

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01004.1	Grade Level	12
Course Name	English IV Sem 1	# of Credits	0.5
SCED Code	01004G0.5012	Curriculum Type	Odysseyware

### COURSE DESCRIPTION

*Students will engage in close-textual interaction with literature to heighten appreciation for those texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enriched students' academic and personal vocabulary. This course is organized chronologically, so students can see the influences on and evolution of the ideas and forms. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis is placed on gaining critical perspective on the relationship between content and form and on synthesizing ideas into clear and concise prose and presentations. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#"><u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets")</u></a>
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.	
<b>SCOPE AND SEQUENCE</b>		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 1: Framing Western Literature:</p>	<p>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.</p> <p>Students will explore selected works of medieval literature and philosophy, closely examining the narrative structure and literary elements such as allegory and satire, noting the way in which these elements reflect social and philosophical views; projects will engage skills such as the participation in academic group discussion and the construction of a literary character study. Refining reading skills: summary, annotation, analysis, evaluation, and interpretation  Identifying explicit and implicit meaning in European literature and philosophy  Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)  Comparing and contrasting the treatment of a similar theme or topic in two or more works  Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, allegory, satire, character  Analyzing language: figurative language, tone, syntax, connotation, nuance, power, beauty  Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose  Analyzing arguments: rhetoric, claim development, structure, purpose  Refining writing skills – explanatory: responding to literature  argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, adapting to purpose, audience and task, using precise, domain-specific language, using the writing process  Refining research skills: web searches, challenging usage and vocabulary, evaluating credibility, reliability, validity, Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing alternate or opposing views in discussions, structuring ideas to be presented appropriate to audience and purpose, adapting speech to audience and purpose, speaking clearly in formal tone, using correct grammar and vocabulary  Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
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FOUNDATIONS OF THE MEDIEVAL WORLD	RI.11-12.2	Understand foundations of the modern world that were laid in this period.
CONFESIONS: QUESTIONING AND QUOTING THE TEXT	RI.11-12.1 RI.11-12.1 RI.11-12.4 SL.11-12.1 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meanings in informational texts.</p> <p>Draw and support inferences about informational texts.</p> <p>Analyze how an author uses and refines a key term or terms over the course of an informational text.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Build on others' ideas in the context of collaborative discussions.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p>
"THE PERMANENT PHILOSOPHY": ANALYSIS	RI.11-12.1 RI.11-12.1 RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.6 SL.11-12.1 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning informational texts.</p> <p>Draw and support inferences about informational texts.</p> <p>Support textual analysis of informational texts with strong textual evidence.</p> <p>Analyze the development and interaction of ideas in an informational text.</p> <p>Analyze how an author uses and refines a key term or terms over the course of an informational text.</p> <p>Connect purpose of a text with author's use of language, style, and rhetoric.</p> <p>Initiate and participate in collaborative discussions on grade-level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>
QUIZ: AUGUSTINE AND AQUINAS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.

PROJECT: PRESENTATION: DANTE RESEARCH	W.11-12.8 W.11-12.8 W.11-12.7 W.11-12.8 W.11-12.4 SL.11-12.6	Use technology to gather information from multiple sources. Integrate material selectively and appropriately. Synthesize information from multiple research sources. Integrate information for discussions and presentations from a variety of formats. Evaluate the credibility and accuracy of sources used in discussions and presentations. Structure ideas to be presented appropriately to audience and purpose. Adapt speech to audience and purpose.
INFERNOS, CANTO I: STRUCTURES AND SYMBOLS	RL.11-12.1 RL.11-12.1 RL.11-12.4 RL.11-12.2	Articulate and support explicit meaning. Draw insightful inferences from the text. Analyze the impact of word choice on meaning and tone. Identify themes in European literature.
INFERNOS, CANTO II: POINT OF VIEW AND CHARACTERIZATION	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 L.11-12.3a SL.11-12.1 SL.11-12.1 SL.11-12.1	Articulate and support explicit meaning. Draw insightful inferences from the text. Analyze theme or central idea development over the course of a text. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone. Apply an understanding of syntax to the study of complex texts when reading. Initiate and participate in collaborative discussions on grade level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussions.

INFERNO, CANTO III: METER, ANAPHORA, SENSORY LANGUAGE	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Analyze the impact of word choice on meaning and tone.</p>
INFERNO, CANTO IV: THEME, IMAGERY, AND ALLUSION	RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.4 L.11-12.3a SL.11-12.1 SL.11-12.1 SL.11-12.1	<p>Analyze theme or central idea development over the course of a text.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Explain how literary elements contribute to meaning and author intention.</p> <p>Analyze the impact of word choice on meaning and tone.</p> <p>Apply an understanding of syntax to the study of complex texts when reading.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>

INFERNO: DICTION AND SYNTAX	RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.4 L.11-12.3a SL.11-12.1 SL.11-12.1	Analyze theme or central idea development over the course of a text. Analyze the purpose and effect of an author's choices regarding story elements. Explain how literary elements contribute to meaning and author intention. Analyze the impact of word choice on meaning and tone. Apply an understanding of syntax to the study of complex texts when reading. Initiate and participate in collaborative discussions on grade-level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussions.
PROJECT: INFERNO- ARGUMENT ESSAY ON CANTO V	SL.11-12.1 SL.11-12.1 SL.11-12.1 W.11-12.1 W.11-12.1	Initiate and participate in collaborative discussions on grade level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussions. Write arguments to support claims about texts. Support claims with relevant and sufficient evidence.
QUIZ: INFERNO	Comprehensive test over standards presented in above lessons.	
THE DECAMERON: STRUCTURE AND HISTORICAL CONTEXT	RL.11-12.3	Identify characteristics of medieval literary forms.
THE DECAMERON: NARRATIVE MODE	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.2	Articulate and support explicit meaning. Draw insightful inferences from the text. Determine how themes or central ideas interact or build on one another. Analyze theme or central idea development over the course of a text. Analyze the purpose and effect of an author's choices regarding story elements. Identify themes in European literature.

THE DECAMERON: THEME	RL.11-12.1 RL. 11-12.1 RL.11- 12.2 RL.11-12.2 RL.11-12.3 RL. 11-12.2	Articulate and support explicit meaning. Draw insightful inferences from the text. Determine how themes or central ideas interact or build on one another. Analyze theme or central idea development over the course of a text. Analyze the purpose and effect of an author's choices regarding story elements. Identify themes in European literature.
PROJECT: GROUP DISCUSSION: EMOTIONAL REALISM IN EARLY RENAISSANCE ART AND LITERATURE	RL.11-12.7 SL.11- 12.1 SL.11-12.1 SL.11-12.1 SL.11- 12.1a SL.11-12.3 SL.11-12.3 SL.11- 12.1d SL.11-12.6	Compare and contrast the treatment of a similar theme or topic in two or more works. Participate in collaborative discussions on grade level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussions. Integrate information for discussions and presentations from variety of formats. Evaluate a speaker's reasoning and use of evidence. Evaluate a speaker's point of view. Address alternative and opposing perspectives in presentations. Adapt speech to audience and purpose.
QUIZ: THE DECAMERON	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
THE CANTERBURY TALES: FORM AND STRUCTURE - PROLOGUE	RL.11-12.2 RL. 11-12.3 RL.11- 12.6	Identify themes or central ideas in complex texts. Recognize the purpose and effect of an author's choices regarding story elements. Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent.

THE CANTERBURY TALES: SATIRE - PROLOGUE	L.11-12.3a RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6	Apply an understanding of syntax to the study of complex texts when reading. Articulate and support explicit meaning. Draw insightful inferences from the text. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone. Evaluate the aesthetic quality of language in context. Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent.
PROJECT: CREATIVE WRITING: CHARACTER STUDY OF THE CANTERBURY TALES	W.11-12.3b RL.11-12.6	Write a script that uses the literary, social, and religious satire in The Canterbury Tales to illustrate characterization. Understand the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent.
QUIZ: THE CANTERBURY TALES	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in above lessons.	Review of standards presented in Unit1.
TEST: FRAMING WESTERN LITERATURE	Comprehensive test over standards presented in Unit 1.	Evaluation of standards presented in Unit1.

<p>Unit 2: Humanism:</p>	<p>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.</p> <p>Students will explore selected philosophical and literary works of the Renaissance, comparing the works of this period with those of the Middle Ages, looking at their differences and similarities; projects will engage skills such as argumentation, research, and presentation. Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation  Identifying explicit and implicit meaning in European literature and philosophy  Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)  Analyze different presentations and/or interpretations of a text  Compare and contrast the treatment of a similar theme or topic in two or more works  Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, allegory, satire, character  Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty  Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose  Analyzing and evaluating arguments: rhetoric, claim development, structure, purpose  Refining writing skills – explanatory: responding to literature, synthesizing information, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, writing artful sentences, using precise, domain-specific, college-ready language  Refining research skills: web searches, challenging usage and vocabulary, gathering information representing a variety of perspectives, integrating material selectively and appropriately, making informed decisions and solving complex problems, distinguishing between quoted material and paraphrased ideas, 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  Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing</p>
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FOUNDATIONS OF RENAISSANCE LITERATURE		<p>Define "humanism." Explain how Renaissance writers took interest in human life and the individual person.</p> <p>Understand philosophical ideas in literary texts.</p> <p>Define the major characteristics of literary periods and movements.</p> <p>Identify themes in European literature.</p> <p>Observe common tendencies, contradictions, outliers, and subtleties in works of a particular literary period.</p>
'SONNET 292': PETRARCH'S POETIC STRUCTURE	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.4	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze the technical, figurative, and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of word choice on meaning and tone.</p>
THE PRINCE: CONNOTATION AND IRONY - CHAPTER XV	RI.11-12.1 RI.11-12.1 RI.11-12.1 RI.11-12.6 RI.11-12.6 RI.11-12.4 SL.11-12.1 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning informational texts.</p> <p>Draw and support inferences about informational texts.</p> <p>Support textual analysis of informational texts with strong textual evidence.</p> <p>Connect purpose of a text with author's use of language, style and rhetoric.</p> <p>Identify an author's audience and purpose in an informational text.</p> <p>Analyze how an author uses and refines a key term or terms over the course of an informational text.</p> <p>Initiate and participate in collaborative discussions on grade-level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>

"TO THE READER" AND "OF CANNIBALS": CONTEXT AND CONFLICT	RI.11-12.1 RI.11-12.1 RI.11-12.1 RI.11-12.6 RI.11-12.4 SL.11-12.1 SL.11-12.1 SL.11-12.1	Articulate and support explicit meanings of informational texts. Draw and support inferences about informational texts. Support textual analysis of informational texts with strong textual evidence. Connect purpose of a text with author's use of language, style and rhetoric. Analyze how an author uses and refines a key term or terms over the course of an informational text. Initiate and participate in collaborative discussions on grade level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussion.
"SONNET 130" AND "SONNET 138": SHAKESPEAREAN SONNET	RL.11-12.5 RL.11-12.5 RL.11-12.4 RL.11-12.2 RL.11-12.1 SL.11-12.1	Analyze how form in poetry contributes to meaning. Evaluate the aesthetic quality of language in context. Analyze the impact of word choice on meaning and tone. Analyze theme or central idea development over the course of a text. Determine where text leaves matters uncertain. Build on others' ideas in the context of collaborative discussions.
HAMLET: CONTEXT AND TRAGEDY	RL.11-12.9	Define the major characteristics of literary periods and movements.
HAMLET: EXPOSITION AND MOOD - ACT I	RL.11-12.5 RL.11-12.3 RL.11-12.7 RL.11-12.4 SL.11-12.1 SL.11-12.3 SL.11-12.3 SL>11-12.3	Explain how literary elements contribute to meaning and author intention. Analyze the purpose and effect of an author's choices regarding story elements. Analyze different presentations and/or interpretations of a text. Analyze the impact of word choice on meaning and tone. Initiate and participate in collaborative discussions on grade-level topics, texts, and issues. Evaluate a speaker's point of view. Evaluate a speaker's reasoning and use of evidence. Evaluate a speaker's use of diction and tone.

HAMLET: CHARACTERIZATION - ACT II	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.5 RL.11-12.3 RL.11-12.7 RL.11-12.4 RL.11-12.5 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Determine how themes or central ideas interact or build on one another.</p> <p>Explain how literary elements contribute to meaning and author intention.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Analyze different presentations and/or interpretations of a text.</p> <p>Analyze the technical, figurative, and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p>
HAMLET: SOLILOQUY - ACT III	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.5 RL.11-12.3 RL.11-12.4 RL.11-12.5 L.11-12.4a L.11-12.4 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Determine how themes or central ideas interact or build on one another.</p> <p>Explain how literary elements contribute to meaning and author intention.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Analyze different presentations and/or interpretations of a text.</p> <p>Analyze the technical, figurative, and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Use context to determine meaning of unknown or multiple-meaning words</p> <p>Gather vocabulary knowledge independently to assist in comprehension.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p>

QUIZ: HAMLET ACTS I-III	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
HAMLET: CHARACTER AND PLOT - ACT IV	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5	<p>Articulate and support explicit meaning.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Analyze the impact of text structure on meaning.</p>
HAMLET: FOILS, COMEDY, AND RESOLUTION - ACT V	RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.5 RL.11-12.3 RL.11-12.4 RL.11-12.1 L.11-12.4a L.11-12.4 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Explain how literary elements contribute to meaning and author intention.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Interpret figures of speech in context and analyze their role in the text.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Use context to determine meaning of unknown or multiple-meaning words.</p> <p>Gather vocabulary knowledge independently to assist in comprehension.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>

PROJECT: ESSAY: LITERARY ESSAY ON HAMLET'S CHARACTER	RL.11-12.1 W.11-12.1b W.11-12.1c W.11-12.4 W.11-12.6 L.11-12.2 L.11-12.6	<p>Draw insightful inferences from the text.</p> <p>Anticipate audience when writing arguments.</p> <p>Develop writing topic thoroughly using a variety of effective supporting content.</p> <p>Use appropriate and varied syntax and transitions.</p> <p>Use writing process to develop and strengthen writing for purpose and audience.</p> <p>Use technology to create, edit, and publish individual writing or shared writing projects.</p> <p>Demonstrate command of capitalization, punctuation, and spelling when writing.</p> <p>Use college and career readiness level academic vocabulary when reading, writing, and speaking.</p> <p>Distinguish how to analyze a character.</p>
PROJECT: SENTENCE STRUCTURE AND BUILDING AN ARGUMENT - HAMLET	W.11-12.1 W.11-12.1c W.11-12.6 L.11-12.2 L.11-12.1b W.11-12.1b L.11-12.2 L.11-12.6	<p><b>Develop a writing topic thoroughly and use a variety of effective supporting content.</b></p> <p><b>Use appropriate and varied syntax and transitions.</b></p> <p><b>Use technology to create, edit, and publish individual writing or shared writing projects.</b></p> <p><b>Apply conventions of formal language when speaking and writing.</b></p> <p><b>Use appropriate references for guidance in constructing artful sentences.</b></p> <p><b>Address counter-claims in a formal argument.</b></p> <p><b>Demonstrate command of capitalization, punctuation, and spelling when writing.</b></p> <p><b>Use college and career readiness level academic vocabulary when reading, writing, and speaking.</b></p>
QUIZ: HAMLET: ACTS IV-V	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.

"THE PASSIONATE SHEPHERD TO HIS LOVE" AND "THE NYMPH'S REPLY TO THE SHEPHERD": POETIC STYLE	RL.11-12.5 RL.11-12.1 RL.11-12.1 RL.11-12.1 L.11-12.5a	Explain how literary elements contribute to meaning and author intention. Articulate and support explicit meaning. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Interpret figures of speech in context and analyze their role in the text.
"TO THE VIRGINS, TO MAKE MUCH OF TIME" AND "TO HIS COY MISTRESS": FIGURATIVE LANGUAGE IN POETRY	RL.11-12.5 RL.11-12.5 RL.11-12.1 RL.11-12.1 RL.11-12.1 L.11-12.5a RL.11-12.7	Explain how literary elements contribute to meaning and author intention. Evaluate the aesthetic quality of language in context. Articulate and support explicit meaning. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Interpret figures of speech in context and analyze their role in the text. Compare and contrast the treatment of a similar theme or topic in two or more works.
"BATTER MY HEART": VERBS AND LITERARY TECHNIQUE	RL.11-12.5 RL.11-12.1 RL.11-12.1 RL.11-12.1 L.11-12.5a	Explain how literary elements contribute to meaning and author intention. Articulate and support explicit meaning. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Interpret figures of speech in context and analyze their role in the text.
PROJECT: RECITE AND WRITE A POEM	SL.11-12.6 L.11-12.1 RL.11-12.1 RL.11-12.1 L.11-12.51 RL.11-12.2	Adapt speech to audience and purpose. Speak clearly in formal tone, using correct grammar and vocabulary. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Interpret figures of speech in context and analyze their role in the text. Analyze theme or central idea development over the course of a text.

PROJECT: THE MIDDLE AGE'S EFFECT ON HUMANISM - MULTIMEDIA PRESENTATION	W.11-12.8 W.11-12.8 W.11-12.8 SL.11-12.4 W.11-12.8 SL.11-12.1c SL.11-12.4 SL.11-12.4 SL.11-12.5 SL.11-12.2	<p>Gather information representing a variety of perspectives.</p> <p>Integrate material selectively and appropriately.</p> <p>Integrate information for discussions and presentations from variety of formats.</p> <p>Create presentations that effectively convey a clear and distinct perspective and line of reasoning.</p> <p>Prepare presentations using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page.</p> <p>Address alternative and opposing perspectives in presentations.</p> <p>Structure ideas to be presented appropriate to audience and purpose.</p> <p>Organize information, findings, and supporting evidence to be presented.</p> <p>Use digital media elements such as graphics, illustrations, sound, and interactive elements to enhance presentations.</p> <p>Use technology to gather information from multiple sources.</p>
QUIZ: HUMANIST POETS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
INTRODUCTION TO RESEARCH	W.11-12.8	You have a variety of subjects that intrigue you. As you think about these interests, think about how you found out more information when you first became interested. When you are curious and decide to search for information about your interests, you are conducting research. This inquiry process is exactly how you will begin your research.
EVALUATE RESEARCH ARTICLES	W.11-12.8	Research is important in understanding a variety of things. Your textbooks for school are written from research that someone performed. Think about content from your textbooks. How does research make the topics interesting?

CITATION FORMATS	W.11-12.8	Cite sources in correct MLA format on a works cited page. Use parenthetical citation in correct MLA format.
PROJECT: RESEARCH PLAN	W.11-12.2 W.11-12.2c W.11-12.2	Create an outline illustrating organization. Establish appropriate transitions between ideas. Design an explanatory essay.
QUIZ: RESEARCH PROCESS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in above lessons.	Review of standards presented in Unit 2.
TEST: HUMANISM	Comprehensive test over standards presented in Unit 2.	Evaluation of standards presented in Unit 2.

<p>Unit 3: The Quest for Knowledge:</p>	<p>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.</p> <p>Students will examine the philosophical and literary writings of the late seventeenth and eighteenth century, focusing their emphasis on reform, reason, and science; special attention will be paid to the literary form known as satire and what it reveals about the author's purpose. Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation Identifying explicit and implicit meaning in European literature and philosophy Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical) Analyze different presentations and/or interpretations of a text Compare and contrast the treatment of a similar theme or topic in two or more works Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, character, allegory, satire, irony, sarcasm, understatement, character Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose Analyzing and evaluating arguments: rhetoric, claim development, structure, purpose Refining writing skills – explanatory: responding to literature, compare/contrast, synthesizing information, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, writing artful sentences, using precise, domain-specific, college-ready language, using the writing process argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, integrating information from collaboration, adapting to purpose, audience and task, and creating a works cited page, focusing on clarity and precision of expression, using the writing process Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, making informed decisions and solving complex problems, distinguishing between quoted material and paraphrased ideas, avoiding plagiarism and overreliance on any source, using correct</p>
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FOUNDATIONS OF THE ENLIGHTENMENT	RL.11-12.9 RL. 11-12.6 RL.11- 12.2	Understand philosophical ideas in literary and informational texts of the 18th century. Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. Identify themes in European literature.
PROJECT: ANALYZING FOUNDATIONAL DOCUMENTS	RI.11-12.8 RI.11- 12.9 RI.11-12.9 RI.11-12.9 W.11- 12.10	Evaluate documents that informed the Declaration of Independence. Analyze the Declaration of Independence for logic and reasoning. Analyze the Declaration of Independence for persuasive appeals. Analyze the Declaration of Independence for features of argument. Design a rhetorical analysis essay on the Declaration of Independence.
THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: MORALITY PLAY	RL.11-12.2 RL. 11-12.2 SL.11- 12.1 SL.11-12.1 SL.11-12.1	Identify themes or central ideas in complex texts. Identify themes in European literature. Initiate and participate in collaborative discussions on grade level topics, texts, and issues. Express ideas clearly and persuasively in collaborative contexts. Build on others' ideas in the context of collaborative discussions.

THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: THEME AND HUMOR - SCENES 1-4	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Determine where text leaves matters uncertain.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Examine literary elements (e.g., allegory, farce, satire) and explain how they contribute to meaning.</p> <p>Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>
THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: CONFLICT - SCENES 5-6	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Determine where text leaves matters uncertain.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Examine literary elements (e.g. allegory, farce, satire) and explain how they contribute to meaning.</p> <p>Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>

QUIZ: THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: SCENES 1-6	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: SATIRE AND PARALLEL CHARACTERS - SCENES 7-9	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning.      Draw insightful inferences from the text.      Determine where text leaves matters uncertain.      Support textual analysis with strong textual evidence.      Identify themes or central ideas in complex texts.      Analyze theme or central idea development over the course of a text.      Examine literary elements (e.g., allegory, farce, satire) and explain how they contribute to meaning.      Analyze the technical, figurative and/or connotative meaning of words and phrases in context.      Analyze the impact of text structure on meaning.      Analyze philosophical ideas in literary texts.      Initiate and participate in collaborative discussions on grade level topics, texts, and issues.      Express ideas clearly and persuasively in collaborative contexts.      Build on others' ideas in the context of collaborative discussions.</p>

THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: FARCE-SCENES 10-12	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Determine where text leaves matters uncertain.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Examine literary elements (e.g. allegory, farce, satire) and explain how they contribute to meaning.</p> <p>Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>
THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: TEXT ANALYSIS - SCENES 13-14	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1 SL.11-12.1	<p>Articulate and support explicit meaning.</p> <p>Draw insightful inferences from the text.</p> <p>Determine where text leaves matters uncertain.</p> <p>Support textual analysis with strong textual evidence.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Examine literary elements (e.g., allegory, farce, satire) and explain how they contribute to meaning.</p> <p>Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Initiate and participate in collaborative discussions on grade level topics, texts, and issues.</p> <p>Express ideas clearly and persuasively in collaborative contexts.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>

PROJECT: ARGUMENTATIVE ESSAY CHARACTERIZING FAUSTUS	W.11-12.1 W.11-12.1 W.11-12.7 W.11-12.8 W.11-12.8 W.11-12.8 L.11-12.6 W.11-12.4 W.11-12.5 W.11-12.10	<p>Write arguments to support claims about texts.</p> <p>Support claims with relevant and sufficient evidence.</p> <p>Conduct short research projects.</p> <p>Integrate material selectively and appropriately.</p> <p>Evaluate the strengths and weaknesses of sources in terms of task, purpose, and audience.</p> <p>Anticipate audience when writing arguments.</p> <p>Avoid plagiarism and overreliance on any source.</p> <p>Prepare papers using correct MLA guidelines for formatting, citing sources within a text, and creating a works-cited page.</p> <p>Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p> <p>Adapt writing content to task, purpose, and audience.</p> <p>Use writing process to develop and strengthen writing for purpose and audience.</p> <p>Routinely write overextended time frames and shorter time frames.</p>
QUIZ: THE TRAGICAL HISTORY OF DOCTOR FAUSTUS: SCENES 7-14	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
"I THINK THEREFORE I AM": ARISTOTLE AND DESCARTES	RI.11-12.1 RI.11-12.1 RI.11-12.2 RI.11-12.2 RI.11-12.6 RI.11-12.3 RI.11-12.5 RI.11-12.5 RI.11-12.6	<p>Articulate and support explicit meaning of informational texts.</p> <p>Analyze the development and interaction of ideas in an informational text.</p> <p>Identify two or more central ideas in an informational text.</p> <p>Summarize a text.</p> <p>Identify an author's audience and purpose in an informational text.</p> <p>Analyze sets of related ideas in informational texts.</p> <p>Analyze an author's organizational structure in an informational text.</p> <p>Evaluate the effectiveness of the structural pattern used in an argument or an exposition.</p> <p>Identify examples of the effective use of rhetoric.</p>

"WHAT IS ENLIGHTENMENT?": ARGUMENT STRUCTURES AND RHETORIC	RI.11-12.1 RI.11-12.1 RI.11-12.2 RI.11-12.2 RI.11-12.3 RI.11-12.3 RI.11-12.5 RI.11-12.5 RI.11-12.6 RI.11-12.6	<p>Articulate and support explicit meaning in informational texts.</p> <p>Analyze the development and interaction of ideas in an informational text.</p> <p>Identify two or more central ideas in an informational text.</p> <p>Summarize a text.</p> <p>Identify an author's audience and purpose in an informational text.</p> <p>Analyze sets of related ideas in informational texts.</p> <p>Analyze an author's organizational structure in an informational text.</p> <p>Evaluate the effectiveness of the structural pattern used in an argument or an exposition.</p> <p>Identify examples of the effective use of rhetoric.</p>
"AN ESSAY CONCERNING HUMAN UNDERSTANDING": ORGANIZATIONAL STRUCTURE	RI.11-12.1 RI.11-12.1 RI.11-12.2 RI.11-12.2 RI.11-12.3 RI.11-12.3 RI.11-12.5 RI.11-12.5 RI.11-12.6 RI.11-12.6	<p>Articulate and support explicit meaning informational in an text.</p> <p>Analyze the development and interaction of ideas in an informational text.</p> <p>Identify two or more central ideas in an informational text.</p> <p>Summarize a text.</p> <p>Identify an author's audience and purpose in an informational text.</p> <p>Analyze sets of related ideas in an informational text.</p> <p>Analyze an author's organizational structure in an informational text.</p> <p>Evaluate the effectiveness of the structural pattern used in an argument or an exposition.</p> <p>Identify examples of the effective use of rhetoric.</p>
EVALUATE AN ARGUMENT	SL.11-12.3 SL.11-12.3	<p>Identify the author's point of view.</p> <p>Recognize claims and evidence.</p>
PROJECT: ENTRANCE ESSAY	W.11-12.5 W.11-12.2b W.11-12.2e W.11-12.2c	<p>Utilize pre-writing strategies to compose a well-developed essay.</p> <p>Anticipate audience needs and questions in order to appropriately address these topics in an essay.</p> <p>Establish and maintain a formal and professional tone.</p> <p>Use appropriate and varied syntax and transitions.</p>

QUIZ: ARGUMENT AND RHETORIC	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
SATIRE AND THE ELEMENTS OF HUMOR	RL.11-12.6 RL. 11-12.6	Identify different modes of satire. Understand what makes each mode of satire effective.
"THE RAPE OF THE LOCK": EPIC POETRY AND SATIRE	RL.11-12.6 RL. 11-12.1 RL.11-12.2 RL.11-12.4	Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. Draw insightful inferences from the text. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone.
"A MODEST PROPOSAL": IRONY AND SATIRE	RL.11-12.6 RL. 11-12.1 RL.11-12.2 RL.11-12.1 RL.11-12.4	Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. Draw insightful inferences from the text. Identify themes or central ideas in complex texts. Draw insightful inferences from the text. Analyze the impact of word choice on meaning and tone.
QUIZ: SATIRE AND IRONY	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
ACADEMIC VOCABULARY	L.11-12.3 L.11-12.4 L.11-12.4d	Distinguish between social and academic languages. Extend vocabulary through deciphering words. Determine the meaning of unknown words.

PROJECT: COMPARATIVE ESSAY - HORATIAN AND JUVENALIAN WORKS	RL.11-12.1 RL.11-12.3 RL.11-12.6 RL.11-12.7 W.11-12.1 W.11-12.4 W.11-12.10 L.11-12.1 SL.11-12.1 SL.11-12.2	<p>Support textual analysis with strong textual evidence. Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent.</p> <p>Compare and contrast the treatment of a similar theme or topic in two or more works.</p> <p>Write literary and philosophical analyses with a focus on clarity and precision of expression.</p> <p>Use writing process to develop and strengthen writing for purpose and audience.</p> <p>Routinely write over-extended time frames and shorter time frames.</p> <p>Apply conventions of formal language when speaking and writing.</p> <p>Build on others' ideas in the context of collaborative discussions.</p> <p>Integrate information from discussions to support an original thesis.</p>
MICROMEGAS: VOLTAIRE AND THE RISE OF SCIENCE FICTION	RL.11-12.6 RL.11-12.2 RL.11-12.1 RL.11-12.4 RL.11-12.4 RL.11-12.2 RL.11-12.3	<p>Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent.</p> <p>Identify themes or central ideas in complex texts.</p> <p>Draw insightful inferences from the text.</p> <p>Analyze the impact of word choice on meaning and tone.</p> <p>Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p>
COMPARE AND CONTRAST GENRES OF FICTION	RL.11-12.7	<p>Identify characteristics of different fictional genres.</p> <p>Distinguish between the different fictional genres.</p>
LITERARY TERMS	L.11-12.4c W.11-12.10	<p>Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p> <p>Adapt writing content to task, purpose, and audience.</p>

QUIZ: LITERARY STYLE AND TERMS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in above lessons.	Review of standards presented in Unit 3.
TEST: THE QUEST FOR KNOWLEDGE	Comprehensive test over standards presented in Unit 3.	Evaluation of standards presented in Unit 1.
REVIEW FOR EXAM: ENGLISH IV SEMESTER I	Comprehensive review over standards presented in English IV Semester 1.	Review of standards presented in English IV Semester 1.
EXAM: ENGLISH IV SEMESTER I	Comprehensive test over standards presented in English IV Semester 1.	Evaluation of standards presented in English IV Semester 1.