

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Niobrara County School District # 1

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| Program Name | Wyoming Virtual Academy                     | Content Area    | LA      |
| Course ID    | D-ENG-403AV2-K                              | Grade Level     | 9-12    |
| Course Name  | Summit British and World Literature - Sem 1 | # of Credits    | 0.5     |
| SCED Code    | 01055G0.5012                                | Curriculum Type | K12 Inc |

### COURSE DESCRIPTION

*Generally offered first semester. This course engages students in selections from British and World literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

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

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| L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.   |
| L.11-12.4.a | a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   |
| L.11-12.4.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).   |
| L.11-12.4.c | c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  |
| L.11-12.4.d | d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| L.11-12.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| L.11-12.5.a | a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  |
| L.11-12.5.b | b. Analyze nuances in the meaning of words with similar denotations.  |
| L.11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.             |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently |
| RI.11-12.2  | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  |
| RI.11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   |
| RI.11-12.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).                             |

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| RI.11-12.5  | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |
| RI.11-12.6  | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   |
| RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  |
| RL.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently |
| RL.11-12.2  | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   |
| RL.11-12.3  | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)   |
| RL.11-12.5  | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| RL.11-12.6  | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| RL.11-12.7  | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  |
| RL.11-12.9  | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.   |

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| 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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.   |
| SL.11-12.1.a | a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.   |
| SL.11-12.1.b | b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.  |
| SL.11-12.1.c | c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  |
| SL.11-12.1.d | d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.   |
| SL.11-12.2   | 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.)   |
| W.11-12.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| W.11-12.1    | 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.   |

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| 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).  |

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| 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 <i>grades 11–12 Reading standards</i> 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 <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]”). |

**SCOPE AND SEQUENCE**

| UNIT OUTLINE   | STANDARD# | OUTCOMES<br>OBJECTIVES/STUDENT CENTERED GOALS                                |
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| Unit 1: Stories of Heroes<br>Lesson 1: British and World<br>Literature Course Introduction |           | Review the content and structure of the British and World Literature course. |

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| <p>Unit 1: Stories of Heroes<br/>Lesson 2: Introduction</p>                  |  | <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Analyze ways in which ancient literature represents views or comments on life (themes).</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Learn various strategies for reading the works of fiction and nonfiction.</p>   |
| <p>Unit 1: Stories of Heroes<br/>Lesson 3: Read "Arthur Becomes King"</p>    |  | <p>Find examples in text that reveal qualities of a specific character.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Make inferences and draw conclusions about the meaning of text based on organizational and structural patterns.</p> <p>Use graphic organizers to clarify the meaning of the text.</p> <p>Identify major events and main ideas from reading.</p> <p>Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</p> <p>Interpret a variety of texts by identifying and examining literary elements.</p> |
| <p>Unit 1: Stories of Heroes<br/>Lesson 4: Examine "Arthur Becomes King"</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a</p>  |

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|   |   | <p>character.</p> <p>Analyze ways in which ancient literature represents views or comments on life (themes).</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 1: Stories of Heroes<br/>Lesson 5: Read "The Death of Arthur"</p>                 |   | <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Make inferences and draw conclusions about the meaning of text based on organizational and structural patterns.</p> <p>Use graphic organizers to clarify the meaning of the text.</p> <p>Identify major events and main ideas from reading.</p>  |
| <p>Unit 1: Stories of Heroes<br/>Lesson 6: Examine "The Death of Arthur"</p>              |   | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Interpret major themes in a literary work.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Analyze ways in which ancient literature represents views or comments on life (themes).</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> <p>Interpret a variety of texts by identifying and examining literary elements.</p> |
| <p>Unit 1: Stories of Heroes<br/>Lesson 7: Discussion:<br/>Characteristics of Knights</p> | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> | <p>Develop rules, goals, and deadlines for group discussions while working with peers.</p>   |

