

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01004.2	Grade Level	12
Course Name	English IV Sem 2	# of Credits	0.5
SCED Code	01004G0.5022	Curriculum Type	Odysseyware

COURSE DESCRIPTION

In semester two 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#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets")
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
W.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9.b	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and 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.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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Unit 5: Head and Heart:

This is an overview of the standards covered in the lessons and projects below for Unit 5. Students may view the overview but have no exercises to complete.

Students will explore the literature and philosophy of the early nineteenth century and the emphasis on emotion in early romantic works, such as Jane Austen’s *Sense and Sensibility*; projects will engage skills such as speaking and listening, comparative analysis, and writing and revising an original narrative. 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)

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 and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, 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, using the writing process

narrative: mimicking literary technique

Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, making informed decisions and solving complex problems,

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

Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

FOUNDATIONS OF ROMANTICISM	RL.11-12.9	Define the major characteristics of literary periods and movements.
PROJECT: PRESENTATION JANE AUSTEN	W.11-12.7 W.11-12.8 W.11-12.8 SL.11-12.2 SL.11-12.2 SL.11-12.4 SL.11-12.6	<p>Conduct short research projects. Gather information representing a variety of perspectives. Evaluate the strengths and weaknesses of sources in terms of task, purpose, and audience. Evaluate the credibility and accuracy of sources used in discussions and presentations. Integrate information for discussions and presentations from variety of formats. Structure ideas to be presented appropriate to audience and purpose. Speak clearly in formal tone, using correct grammar and vocabulary.</p>
PERSUASIVE WRITING TECHNIQUES	SL.11-12.3 SL.11-12.4 L.11-12.5a RI.11-12.3 RI.11-12.6 RI.11-12.6	<p>Connect purpose of a text with author's use of language, style, and rhetoric. Evaluate the effectiveness of the structural pattern used in an argument or an exposition. Interpret figures of speech in context and analyze their role in the text. Analyze how ideas, events, and individuals interact in informational texts. Identify examples of effective use of rhetoric. Identify power, persuasiveness, or beauty in informational texts.</p>

<p>SENSE AND SENSIBILITY: HISTORICAL CONTEXT- CHAPTERS 1-10</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.6 SL.11-12.1 SL.11-12.1 SL.11-12.1 L.11-12.4</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. Support textual analysis with strong textual evidence.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements. Analyze the relationship between ideas (e.g., reason and emotion, good and evil) as illustrated in literature of a certain period. Explain how literary elements contribute to meaning and author intention.</p> <p>Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. 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> <p>Gather vocabulary knowledge independently to assist in comprehension.</p>
<p>SENSE AND SENSIBILITY: SOCIAL CONTEXT - CHAPTERS 11-20</p>		
<p>QUIZ: SENSE AND SENSIBILITY - CHAPTERS 1-20</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

<p>SENSE AND SENSIBILITY: IRONY AND SATIRE - CHAPTERS 21-30</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.4 RL.11-12.5 RL.11-12.6 SL.11-12.1 SL.11-12.1 L.11-12.4 L.11-12.5b</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Determine how themes or central ideas interact or build on one another. 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. Evaluate the aesthetic quality of language in context. Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. 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. Gather vocabulary knowledge independently to assist in comprehension. Analyze nuances in meaning of words with similar denotations.</p>
<p>SENSE AND SENSIBILITY: THEME - CHAPTERS 31-40</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 SL.11-12.1 SL.11-12.1</p>	<p>Determine where text leaves matters uncertain. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Determine how themes or central ideas interact or build on one another. Participate in collaborative discussions on grade level topics, texts, and issues. Build on others' ideas in the context of collaborative discussions.</p>

<p>SENSE AND SENSIBILITY: CLIMAX AND CONCLUSION - CHAPTERS 41-50</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.4 RL.11-12.5 RL.11-12.6 SL.11-12.1 SL.11-12.1 SL.11-12.1 L.11-12.4</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. Support textual analysis with strong textual evidence. Determine how themes or central ideas interact or build on one another. 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. Evaluate the aesthetic quality of language in context. Explain the use of satire, irony, sarcasm, or understatement as a technique to reveal authorial intent. 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. Gather vocabulary knowledge independently to assist in comprehension.</p>
<p>QUIZ: SENSE AND SENSIBILITY: CHAPTERS 41-50</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>CONFESSIONS: ROUSSEAU AND AUTOBIOGRAPHY</p>	<p>RI.11-12.1 RI.11-12.1 RI.11-12.2 RI.11-12.6 RI.11-12.6</p>	<p>Draw insightful inferences from the text. Articulate and support explicit meaning. Analyze the development and interaction of ideas in an informational text. Connect purpose of a text with author's use of language, style and rhetoric. Identify power, persuasiveness, or beauty in informational text.</p>

<p>"THE LAMB" AND "THE TYGER": LYRICAL POETRY</p>	<p>RL.11-12.1 RL.11-12.2</p>	<p>Articulate and support explicit meaning. Determine how themes or central ideas interact or build on one another.</p>
<p>PREFACE TO LYRICAL BALLADS: WORDSWORTH'S POETIC DICTION</p>	<p>RI.11-12.2 RI.11-12.1 RI.11-12.6 RI.11-12.6</p>	<p>Identify two or more central ideas in an informational text. Analyze how ideas, events, and individuals interact in informational texts. Connect purpose of a text with author's use of language, style and rhetoric. Identify power, persuasiveness, or beauty in informational texts.</p>
<p>"SHE DWELT AMONG UNTRODDEN WAYS": METER AND THEME</p>	<p>RL.11-12.2 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5</p>	<p>Summarize a complex text. Articulate and support explicit meaning. Analyze theme or central idea development over the course of a text. Analyze key elements of a literary movement in texts. Analyze the impact of word choice on meaning and tone. Analyze how form and rhythm in poetry contribute to meaning.</p>
<p>"KUBLA KHAN": KEY IDEAS</p>	<p>RL.11-12.4 RL.11-12.2 RL.11-12.2 RL.11-12.1 RL.11-12.2</p>	<p>Analyze the impact of word choice on meaning and tone. Summarize a complete text. Identify themes or central ideas in complex texts. Articulate and support explicit meaning. Analyze key elements of a literary movement in texts.</p>
<p>QUIZ: ROMANTIC POETRY</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"SHE WALKS IN BEAUTY": LITERARY TECHNIQUES</p>	<p>RL.11-12.2 RL.11-12.1 RL.11-12.2 RL.11-12.4</p>	<p>Identify themes or central ideas in complex texts. Articulate and support explicit meaning. Summarize a complete text. Analyze the impact of word choice on meaning and tone.</p>

<p>"ODE TO THE WEST WIND": FORM AND RHYTHM</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4</p>	<p>Articulate and support explicit meaning. Summarize a complex text. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone.</p>
<p>"WHEN I HAVE FEARS THAT I MAY CEASE TO BE": FORM, VOLTA, AND POINT OF VIEW</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.4</p>	<p>Articulate and support explicit meaning. Summarize a complex text. Identify themes or central ideas in complex texts. Analyze the impact of word choice on meaning and tone.</p>
<p>PROJECT: ANALYSIS ESSAY AND SEMINAR - THREE ROMANTIC POEMS ONE THEME</p>	<p>L.11-12.6 RL.11-12.2 W.11-12.2 W.11.12.2 W.11-12.2b W.11-12.2e W.11-12.2c W.11-12.2a</p>	<p>Use college and career readiness level academic vocabulary in reading, writing, and speaking. Analyze the treatment of a similar theme or topic in two or more works. Write literary analysis with a focus on clarity and precision of expression. Convey complex ideas clearly and accurately. Develop a writing topic thoroughly using a variety of effective supporting content. Establish and maintain a format and object tone. Use appropriate and varied syntax and transitions. Use writing process to develop and strengthen writing for purpose and audience.</p>
<p>PROJECT: COMPARATIVE ESSAY NEOCLASSICISM VS. ROMANTICISM</p>	<p>RI.11-12.9</p>	<p>Analyze the major characteristics of literary periods and movements.</p>
<p>PROJECT: WRITING A NARRATIVE</p>	<p>W.11-12.6 W.11-12.5 L.11-12.1b W.11-12.2c L.11-12.6</p>	<p>Use technology to create, edit, and publish individual writing or shared writing projects. Use writing process to develop and strengthen writing for purpose and audience. Use appropriate references for guidance in constructing artful sentences. Vary sentence structure and syntax to convey a certain style or tone and to enhance reader understanding. Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p>

QUIZ: ROMANTIC POETS: BYRON, SHELLEY, KEATS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
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Unit 6: The Individual and Society:

This is an overview of the standards covered in the lessons and projects below for Unit 6. Students may view the overview but have no exercises to complete.

Students will focus on works and authors concerned with the place of the individual in society during the nineteenth century, including important philosophical works of the period, writing literary analysis essays and constructing and delivering a persuasive speech. 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)

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, conflict, irony, sarcasm, character

Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty

Analyzing and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose, rhetoric

Refining writing skills –

explanatory: responding to literature, conveying complex ideas clearly and accurately, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, distinguish between quoted material and paraphrased ideas, formatting quotations and works cited according to MLA guidelines, writing artful sentences, using precise, domain-specific, college-ready language, using the writing process

Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, distinguishing between quoted material and paraphrased ideas, avoiding plagiarism and overreliance on any source, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page,

Participating in speaking and listening activities: listening to and analyzing speeches, creating presentations for evaluation; evaluating a speaker's point of view, reasoning, evidence, diction, tone, rhetorical strategies;

FOUNDATIONS OF THE VICTORIAN ERA	RL.11-12.9	Define the major characteristics of literary periods and movements.
"THE LADY OF SHALOTT": FORM, STRUCTURE, AND THEME	RL.11-12.1 RL.11-12.1 RL.11-12.2 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>Analyze theme or central idea development over the course of a text.</p> <p>Analyze the impact of word choice on meaning and tone.</p> <p>Evaluate the aesthetic quality of language in context.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>
PROJECT: PRESENTATION - BRONTË RESEARCH AND "THE CONTINUING APPEAL OF JANE EYRE"	W.11-12.7 W.11-12.8 RI.11-12.2 W.11-12.8 W.11-12.6 L.11-12.1 L.11-12.2	<p>Conduct short research projects.</p> <p>Gather relevant information from two or more sources.</p> <p>Summarize a text.</p> <p>Integrate material selectively and appropriately.</p> <p>Use technology to create, edit, and publish individual writing or shared writing projects.</p> <p>Apply conventions of formal language when speaking and writing.</p> <p>Demonstrate command of capitalization, punctuation, and spelling when writ</p>
JANE EYRE: THEME AND CHARACTERIZATION - CHAPTERS 1-4	RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.5 L.11-12.3a L.11-12.4c	<p>Articulate and support explicit meaning.</p> <p>Determine where text leaves matters uncertain.</p> <p>Draw insightful inferences from the text.</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>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> <p>Analyze point of view in literature.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Apply an understanding of syntax to the study of complex texts when reading.</p> <p>Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p>

<p>JANE EYRE: MOTIF AND CHARTING ELEMENTS - CHAPTERS 5-10</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.5 L.11-12.3a L.11-12.4c</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. 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. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze point of view in literature. Analyze the impact of text structure on meaning. Apply an understanding of syntax to the study of complex texts when reading. Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p>
<p>QUIZ: INTRODUCTION INTO VICTORIA ERA</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

<p>JANE EYRE: LITERARY TECHNIQUE AND THEME - CHAPTERS 11-28</p>	<p>RL.11-12.1 RL. 11-12.1 RL.11- 12.1 RL.11-12.1 RL.11-12.2 RL. 11-12.2 RL.11- 12.3 RL.11-12.4 RL.11-12.6 RL. 11-12.5 L.11- 12.3a L.11-12.4c</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. 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. Analyze a text from multiple perspectives (historical, literary, psychological). Analyze the purpose and effect of an author's choices regarding story elements. Analyze the relationship between ideas (e.g., reason and emotion, good and evil) as illustrated in literature of a certain period. Analyze characteristics of literary periods and movements in texts. Analyze the impact of word choice on meaning and tone. Analyze point of view in literature. Analyze the impact of text structure on meaning. Apply an understanding of syntax to the study of complex texts when reading. Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p>
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<p>JANE EYRE: SETTING AND THEME - CHAPTERS 29-35</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.5 L.11-12.3a L.11-12.4c</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. 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. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze point of view in literature. Analyze the impact of text structure on meaning. Apply an understanding of syntax to the study of complex texts when reading. Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p>
<p>JANE EYRE: CHARACTER DEVELOPMENT AND SYMBOLISM - CHAPTERS 36-38</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.5 L.11-12.3a L.11-12.4c</p>	<p>Articulate and support explicit meaning. Determine where text leaves matters uncertain. Draw insightful inferences from the text. 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. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Analyze point of view in literature. Analyze the impact of text structure on meaning. Apply an understanding of syntax to the study of complex texts when reading. Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary.</p>

<p>PROJECT: ANALYSIS ESSAY OF JANE EYRE AND EMILY BRONTË</p>	<p>SL.11-12.2 W.11-12.2 W.11-12.2b W.11-12.2b W.11-12.2 W.11-12.8 W.11-12.8 W.11-12.8 L.11-12.1 W.11-12.5 SL.11-12.1</p>	<p>Convey complex ideas clearly and accurately. Write literary analysis with a focus on clarity and precision of expression. Develop writing topic thoroughly using a variety of effective supporting content. Support textual analysis with strong textual evidence. Integrate textual support selectively and appropriately. Distinguish between quoted material and paraphrased ideas. Format quotations and works cited according to MLA guidelines. Apply conventions of formal language when speaking and writing. Use writing process to develop and strengthen writing for purpose and audience. Express ideas clearly and persuasively in collaborative contexts.</p>
<p>QUIZ: JANE EYRE CHAPTERS 11-38</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"ON THE ORIGIN OF SPECIES": AUTHOR PURPOSE AND STYLE</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.5 RI.11-12.6 RI.11-12.6 SL.11-12.1</p>	<p>Draw and support inferences about informational texts. Analyze the development and interaction of ideas in an informational text. Analyze how ideas, events and individuals interact in informational texts. Analyze how an author uses and refines a key term or terms over the course of an informational text. Connect purpose of a text with author's use of language, style and rhetoric. Analyze an author's organizational structure in an informational text. Identify an author's audience and purpose in an informational text. Identify examples of effective use of rhetoric. Build on others' ideas in the context of collaborative discussions.</p>

<p>"ON LIBERTY: ON INDIVIDUALITY, AS ONE OF THE ELEMENTS OF WELLBEING": STRUCTURE AND MEANING</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.5 RI.11-12.6 RI.11-12.6 SL.11-12.1</p>	<p>Draw and support inferences about informational texts. Analyze the development and interaction of ideas in an informational text.</p> <p>Analyze how ideas, events and individuals interact in 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>Connect purpose of a text with author's use of language, style and rhetoric.</p> <p>Analyze an author's organizational structure in an informational text.</p> <p>Identify an author's audience and purpose in an informational text.</p> <p>Identify examples of effective use of rhetoric.</p> <p>Build on others' ideas in the context of collaborative discussions.</p>
<p>DAISY MILLER: GRAPHING CHARACTERIZATION</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.5 RL.11-12.2 RL.11-12.9 RL.11-12.4 RL.11-12.4 RL.11-12.4 SL.11-12.1 W.11-12.1b</p>	<p>Draw insightful inferences from the text.</p> <p>Analyze the purpose and effect of an author's choices regarding story elements.</p> <p>Determine where text leaves matters uncertain.</p> <p>Explain how literary elements contribute to meaning.</p> <p>Analyze the impact of text structure on meaning.</p> <p>Analyze theme or central idea development over the course of a text.</p> <p>Analyze characteristics of literary periods and movements in texts.</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>Evaluate the aesthetic quality of language in context.</p> <p>Convey complex ideas clearly and accurately.</p> <p>Develop writing topic thoroughly using a variety of effective supporting content.</p>

<p>DAISY MILLER: METAPHOR AND MEANING</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.5 RL.11-12.2 RL.11-12.9 RL.11-12.4 RL.11-12.4 RL.11-12.4 SL.11-12.1 W.11-12.1b</p>	<p>Draw insightful inferences from the text. Analyze the purpose and effect of an author’s choices regarding story elements. Determine where text leaves matters uncertain. Explain how literary elements contribute to meaning. Analyze the impact of text structure on meaning. Analyze theme or central idea development over the course of a text. Analyze characteristics of literary periods and movements in texts. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Evaluate the aesthetic quality of language in context. Convey complex ideas clearly and accurately. Develop writing topic thoroughly using a variety of effective supporting content.</p>
<p>QUIZ: NONFICTION AND HENRY JAMES</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>HEDDA GABLER: CHARACTER AND THEME - ACT I</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.4 RL.11-12.4 L.11-12.5b L.11-12.3a</p>	<p>Draw insightful inferences from the text. Analyze the purpose and effect of an author’s choices regarding story elements. Determine where text leaves matters uncertain. Explain how literary elements contribute to meaning. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Evaluate the aesthetic quality of language in context. Analyze nuances in meaning of words with similar denotations. Apply an understanding of syntax to the study of complex texts when reading.</p>

