

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	W01054G0.5012	Grade Level	9-12
Course Name	WOL-American Lit A	# of Credits	0.5
SCED Code	01054G0.5012	Curriculum Type	K12 Fuel Education

### COURSE DESCRIPTION

Generally offered first semester. In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

**Literature:** Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

**Language Skills:** Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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., Tufte's <i>Artful Sentences</i> ) 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 <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).
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., <i>The Federalist</i> , presidential addresses).

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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.
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.11-12.8	(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.
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.

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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.11-12.1	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.11-12.10	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.11-12.2	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.)

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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., The Federalist, presidential addresses]”).

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Autobiographical Incident Lesson 1: American Literature - Course Introduction Lesson 2: Discuss: What Is American Literature? Lesson 3: Read "A Cub Pilot" Lesson 4: Analyze "A Cub Pilot"	L.11-12.1	Review the content and structure of the American Literature course.
	L.11-12.1a	Develop rules, goals, and deadlines for group discussions while working with peers.
	L.11-12.1b	Identify strategies to promote civil, democratic discussions while working with peers.
	L.11-12.2	Organize information from reading and/or research to prepare for a discussion.
	L.11-12.2a	Refer to evidence from texts or other research to support interpretations or ideas during a discussion.
	L.11-12.2b	Identify theme.
	L.11-12.3	Recognize use of dialect.
	L.11-12.3a	Recognize the effect of setting or culture on a literary work.
	L.11-12.4	Recognize how point of view affects literature.
	L.11-12.4a	Compare and contrast literary characters or selections.
	L.11-12.4b	Demonstrate knowledge of authors, characters, and events of significant works of literature.
	L.11-12.4c	Describe characters on the basis of speech, actions, or interactions with others.
	L.11-12.4d	Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
	L.11-12.5	Survey an author's life and times.
	L.11-12.5a	Read and take notes on a memoir.
	L.11-12.5b	Demonstrate knowledge of authors, characters, and events in works of literature.
	L.11-12.6	Identify character traits and motivations.
	RL.11-12.1	Identify conflict and resolution.
	RL.11-12.2	Recognize use of language to convey mood.
	RL.11-12.3	Recognize the effect of setting or culture on a literary work.
	RL.11-12.4	Identify point of view.
	RL.11-12.6	Recognize how point of view affects literature.
	RL.11-12.9	Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.
	RL.11-12.10	Describe characters on the basis of speech, actions, or interactions with others.
	SL.11-12.1	Recognize an author's attitude or tone.
	SL.11-12.1a	Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
	SL.11-12.1b	Use general printed reference materials to find information about a word.
SL.11-12.1c		
SL.11-12.1d		
SL.11-12.3		
SL.11-12.4		
SL.11-12.5		
SL.11-12.6		
W.11-12.2		
W.11-12.4		
W.11-12.5		
W.11-12.6		
W.11-12.9		

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.11-12.9a W.11-12.10	Use general digital reference materials to find information about a word. Determine the meaning of words and phrases as they are used in an informational text. Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. Describe how an author of an informational text uses a key term and refines the meaning over the course of the text. Identify words with similar denotations. Compare and contrast the meaning of words with similar denotations. Evaluate your responses by comparing your work to the self-check answers. Extend your knowledge of a topic through research.
Unit 1: Autobiographical Incident Lesson 6: Read Barrio Boy Excerpt Lesson 7: Analyze Barrio Boy Excerpt Lesson 8: Read "No Gumption" Lesson 9: Analyze "No Gumption" Lesson 10: Read I Know Why the Caged Bird Sings Excerpt Lesson 11: Analyze I Know Why the Caged Bird Sings Excerpt	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10  SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6  W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Survey an author's life and times. Read and take notes on a memoir.  Identify character traits and motivations. Compare and contrast literary characters or selections. Describe characters on the basis of speech, actions, or interactions with others. Identify theme. Recognize use of language to convey mood. Recognize the effect of setting or culture on a literary work. Identify point of view. Recognize how point of view affects literature. Recognize an author's attitude or tone. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure. Evaluate your responses by comparing your work to the self-check answers.  Survey an author's life and times. Read and take notes on a memoir.  Identify conflict and resolution. Identify climax. Recognize ways authors use humor. Extend your knowledge of a topic through research.  Demonstrate knowledge of authors, characters, and events in works of literature. Demonstrate knowledge of authors, characters, and events of significant works of literature. Recognize use of dialect.  Recognize use of language to convey mood. Recognize the effect of setting or culture on a literary work. Identify character traits and motivation. Compare and contrast literary characters or selections. Describe characters on the basis of speech, actions, or interactions with others.
Unit 1: Autobiographical Incident Lesson 12: Unit Review Lesson 13: Unit Test  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b	Students check their knowledge of concepts in this unit.  Autobiographical Incident Unit Assessment measures knowledge of the following concepts in this module. Identify character traits and motivations. Identify conflict and resolution. Identify theme.  Recognize use of dialect. Recognize the effect of setting or culture on a literary work. Recognize how point of view affects literature. Compare and contrast literary characters or selections.



## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.2f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Demonstrate knowledge of authors, characters, and events of significant works of literature. Describe characters on the basis of speech, actions, or interactions with others.  Recognize an author's attitude or tone. Recognize an author's purpose and devices used to accomplish it, including author's language, organization, and structure.
Unit 2: Memoir Lesson 1: Looking at "A Cub Pilot" with a Writer's Eye Lesson 2: Planning a Memoir, Session 1 Lesson 3: Planning a Memoir, Session 2 Lesson 4: Memoir Techniques and Planning Conferences, Session 1 Lesson 5: Memoir Techniques and Planning Conferences, Session 2 Lesson 6: Writing a Memoir, Session 1 Lesson 7: Writing a Memoir, Session 2 Lesson 9: Mentor Feedback and Conferences Lesson 10: Revising a Memoir, Session 1 Lesson 11: Revising a Memoir, Session 2  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.2b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  W.11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.3e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	Analyze the writer's craft. Respond as a writer to a memoir.  Choose a topic. Brainstorm and develop possible topics. Focus a topic.  Plan the beginning, middle, and end. Decide on purpose, audience, and an appropriate tone. Evaluate your responses by comparing your work to the self-check answers.  Use the first-person point of view. Review the effect of point of view. Use language that shows. Review language that shows.  Use relevant dialogue. Review the use of dialogue.  Use chronological order. Write a memoir with a clearly focused topic. Include a clear beginning, middle, and end. Write a memoir that conveys a meaning or emotion. Use first-person point of view. Use relevant dialogue.  Write a memoir with a clearly focused topic. Include a clear beginning, middle, and end. Write a memoir that conveys a meaning or emotion. Use first-person point of view. Use relevant dialogue. Use chronological order. Write a memoir that has a clear beginning, middle, and end. Use correct capitalization, usage, punctuation, and spelling.  Review mentor comments using the Mentor Checklist for Revising. Identify possible revisions to the first draft of the memoir.  Revise a memoir. Write a memoir that has a clear beginning, middle, and end. Use the first-person point of view.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Evaluate your responses by comparing your work to the self-check answers.
Unit 2: Memoir Lesson 12: Proofreading and Publishing a Memoir	L.11-12.1 L.11-12.1a L.11-12.1 L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  W.11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.3e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	Use correct capitalization, usage, punctuation, and spelling.  Write a memoir with a clearly focused topic. Write a memoir that conveys a meaning or emotion.  Use relevant dialogue. Use chronological order.  Write a memoir that has a clear beginning, middle, and end. Use the first-person point of view.  Evaluate your responses by comparing your work to the self-check answers.
Unit 3: Elements of a Short Story Lesson 1: Introduction to the Short Story Lesson 2: Read "The Story of an Hour" Lesson 3: Analyze "The Story of an Hour" Lesson 4: Read "After Twenty Years" Lesson 5: Analyze "After Twenty Years"  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10  SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.3 SL.11-12.4	Develop interpretations of literary works.  Survey an author's life and times. Read and take notes on a short story.  Analyze the relationship between character actions/interactions and plot. Develop interpretations of literary works. Identify conflict and resolution.  Recognize the characteristics of various forms of literature. Identify and understand universal themes. Identify elements of plot and analyze plot development. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, and metaphor, simile, and other figures of speech.  Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize the importance of setting in literature. Recognize literary devices such as foreshadowing; flashbacks; suspense; irony; symbolism; and metaphor, simile, and other figures of speech.  Interpret and analyze the meaning of "The Story of an Hour." Recognize the impact of word choice, style, and figurative language on tone, mood, and theme.  Evaluate your responses by comparing your work to the self-check answers. Extend your knowledge of a topic through research.



## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	SL.11-12.5 SL.11-12.6  W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Analyze the relationship between character actions/interactions and plot. Identify elements of plot and analyze plot development. Develop interpretations of literary works.  Identify conflict and resolution.  Recognize the characteristics of various forms of literature. Identify and understand universal themes. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, and metaphor, simile, and other figures of speech. Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize the importance of setting in literature.  Evaluate your responses by comparing your work to the self-check answers.  Survey an author's life and times. Read and take notes on a short story.
Unit 3: Elements of a Short Story Lesson 6: Read "The Secret Life of Walter Mitty" Lesson 7: Analyze "The Secret Life of Walter Mitty"	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Identify character traits and motivations. Describe characters on the basis of speech, actions, or interactions with others.  Identify conflict and resolution. Identify theme.  Recognize use of language to convey mood. Identify point of view. Recognize how point of view affects literature. Analyze the relationship between character actions/interactions and plot.  Identify elements of plot and analyze plot development. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, and metaphor, simile, and other figures of speech. Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature. Explain how point of view affects tone, characterization, and plot.  Evaluate your responses by comparing your work to the self-check answers.  Extend your knowledge of a topic through research.
Unit 3: Elements of a Short Story Lesson 8: Read "The Lottery" Lesson 9: Analyze "The Lottery" Lesson 10: Discuss: What Makes a Good Story?  <u>Row continues on next page ...</u>	L.11-12.1 L.11-12.1a L.11-12.1 L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3	Survey an author's life and times. Read and take notes on a short story.  Identify character traits and motivations. Demonstrate knowledge of authors, characters, and events in works of literature. