Compare and contrast two poetic forms. Determine the mood of a poem. Recognize structural elements and motifs in haiku poetry.
Speaking and Listening: Planning a Multimedia Presentation	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7	Convey ideas clearly and effectively. Plan a presentation that is appropriate for the topic, audience, and purpose. Use multimedia to present ideas in an engaging and persuasive way.
Writing a Literary Analysis Essay about Poetry	RL. 11-12.2 RL.11-12.5 RL.11-12.6 SL.11-12.4 W.11-12.4	Analyze poetry and use the analysis to develop ideas. Revise writing to include transitions and appropriate terminology. Structure writing to present ideas and evidence. Write an analytical essay.

## Scope and Sequence

	W.11-12.5 W.11-12.6	
<b>Unit 7: The Gothic Novel: The Strange Case of Dr. Jekyll and Mr. Hyde</b>		
Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde	W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1 L.11-12.1(b) L.11-12.4 (c) L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	Analyze characterization in gothic fiction. Analyze setting in gothic fiction. Identify mood in gothic fiction.
Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde: Plot Development and Conflict	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	Evaluate how plot elements and conflict create suspense. Identify conflict. Recognize plot elements and analyze plot development.
Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2	Analyze characters' internal conflicts. Make and check predictions. Make inferences about a story.

### Scope and Sequence

	RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	
Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	Analyze the way a theme is developed. Identify themes in a text. Make connections between events in the plot and themes.
Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Analyze the point of view and perspectives in a text. Determine the effects of plot devices on a story. Summarize plot events.
Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character	L.11-12.1(a) L.11-12.1(b) L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Analyze characterization. Compare and contrast characters. Explain how a character develops.
Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Analyze the relationship between plot and conflict. Identify conflicts, complications, and resolution. Make connections between a story's resolution and its theme(s).
Edgar Allan Poe's "The Tell-Tale Heart"	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2	Analyze aspects of narration, including point of view and unreliable narration. Compare and contrast two gothic texts. Identify features of gothic literature.

## Scope and Sequence

	RL.11-12.3 RL.11-12.5	
Creating a Movie Poster	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 SL.11-12.2 SL.11-12.5 W.11-12.4 W.11-12.5 W.11-12.6	Create an appropriate mood through the use of images. Identify the purpose and elements of an advertisement. Write effective text elements to use with images.
<b>Unit 8: Nineteenth-Century England</b>		
Part 1: A Comedy of Manners: The Importance of Being Earnest	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Analyze how a comedy of manners critiques society. Explain how humor can make a critique effective. Identify features of a comedy of manners.
Part 2: Literary Devices in The Importance of Being Earnest	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Determine the effects of literary devices such as puns, paradoxes, epigrams, and understatement. Identify and analyze epigrams and understatement. Identify and analyze puns and paradoxes.
Part 3: Characterization in The Importance of Being Earnest	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6	Analyze how historical context affects characterization. Determine characteristics. Draw conclusions about a character's values.

## Scope and Sequence

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Comparing and Contrasting Two Versions of The War of the Worlds	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Analyze how a text conveys an author's purpose. Analyze the aesthetic impact of a text. Compare and contrast the crafts of two versions of a text.
Writing an Argumentative Essay about an Ethical Issue	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	Anticipate and address counterclaims. Introduce and develop claims using supporting evidence and rhetorical devices. Revise writing to strengthen connections between ideas and maintain a formal style.
Using Pronouns Correctly	L.11-12.1(a) L.11-12.1(b) L.11-12.4 ( c) W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	Recognize and correct vague pronouns and pronoun shifts. Use reflexive, intensive, and reciprocal pronouns correctly. Use subjective, objective, and possessive pronouns correctly.
<b>Unit 9: The First Half of the Twentieth Century</b>		
Style in Poems by Rabindranath Tagore	W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b)	Analyze the effects of apostrophe on author's style. Identify and analyze figurative language and imagery. Identify features of lyric poetry.

### Scope and Sequence

	L.11-12.4 ( c)	
Sound and Structure in Poems by Dylan Thomas and W. B. Yeats	L.11-12.4(a) L.11-12.4(d) RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.7	Analyze refrains and parallelism in poems. Identify and analyze rhyme and meter. Identify and compare themes in two poems that treat similar topics.
Analyzing US World War II Political Messages	L.11-12.4(a) L.11-12.4(d) RL.11-12.2 RL.11-12.3 RL.11-12.5	Analyze the visual and textual elements of persuasive messages. Compare and contrast a political speech with a media campaign. Determine a speaker's purpose in a speech.
Using Punctuation	L.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4(c)	Use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements. Punctuate lists and series correctly. Use hyphens correctly.
<b>Unit 10: Cultural Reflections in Art and Artifacts</b>		
Part 1: Text Details and Context Clues in an Informational Text.	W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	Analyze an author's use of supporting and descriptive details. Analyze the use of images in a text. Use context clues to determine the meanings of domain-specific words.