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|  | <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>SL.11-12.1, 1a-d, 3, 4, 5, 6;</p> <p>W.11-12.2, 4, 5, 6, 9, 9a, 10;</p> | <p>Identify strategies to promote civil, democratic discussions while working with peers.</p> <p>Organize information from reading and/or research to prepare for a discussion.</p> <p>Refer to evidence from texts or other research to support interpretations or ideas during a discussion.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</p> |
| <p>Unit 1: Stories of Heroes<br/>Lesson 9: Introduction to Don Quixote</p>         |  | <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Contrast the major literary forms, techniques, and characteristics of the major literary periods.</p> <p>Recognize subgenres such as satire in literature.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p>  |
| <p>Unit 1: Stories of Heroes<br/>Lesson 10: Read Don Quixote - Chapters 1-3</p>    |  | <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Make inferences and draw conclusions about the meaning of text based on organizational and structural patterns.</p> <p>Use graphic organizers to clarify the meaning of the text.</p> <p>Identify major events and main ideas from reading.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p>   |
| <p>Unit 1: Stories of Heroes<br/>Lesson 11: Examine Don Quixote - Chapters 1-3</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p>  |

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|  |  | <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Interpret major themes in a literary work.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize and interpret subgenres such as satire in literature.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 1: Stories of Heroes<br/>Lesson 12: Read Don Quixote<br/>Chapters 7-8</p>      |  | <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Make inferences and draw conclusions about the meaning of text based on organizational and structural patterns.</p> <p>Use graphic organizers to clarify the meaning of the text.</p>  |
| <p>Unit 1: Stories of Heroes<br/>Lesson 13: Examine Don Quixote--<br/>Chapters 7-8</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Recognize various points of view that are used in literature.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>                            |

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| <p>Unit 1: Stories of Heroes<br/>Lesson 14: Read "Pulling Up the Baobab Tree"</p>    |   | <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Analyze ways in which ancient literature represents views or comments on life (themes).</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Make inferences and draw conclusions about the meaning of text based on organizational and structural patterns.</p> <p>Use graphic organizers to clarify the meaning of the text.</p> <p>Identify major events and main ideas from reading.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 1: Stories of Heroes<br/>Lesson 15: Examine "Pulling up the Baobab Tree"</p> |   | <p>comprehension of texts and media.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 1: Stories of Heroes<br/>Lesson 16: Discuss: Characteristics of Heroes</p>   | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 4, 5, 6, 9, 9a, 10;</p> | <p>Connect information and events in text to personal experience and to related text and sources.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</p>  |

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| <p>Unit 2: Love and Beauty<br/>Lesson 1: "A Red Red Rose"</p>                        |  | <p>Identify and explain the use of poetic elements to enhance meaning and effect.</p> <p>Interpret a variety of texts by identifying and examining literary elements.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Analyze the use of figurative language in poetry.</p> <p>Recognize and identify the structure and elements of poetry.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Identify major themes in a literary work.</p> <p>Analyze distinctive elements of sonnets and other types of poems.</p> |
| <p>Unit 2: Love and Beauty<br/>Lesson 2: Sonnet 43 by Elizabeth Barrett Browning</p> |  | <p>Recognize and identify the structure and elements of poetry.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Identify major themes in a literary work.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on,</p>  |

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|   |  | <p>looking back, note taking, or summarizing what has been read so far.</p> <p>Evaluate how word choice, diction, syntax, and delivery style affect the mood and tone of the poem, and its impact on the audience.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Analyze distinctive elements of sonnets and other types of poems.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 2: Love and Beauty<br/>Lesson 3: Sonnet 30 by William Shakespeare</p> |  | <p>Identify major themes in a literary work.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Recognize and identify the structure and elements of poetry.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Analyze distinctive elements of sonnets and other types of poems.</p> |

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|   |  | <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 2: Love and Beauty<br/>Lesson 4: Sonnet 55 by William Shakespeare</p>           |  | <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Evaluate how word choice, diction, syntax, and delivery style affect the mood and tone of the poem, and its impact on the audience.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Answer literal, inferential, evaluative and synthesizing question to demonstrate comprehension of texts and media.</p> <p>Identify major themes in a literary work.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize and identify the structure and elements of poetry.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 2: Love and Beauty<br/>Lesson 5: Discuss: Sonnet 116 by William Shakespeare</p> |  | <p>Identify major themes in a literary work.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Compare and contrast the use of figurative language in different works.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what</p>   |

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|  |  | <p>has been read so far.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Write responses to literature.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p>   |
| <p>Unit 2: Love and Beauty<br/>Lesson 7: "Song of Solomon"</p> |  | <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Evaluate how word choice, diction, syntax, and delivery style affect the mood and tone of the poem, and its impact on the audience.</p> <p>Recognize and identify the structure and elements of poetry.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Analyze ways in which ancient literature represents views of or comments on life.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Identify major themes in a literary work.</p> <p>Analyze distinctive elements of sonnets and other types of poems.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> |

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| <p>Unit 2: Love and Beauty<br/>Lesson 8: "She Walks in Beauty"</p> |  | <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Evaluate how word choice, diction, syntax, and delivery style affect the mood and tone of the poem, and its impact on the audience.</p> <p>Evaluate how language choice, diction, syntax, and delivery style affect the mood and tone and impact the audience.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Identify major themes in a literary work.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Recognize works of fiction by British authors from each major literary period.</p> <p>Analyze distinctive elements of sonnets and other types of poems.</p> <p>Recognize and identify the structure and elements of poetry.</p> <p>Interpret the literary elements in poetry and discuss their overall effect.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> <p>Recite poems, selections from speeches, or dramatic soliloquies.</p> <p>Deliver a polished speech that is organized and well suited to the audience.</p> <p>Plan performance details to achieve clarity, force, and aesthetic effect and to demonstrate an</p> |
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|  |  | <p>understanding of the meaning of a poem or dramatic soliloquy.</p>  |
| <p>Unit 2: Love and Beauty<br/>Lesson 9: Interpreting Poetry</p>                 | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 4, 5, 6, 7, 9, 9a, 10;</p> | <p>Answer 3 questions to demonstrate comprehension of poems taught in this Unit.</p> <p>Preview a research assignment.</p>  |
| <p>Unit 3: Planning a Research Paper<br/>Lesson 1: What Is a Research Paper?</p> |  | <p>Recognize the author's viewpoint, the main ideas, and the elements in a text without taking a position or expressing an opinion.</p> <p>Identify the features and rhetorical devices in expository texts.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Analyze expository texts.</p> <p>Evaluate the evidence used to support the author's perspective in expository texts.</p> <p>Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.</p> <p>Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text.</p> <p>Develop complex compositions using a writing process.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text.</p> <p>Use techniques such as metaphor, simile, and</p> |

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|  |  | analogy to manage the complexity of the topic in an informative or explanatory text.   |
| Unit 3: Planning a Research Paper<br>Lesson 2: Focus on a Topic            |  | Use clear research questions and creative and critical research strategies.<br><br>Determine appropriate topics through a range of strategies.   |
| Unit 3: Planning a Research Paper<br>Lesson 3: Find Information, Session 1 |  | Use clear research questions and creative and critical research strategies.<br><br>Conduct research using critical and creative strategies for finding information.  |
| Unit 3: Planning a Research Paper<br>Lesson 4: Find Information, Session 2 |  | Conduct research using critical and creative strategies for finding information.<br><br>Determine the accuracy of sources and the credibility of authors by analyzing the sources' validity.<br><br>Use note-taking strategies to record information (note cards or other).  |
| Unit 3: Planning a Research Paper<br>Lesson 5: Find Information, Session 3 |  | Recognize and read literary criticism.<br><br>Evaluate the credibility and accuracy of sources of information presented in diverse media or formats.<br><br>Integrate multiple sources of information presented in diverse media or formats into writing, presentations, or discussions.<br><br>Use multiple sources of information in diverse formats and media to inform decisions and solve problems.<br><br>Identify any discrepancies in data from multiple sources of information. |
| Unit 3: Planning a Research Paper<br>Lesson 6: Take Notes, Session 1       |  | Use systematic strategies to organize and record information.<br><br>Use note-taking strategies to record information (including note cards or other methods).<br><br>Recognize and avoid plagiarism.  |
| Unit 3: Planning a Research Paper<br>Lesson 7: Take Notes, Session 2       |  | Use note-taking strategies to record information (using note cards or other methods).  |
| Unit 3: Planning a Research Paper<br>Lesson 8: Take Notes, Session 3       |  | Use note-taking strategies to record information (using note cards or other methods).  |

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|   |  | Use time-management strategies, when appropriate, to produce a writing product within a set time period.  |
| Unit 3: Planning a Research Paper<br>Lesson 10: Organize the Information                    |  | Organize information by classifying, categorizing, and sequencing.<br><br>Systematically organize relevant information to support central ideas, concepts, and themes.<br><br>Establish a clear, distinctive, and coherent thesis or perspective.<br><br>Compose a clearly stated, central idea/thesis statement.<br><br>Conduct research using critical and creative strategies for finding information. |
| Unit 3: Planning a Research Paper<br>Lesson 11: Make a Formal Outline                       |  | Use prewriting strategies (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) to prepare for writing.<br><br>Plan a clear, overall structure for writing.  |
| Unit 3: Planning a Research Paper<br>Lesson 12: Finish Your Plan                            | Standards identified are part of lessons within the unit, not solely the unit final draft.<br><br>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6<br><br>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10;<br><br>W.11-12.2, 2a-f, 4, 5, 6, 7 8, 9, 9b, 10; | Prepare writing that follows a format appropriate for the purpose.<br><br>Use prewriting strategies to prepare for writing.   |
| Unit 4: Critical Skills Practice 1<br>Lesson 1: Introduction                                |  | Review critical reading skills, writing skills, and language skills.  |
| Unit 4: Critical Skills Practice 1<br>Lesson 2: Reading Skills - Comprehension and Analysis |  | Use a full range of strategies to comprehend fiction and nonfiction.<br><br>Analyze the ways in which meaning is affected by structure and word choice in expository texts.<br><br>Define and use new words by studying their relationship to other words.<br><br>Evaluate your responses by comparing your work to the self-check answers.   |

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| <p>Unit 4: Critical Skills Practice 1<br/>Lesson 3: Reading Skills -<br/>Vocabulary Analysis</p>                      |  | <p>Use roots and affixes to infer word meaning.</p> <p>Determine word meaning by analyzing the context in which a word is used.</p> <p>Analyze context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> <p>Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast, and cause and effect to advance word study.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 4: Critical Skills Practice 1<br/>Lesson 4: Writing Skills - Identifying<br/>Errors and Improving Writing</p> |  | <p>Demonstrate control of grammar and an understanding of English usage in writing and speaking.</p> <p>Identify and correct problems with grammar and usage in writing and speaking.</p> <p>Produce legible work that shows accurate spelling.</p> <p>Recognize grammar and usage conventions and apply them to writing and speaking.</p> <p>Evaluate writing and speaking (own and others') for correct grammar and usage.</p> <p>Use correct capitalization in writing.</p> <p>Identify words and phrases that should be capitalized in writing samples.</p> <p>Find and correct words and phrases that have improper capitalization.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 4: Critical Skills Practice 1<br/>Lesson 5: Writing Skills -<br/>Responding to a Prompt, Session 1</p>        |  | <p>Identify patterns of word changes that indicate different meanings or parts of speech.</p> <p>Correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p>  |

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|  |   | <p>Determine the purpose of an intended piece of writing.</p> <p>Demonstrate control of paragraph and sentence structure.</p> <p>Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</p> <p>Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Construct persuasive arguments to support a position.</p> <p>Establish a controlling idea appropriate to the type of writing.</p> <p>Establish a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 4: Critical Skills Practice 1<br/>Lesson 6: Writing Skills -<br/>Responding to a Prompt, Session 2</p> | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>W.11-12.3, 2a-e, 4, 5, 6, 9, 9a, 10;</p> | <p>Identify patterns of word changes that indicate different meanings or parts of speech.</p> <p>Correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Determine the purpose of an intended piece of writing.</p> <p>Demonstrate control of paragraph and sentence structure.</p> <p>Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</p> <p>Incorporate elements in writing to enhance</p>  |

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|  |   | <p>meaning and for specific rhetorical and aesthetic purposes.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Construct persuasive arguments to support a position.</p> <p>Establish a controlling idea appropriate to the type of writing.</p> <p>Establish a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 4: Critical Skills Practice 1<br/>Lesson 8: Unit Test</p>                        | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;</p> | <p>Critical Skills Practice 1 Unit Assessment measures knowledge of the following concepts in this module.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Analyze the ways in which meaning is affected by structure and word choice in expository texts.</p> <p>Define and use new words by studying their relationship to other words.</p>   |
| <p>Unit 5: Drafting a Research Paper<br/>Lesson 1: Draft a Research Paper, Session 1</p> |   | <p>Reflect appropriate manuscript requirements in writing.</p> <p>Write a first draft.</p> <p>Include a strong beginning or introduction that draws in the reader.</p>   |
| <p>Unit 5: Drafting a Research Paper<br/>Lesson 2: Draft a Research Paper, Session 2</p> |   | <p>Write a first draft.</p> <p>Demonstrate control of paragraph and sentence structure.</p> <p>Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</p> <p>Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p>  |

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|  |  | <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Develop complex compositions using a writing process.</p> <p>Use effective transitions among all elements (sentences, paragraphs, and ideas).</p> <p>Write a research paper on a literary topic.</p> <p>Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for a research paper.</p> <p>Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.</p> <p>Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text.</p> |
| <p>Unit 5: Drafting a Research Paper<br/>Lesson 3: Draft a Research Paper,<br/>Session 3</p> |  | <p>Cite sources using accepted style.</p> <p>Recognize and practice using internal citations.</p> <p>Develop a Works Cited page.</p> <p>Write a first draft.</p>  |
| <p>Unit 5: Drafting a Research Paper<br/>Lesson 4: Draft a Research Paper,<br/>Session 4</p> |  | <p>Write a first draft.</p> <p>Create an ending that provides a sense of resolution or closure.</p>   |
| <p>Unit 5: Drafting a Research Paper<br/>Lesson 6: Finish Your First Draft</p>               | <p>Standards identified are part of lessons within the unit, not solely the unit final draft.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6</p> <p>RI.11-12.1, 2, 3, 4, 5,</p> | <p>Write a first draft.</p> <p>Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.</p>  |

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|   | <p>6, 7, 10;<br/><br/>W.11-12.2, 2a-f, 4, 5,<br/>6, 7 8, 9, 9b, 10</p> | <p>Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text.</p> <p>When writing an informative or explanatory text, organize complex ideas, concepts, and information so each element builds on the last to create a unified whole.</p>  |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 1: Reading Skills -<br/>Comprehension and Analysis</p> |  | <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Recall major events and main ideas from reading.</p> <p>Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Analyze the ways in which meaning is affected by structure and word choice in expository texts.</p> <p>Determine word meaning by analyzing the context in which a word is used.</p> <p>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>Analyze British and world literature from a variety of authors for style, significance, audience appeal, cultural significance, and plot structure.</p> <p>Make inferences and draw conclusions about the structure and elements of poetry.</p> <p>Make inferences and draw conclusions about an author's argument.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> <p>Extend your knowledge of a topic through research.</p> |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 2: Reading Skills -<br/>Vocabulary Analysis</p>        |  | <p>Define and use new words by studying their relationship to other words.</p> <p>Determine word meaning by analyzing the context in which a word is used.</p> <p>Apply knowledge of synonyms and antonyms to</p>   |

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|   |  | <p>define words.</p> <p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about nuance in word meanings.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 3: Writing Skills - Identifying Errors and Improving Writing</p> |  | <p>Distinguish between standard and nonstandard English.</p> <p>Distinguish between logical and illogical comparisons.</p> <p>Use other and else in comparisons.</p> <p>Apply the understanding that usage is sometimes contested.</p> <p>Identify and correct problems with grammar and usage in writing and speaking.</p> <p>Produce legible work that shows accurate spelling.</p> <p>Evaluate writing and speaking (own and others') for correct grammar and usage.</p> <p>Use correct capitalization in writing.</p> <p>Recognize grammar and usage conventions and apply to writing and speaking.</p> <p>Use punctuation correctly in writing.</p> <p>Use different types of clauses and phrases correctly in writing.</p> <p>Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of writing.</p> <p>Use correct spelling conventions.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 4: Writing Skills - Responding to a Prompt, Session 1</p>        |  | <p>Demonstrate control of paragraph and sentence structure.</p> <p>Select a focus, structure, and point of view</p>   |

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|  |   | <p>relevant to the purpose, genre, and manuscript requirements.</p> <p>Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Construct persuasive arguments to support a position.</p> <p>Determine the purpose of an intended piece of writing.</p> <p>Establish a controlling idea appropriate to the type of writing.</p> <p>Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 5: Writing Skills -<br/>Responding to a Prompt, Session 2</p> | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>W.11-12.1, 1a-e, 4, 5, 6, 9, 9a, 10;</p> | <p>Demonstrate control of paragraph and sentence structure.</p> <p>Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</p> <p>Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Construct persuasive arguments to support a position.</p> <p>Determine the purpose of an intended piece of writing.</p>  |

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|   |  | <p>Establish a controlling idea appropriate to the type of writing.</p> <p>Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 6: Critical Skills Practice 2<br/>Lesson 7: Unit Test</p>                           | <p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 6, 9, 10;</p> <p>W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;</p> | <p>Critical Skills Practice 2 Unit Assessment measures knowledge of the following concepts in this module.</p> <p>Demonstrate understanding and interpretation of fiction and nonfiction texts.</p> <p>Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words.</p> <p>Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> |
| <p>Unit 7: Finalizing a Research Paper<br/>Lesson 1: Conferences and Mentor Feedback</p>    |  | <p>Revise draft for content and structure based on feedback.</p>  |
| <p>Unit 7: Finalizing a Research Paper<br/>Lesson 2: Revise a Research Paper, Session 1</p> |  | <p>Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Use language that is appropriate, powerful, and clear.</p> <p>Revise draft for content and structure based on feedback.</p> <p>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>Add details to the draft to more effectively accomplish the purpose.</p> <p>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the</p>   |

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|   |  | <p>purpose.</p> <p>Develop complex compositions using a writing process.</p> <p>Include a strong beginning or introduction that draws in the reader.</p> <p>Use language that is appropriate to purpose and audience.</p> <p>Create an ending that provides a sense of resolution or closure.</p>  |
| <p>Unit 7: Finalizing a Research Paper<br/>Lesson 3: Revise a Research Paper,<br/>Session 2</p> |  | <p>Demonstrate control of paragraph and sentence structure.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p> <p>Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes.</p> <p>Add details to the draft to more effectively accomplish the purpose.</p> <p>Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</p> <p>Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency in the draft.</p> <p>Delete irrelevant or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>Apply appropriate tools and strategies to refine the draft.</p> <p>Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text.</p> <p>Design and add formatting, graphics, and</p> |

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|   |  | <p>multimedia when necessary to aid comprehension of informative or explanatory text.</p> <p>When writing an informative or explanatory text, organize complex ideas, concepts, and information so each element builds on the last to create a unified whole.</p>  |
| <p>Unit 7: Finalizing a Research Paper<br/>Lesson 5: Proofread a Research Paper</p> |  | <p>Find and correct words and phrases that have improper capitalization.</p> <p>Identify and correct errors in punctuation.</p> <p>Cite sources using accepted style.</p> <p>Demonstrate control of grammar and an understanding of English usage in writing and speaking.</p> <p>Proofread and edit drafts to improve conventions of language.</p>  |
| <p>Unit 7: Finalizing a Research Paper<br/>Lesson 6: Finish Your Final Draft</p>    | <p>Standards identified are part of lessons within the unit, not solely the unit final draft.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10;</p> <p>W.11-12.2, 2a-f, 4, 5, 6, 7 8, 9, 9b, 10</p> | <p>Turn in your final copy to your teacher.</p> <p>Find and correct words and phrases that have improper capitalization.</p> <p>Recognize grammar and usage conventions and apply to writing and speaking.</p> <p>Identify and correct errors in punctuation.</p> <p>Make your final copy as perfect as it can be.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 1: Introduction</p>             |  | <p>Interpret a variety of texts by identifying and examining literary elements.</p> <p>Connect information and events in text to personal experience and to related text and sources.</p> <p>Analyze and evaluate how authors use elements of nonfiction to achieve purposes.</p> <p>Recognize literary devices that may be used in short stories.</p> <p>Recognize distinctive elements of short stories.</p> <p>Analyze distinctive elements of short stories.</p> |

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|  |  | <p>Analyze the use of figurative language in short stories.</p> <p>Predict text content using prior knowledge and text features (illustrations, titles, topic sentences, keywords).</p> <p>Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p>                 |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 2: Read "Eveline"</p>    |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 3: Examine "Eveline"</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Identify the elements of plot.</p> <p>Recognize and interpret the effect of literary elements in "Eveline."</p> <p>Identify major themes in a literary work.</p> <p>Explain how literary elements and devices relate to major themes of "Eveline."</p>  |

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|   |  | <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 4: Read "The Rocking-Horse Winner"</p>    |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 5: Examine "The Rocking-Horse Winner"</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Identify the elements of plot.</p> <p>Interpret major themes in a literary work.</p> <p>Analyze the use of figurative language in short stories.</p> <p>Explain how foreshadowing and suspense create a mood of tension and relate to the theme of "The Rocking-Horse Winner."</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 6: Read "The Train from Rhodesia"</p>     |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p>  |

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|  |  | <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 7: Examine "The Train from Rhodesia"</p> |  | <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Identify major themes in a literary work.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Recognize literary elements in "The Train from Rhodesia."</p> <p>Recognize symbolism in "The Train from Rhodesia" and explain how it relates to theme.</p> <p>Identify the elements of plot.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 8: Discuss: Challenges</p>               | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 5, 6, 9, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 4, 5, 6, 9, 9a, 10;</p> | <p>Demonstrate understanding and interpretation of texts.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>  |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 10: Mid-Unit Test</p>                    | <p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p>                       | <p>Challenges and Turning Points Unit Assessment measures knowledge of the following concepts in this module.</p> <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Demonstrate understanding and interpretation of</p>   |

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|  | <p>RL.11-12.1, 2, 3, 4, 5, 6, 9, 10;</p> <p>W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;</p> | <p>texts.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 11: Read "Poison"</p>    |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 12: Examine "Poison"</p> |  | <p>Recall major events and main ideas from reading.</p> <p>Interpret major themes in a literary work.</p> <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Identify the elements of plot.</p> <p>Interpret the literary elements in "Poison" and discuss their overall effect.</p> <p>Explain how symbolism relates to the theme of "Poison."</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> <p>Extend your knowledge of a topic through research.</p> |

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| <p>Unit 8: Challenges and Turning Points<br/>Lesson 13: Read "Through the Tunnel"</p>              |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p> <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p> <p>Extend your knowledge of a topic through research.</p>            |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 14: Examine "Through the Tunnel"</p>           |  | <p>Identify the elements of plot.</p> <p>Identify major themes in a literary work.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Analyze how complex plot structures and devices function and advance the action in a work of fiction.</p> <p>Explain literary elements in "Through the Tunnel."</p> <p>Interpret the literary elements in "Through the Tunnel" and discuss their overall effect.</p> <p>Explain how symbolism and imagery relate to the theme of "Through the Tunnel."</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 15: Introduction to "Shooting an Elephant"</p> |  | <p>Relate a literary work to primary source documents of its period or historical setting.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 16: Read "Shooting an Elephant"</p>            |  | <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Recognize examples of figurative language and literary devices and interpret their meaning.</p>  |

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|  |  | <p>Use reference materials, footnotes, and other sources of information to find the meaning of unknown words and phrases.</p> <p>Make inferences and draw conclusions about the meaning of text based upon organizational and structural patterns.</p>  |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 17: Examine "Shooting an Elephant"</p> |  | <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Identify major themes in a literary work.</p> <p>Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</p> <p>Use textual evidence to draw conclusions about a character.</p> <p>Identify the elements of plot.</p> <p>Interpret the literary elements in "Shooting an Elephant" and discuss their overall effect.</p> <p>Analyze the historical, social, and cultural context of setting of "Shooting an Elephant."</p> <p>Use general printed reference materials to find information about a word.</p> <p>Use general digital reference materials to find information about a word.</p> <p>Determine the meaning of words and phrases as they are used in a literary text.</p> <p>Infer figurative and connotative meanings of words and phrases as they are used in a literary text.</p> <p>Appraise the impact of words with multiple meanings or other special language on the meaning and tone of a literary text.</p> <p>Identify words with similar denotations.</p> <p>Compare and contrast the meaning of words with similar denotations.</p> |

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|  |   | <p>Appraise the impact of word choice on the meaning of a literary text.</p> <p>Appraise the impact of word choice on the tone of a literary text.</p> <p>Explain how symbolism and metaphor relate to the theme of "Shooting an Elephant."</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 18: Discuss: Identifying with Conflict</p> | <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 5, 6, 9, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 4, 5, 6, 9, 9a, 10;</p>  | <p>Connect information and events in text to personal experience and to related text and sources.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>   |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 19: Unit Review</p>                        |   | <p>Students check their knowledge of concepts in this unit.</p>  |
| <p>Unit 8: Challenges and Turning Points<br/>Lesson 20: Unit Test</p>                          | <p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RL.11-12.1, 2, 3, 4, 5, 6, 9, 10;</p> <p>W.11-12.2, 2a-f, 4, 5, 6, 9, 9a, 10;</p> | <p>Challenges and Turning Points Unit Assessment measures knowledge of the following concepts in this module.</p> <p>Ask and answer questions that probe reasoning and evidence presented in a discussion.</p> <p>Monitor discussions to ensure a full range of positions on a topic have been heard.</p> <p>Appraise ideas and conclusions that others present during a discussion and respond to them by clarifying, verifying, or challenging.</p> <p>Elicit divergent and creative perspectives during discussions.</p> <p>Conduct a short research project to answer a question or solve a problem.</p> <p>Synthesize information from multiple sources when conducting research.</p> |

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|   |   | <p>Appraise the context and task for presenting knowledge and ideas and determine how to adapt speech to the situation.</p> <p>Use formal English when indicated or appropriate for presenting knowledge and ideas.</p> <p>Demonstrate understanding and interpretation of texts.</p> |
| <p>Unit 9: Semester Review and Test<br/>Lesson 5: Semester Test</p> | <p>Standards identified are part of lessons within the unit, not solely the unit final speech.</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10;</p> <p>RL.11-12.1, 2, 3, 4, 5, 6,7, 9, 10;</p> <p>W.11-12.1, 1a-e, 4, 5, 6, 8, 9, 9b, 10;</p> | <p>Students check their knowledge of concepts in this unit.</p>   |