<p>HEDDA GABLER: REALISM, THEME, AND LANGUAGE - ACT II</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.4</p>	<p>Draw insightful inferences from the text. Analyze the purpose and effect of an author's choices regarding story elements. Determine where text leaves matters uncertain. Explain how literary elements contribute to meaning. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context.</p>
<p>HEDDA GABLER: CHARACTER AND SYMBOLISM - ACT III</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.4 RL.11-12.4 L.11-12.5b</p>	<p>Draw insightful inferences from the text. Analyze the purpose and effect of an author's choices regarding story elements. Determine where text leaves matters uncertain. Explain how literary elements contribute to meaning. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Evaluate the aesthetic quality of language in context. Analyze nuances in meaning of words with similar denotations.</p>
<p>HEDDA GABLER: LANGUAGE - ACT IV</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.4 RL.11-12.4 L.11-12.5b L.11-12.3a</p>	<p>Draw insightful inferences from the text. Analyze the purpose and effect of an author's choices regarding story elements. Determine where text leaves matters uncertain. Explain how literary elements contribute to meaning. Analyze the impact of word choice on meaning and tone. Analyze the technical, figurative and/or connotative meaning of words and phrases in context. Evaluate the aesthetic quality of language in context. Analyze nuances in meaning of words with similar denotations. Apply an understanding of syntax to the study of complex texts when reading.</p>

<p>PROJECT: SPEECH: THE HUMAN CONSCIENCE</p>	<p>SL.11-12.4 SL.11-12.4 SL.11-12.3 SL.11-12.1 SL.11-12.3 SL.11-12.3 L.11-12.1 L.11-12.6</p>	<p>Create presentations that effectively convey a clear and distinct perspective and line of reasoning. Structure ideas to be presented appropriate to audience and purpose. Evaluate a speaker's point of view. Convey complex ideas clearly, accurately, and persuasively. Evaluate a speaker's use of rhetorical strategies. Evaluate a speaker's reasoning and use of evidence. Evaluate a speaker's use of diction and tone. Apply conventions of formal language when speaking and writing. Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p>
<p>PROJECT: LITERARY ESSAY - DAISY MILLER</p>	<p>W.11-12.2 W.11-12.2c W.11-12.2 W.11-12.4 W.11-12.9 W.11-12.5 W.11-12.6 L.11-12.6</p>	<p>Develop writing topic thoroughly using a variety of effective supporting content. Use appropriate and varied syntax and transitions. Write literary and philosophical analyses with a focus on clarity and precision of expression. Adapt writing content to task, purpose, and audience. Draw evidence from texts to support analysis. Use writing process to develop and strengthen writing for purpose and audience. Use technology to create, edit, and publish individual writing or shared writing projects. Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p>
<p>DICTION AND SYNTAX</p>	<p>L.11-12.1b L.11-12.5b</p>	<p>Use appropriate reference materials to research challenging or contradictory patterns of usage or vocabulary. Analyze nuances in meaning of words with similar denotations.</p>
<p>QUIZ: HEDA GABLER AND LANGUAGE STRUCTURE</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

TEST REVIEW	Comprehensive review over standards presented in Unit 6.	Review of standards presented in Unit 6.
TEST: THE INDIVIDUAL AND SOCIETY	Comprehensive test over standards presented in Unit 6.	Evaluation of standards presented in Unit 6.

Unit 7: The Search for Meaning:

This is an overview of the standards covered in the lessons and projects below for Unit 7. Students may view the overview but have no exercises to complete.

Students will explore works in which authors confront questions about the nature of existence, the meaning of life, the human psyche, and alienation, with the unit culminating in a multimedia research project which presents and evaluates different critical perspectives of a work of the student's choice. 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)

Analyzing and evaluating different presentations and/or interpretations of a text

Analyzing literary elements: narrative dramatic structure, point of view, theme, character, conflict, irony, sarcasm, character

Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty

Analyzing and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose, rhetoric, narrative digressions, idiosyncrasies, exaggerations, and biases

Refining writing skills –

explanatory: responding to literature, relating a literary work to a philosophical work, conveying complex ideas clearly and accurately, developing writing topic thoroughly using a variety of effective supporting content, using appropriate and varied syntax and transitions, adapting writing content to task, purpose, and audience, using appropriate transitions and syntax to link ideas, establishing and maintain a formal and objective tone in expository writing, providing a conclusion that follows from and supports information presented, using writing process to develop and strengthen writing for purpose and audience, using technology to create, edit, and publish individual writing or shared writing projects, using college and career readiness level academic vocabulary in reading, writing, and speaking, varying sentence structure and syntax to convey a certain style or tone and to enhance reader understanding
Refining research skills: challenging usage and vocabulary,

<p>FOUNDATIONS OF REALISM</p>	<p>RL.11-12.9</p>	<p>Define the major characteristics of literary periods and movements.</p>
<p>PROJECT: "THE FALLACY OF SUCCESS" - ANNOTATION AND ANALYSIS ESSAY</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2 W.11-12.3 W.11-12.3 L.11-12.1b L.11-12.2</p>	<p>Articulate and support explicit meaning informational texts. Support textual analysis of informational texts with strong textual evidence. Identify two or more central ideas in an informational text. Summarize a text. Analyze how tone is established in persuasive writing. Identify examples of effective use of rhetoric. Use appropriate reference materials to research challenging or contradictory patterns of usage and vocabulary. Demonstrate command of capitalization, punctuation, and spelling when writing.</p>
<p>"THE CRISIS OF THE MIND": MODERNIST LITERATURE</p>	<p>RI.11-12.1 RI.11-12.1 RI.11-12.4 RI.11-12.6 W.11-12.10 RL.11-12.9 RI.11-12.1 RI.11-12.1 W.11-12.3 W.11-12.3</p>	<p>Articulate and support explicit meaning informational texts. Analyze sets of related ideas in informational texts. Analyze how an author uses and refines a key term or terms over the course of an informational text. Connect purpose of a text with author's use of language, style and rhetoric. Routinely write over extended time frames and shorter time frames. Define the major characteristics of literary periods and movements. Support textual analysis of informational texts with strong textual evidence. Identify two or more central ideas in an informational text. Summarize a text. Analyze how tone is established in persuasive writing. Identify examples of effective use of rhetoric.</p>

<p>QUIZ: REALISM AND MODERNISM</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"ARABY": INFERENCE AND PLOT</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.1 RL.11-12.3 RL.11-12.3 RL.11-12.4 RL.11-12.4 RL.11-12.6</p>	<p>Draw insightful inferences from the text. Determine where text leaves matters uncertain. Support textual analysis with strong textual evidence. 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. Analyze the impact of word choice on meaning and tone. Evaluate the aesthetic quality of language in context. Analyze point of view and its impact on meaning.</p>
<p>PROJECT: ANALYTICAL ESSAY - "EVELINE" BY JAMES JOYCE</p>	<p>RI.11-12.3 W.11-12.2 W.11-12.2c W.11-12.2f W.11-12.5 W.11-12.8 SL.11-12.1 L.11-12.4c</p>	<p>Analyze a key passage and comment on how it illuminates the work as a whole. Write a literary analysis with a focus on clarity and precision of expression. Use appropriate and varied syntax and transitions. Write conclusions that articulate the significance of the information in the essay. Use writing process to develop and strengthen writing for purpose and audience. Distinguish between quoted material, paraphrased ideas, and original ideas. Work collaboratively to improve writing. Use appropriate references to improve syntax in writing.</p>
<p>"SHAKESPEARE'S SISTER": RHETORIC, DICTION, AND TONE</p>	<p>SL.11-12.3 SL.11-12.3 SL.11-12.3 SL.11-12.1a SL.11-12.1a SL.11-12.1a</p>	<p>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. Articulate and support explicit meaning. Draw and support inferences. Analyze the development and interaction of ideas.</p>
<p>IMPACT OF BRITISH AUTHORS</p>	<p>RL.11-12.2</p>	<p>Identify common themes in each literary period in British literature.</p>

<p>READING STRATEGIES</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.4</p>	<p>Articulate and support explicit meaning in informational texts. Analyze sets of related ideas in informational texts. Examine figurative, connotative, and technical meanings of words in an informational text.</p>
<p>"EXISTENTIALISM": SARTRE ON EXISTENTIALISM</p>	<p>RI.11-12.2 RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.5</p>	<p>Analyze sets of related ideas in informational texts. Articulate and support explicit meaning in informational texts. Analyze how an author uses and refines a key term or terms over the course of an informational text. Connect purpose of a text with author's use of language, style and rhetoric. Evaluate the effectiveness of the structural pattern used in an argument or an exposition.</p>
<p>QUIZ: JOYCE, WOOLF, SARTRE</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"THE METAMORPHOSIS": CHARACTERIZATION AND SYMBOLISM</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.3 RL.11-12.4</p>	<p>Draw insightful inferences from the text. Support textual analysis with strong textual evidence. 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. Analyze the impact of word choice on meaning and tone.</p>
<p>THE STRANGER: LITERARY DEVICES</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 L.11-12.4 L.11-12.3a</p>	<p>Articulate and support explicit meaning. Draw insightful inferences from the text. Identify themes or central ideas in complex texts. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Gather vocabulary knowledge independently to assist in comprehension. Apply an understanding of syntax to the study of complex texts when reading.</p>

<p>THE STRANGER: DESCRIPTIVE LANGUAGE AND APHORISMS</p>	<p>RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 L.11-12.3a</p>	<p>Articulate and support explicit meaning. Draw insightful inferences from the text. Identify themes or central ideas in complex texts. Analyze the purpose and effect of an author's choices regarding story elements. Analyze the impact of word choice on meaning and tone. Apply an understanding of syntax to the study of complex texts when reading.</p>
<p>PROJECT: LITERARY ANALYSIS ESSAY OF THE STRANGER</p>	<p>W.11-12.7 W.11-12.5 W.11-12.8 W.11-12.8 W.11-12.8 W.11-12.8 W.11-12.4 L.11-12.3a L.11-12.6</p>	<p>Formulate open-ended research questions, evaluating and revising inquiry as needed. Create a research plan, demonstrating understanding of research subject. Use technology to gather and synthesize information from multiple sources and from a variety of perspectives. Evaluate the strengths and weaknesses of sources in terms of credibility, accuracy, task, purpose, and audience. Integrate material selectively and appropriately. Distinguish between quoted material and paraphrased ideas. Prepare papers using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page. Structure ideas to be presented appropriate to audience and purpose. Vary sentence structure and syntax to convey a certain style or tone and to enhance reader understanding. Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p>

<p>PROJECT: THE SEARCH FOR MEANING CRITICAL ANALYSIS MULTIMEDIA PRESENTATION</p>	<p>W.11-12.7 W.11-12.5 W.11-12.8 W.11-12.8 W.11-12.8 W.11-12.8 W.11-12.8 W.11-12.4 SL.11-12.5 L.11-12.6</p>	<p>Formulate open-ended research questions, evaluating and revising inquiry as needed. Create a research plan, demonstrating understanding of research subject. Use technology to gather and synthesize information from multiple sources and from a variety of perspectives. Evaluate the strengths and weaknesses of sources in terms of credibility, accuracy, task, purpose, and audience. Integrate material selectively and appropriately. Distinguish between quoted material and paraphrased ideas. Prepare papers using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page. Structure ideas to be presented appropriate to audience and purpose. Use digital media elements such as graphics, illustrations, sound, and interactive elements to enhance presentations. Use college and career readiness level academic vocabulary in reading, writing, and speaking.</p>
<p>QUIZ: KAFKA AND CAMUS</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 7.</p>	<p>Review of standards presented in Unit 7.</p>
<p>TEST: THE SEARCH FOR MEANING</p>	<p>Comprehensive test over standards presented in Unit 7.</p>	<p>Evaluation of standards presented in Unit 7.</p>

TEST REVIEW: ENGLISH IV SEMESTER II	Comprehensive review over standards presented in English IV Semester II.	Review of standards presented in English IV Semester II.
EXAM: ENGLISH IV SEMESTER II	Comprehensive test over standards presented in English IV Semester II.	Evaluation of standards presented in English IV Semester II.