## Scope and Sequence

	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.3 RL.11-12.5	
Part 2: Summarizing an Author's Viewpoint in an Informational Text	RI.11-12.1 RI.11-12.2 RI.11-12.4 SL.11-12.2 SL.11-12.5 W.11-12.4 W.11-12.5 W.11-12.6	Analyze an author's use of external sources. Determine an author's viewpoint in a nonfiction text. Provide an objective summary of a text.
Part 3: Using Media to Extend Understanding of an Informational Text	RI.11-12.1 RI.11-12.2 RI.11-12.4	Analyze the cultural and historical significance of an object. Analyze the way an author engages a reader. Compare the experience of reading text and listening to audio about the same topic.
Analyzing Ekphrastic Poetry Analyze a poem's treatment of a subject.	RI.11-12.1 RI.11-12.2 RI.11-12.4 SL.11-12.2 SL.11-12.5 W.11-12.4 W.11-12.5 W.11-12.6	Analyze a poems' treatment of a subject. Analyze art as a visual text. Compare and contrast the treatment of the same subject in two poems.
Contested Usage Identify active and passive voice and determine when to use passive voice.	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.4 RL.11-12.7 RL.11-12.9	Identify active and passive voice and determine when to use passive voice. Identify split infinitives and determine when to use them. Recognize prepositions and determine when it is appropriate to end a sentence with a preposition.
<b>Unit 11: Contemporary Voices</b> Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring	L.11-12.1 L.11-12.1(a) L.11-12.1(b)	Analyze characterization. Identify setting. Recognize elements of fantasy literature.

### Scope and Sequence

Contemporary Poetry: Seamus Heaney's "Digging"	L.11-12.4(a) L.11-12.4(d) RL. 11-12.2 RL.11-12.4 RL.11-12.7 RL.11-12.9	Analyze diction in a poem. Compare and contrast poetry from two different cultures. Identify and analyze sound devices in a poem.
Writing a Persuasive E-mail	L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.10 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	Establish a claim and support it with evidence and rebuttals. Maintain formality when writing in a digital platform. Structure a persuasive letter.
Allusions and Perspective in Derek Walcott's Midsummer	L.11-12.1 L.11-12.6 L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c)	Analyze a speaker's perspective. Identify allusions and determine their effects. Make connections between allusions and perspective.
Historical and Cultural Context in "Civil Peace"	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9	Analyze the effects of setting on character and events. Determine theme in a fictional text. Interpret dialect within a story's dialogue.
<b>Unit 12: Success and Planning for the Future</b>		
Analyzing a Procedural Text: How to Find Out Anything	RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9	Follow a procedural text and understand how to evaluate results. Identify and analyze text features. Recognize the structure and elements of a procedural text, including signal words.

## Scope and Sequence

<p>Analyzing Career Information from the Bureau of Labor Statistics Website</p>	<p>L.11-12.1(a) L.11-12.1(b) L.11-12.4(a) L.11-12.4(d) RI.11-12.1 RI.11-12.2 RI.11-12.4</p>	<p>Determine an author's purpose. Evaluate the effectiveness of a text's structure. Interpret information in charts and graphs.</p>
<p>Writing a Personal Statement</p>	<p>L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c) RI.11-12.1 RI.11-12.2 RI.11-12.4</p>	<p>Introduce the topic and point of view of a personal statement. Provide a conclusion that reflects on experiences discussed in the narrative. Use precise details to develop and relay events and experiences.</p>
<p>Purpose and Format in "The Leader in the Mirror"</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.4 SL.11-12.2 SL.11-12.5 W.11-12.4 W.11-12.5 W.11-12.6</p>	<p>Analyze an author's use of particular genres or modes. Compare and contrast how texts in different genres treat the same topic. Identify an author's purpose for writing.</p>
<p>Speaking and Listening: Formal Debate Apply rules for effective speaking and listening.</p>	<p>RL. 11-12.2 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 SL.11-12.1(a) SL.11-12.1(b) SL.11-12.1(c ) SL.11-12.1(d) SL.11-12.2 SL.11-12.3</p>	<p>Apply rules for effective speaking and listening. Identify the elements and types of formal debate. Recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques.</p>

**Scope and Sequence**

	<p>SL.11-12.4 SL.11-12.6 L.11-12.4(a)</p>	
<p>Writing an Argument about How to Define Success</p>	<p>L.11-12.4(d) RI.11-12.4 RI.11-12.5 RI11-12.7 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 L.11-12.6 L.11-12.1 RL.11-12.10.</p>	<p>Develop a claim using strong reasons and evidence while addressing one or more counterclaims. Introduce and establish the significance of a claim in an introduction. Revise writing to eliminate biases, misconceptions, or fallacious reasoning. Write an argumentative essay.</p>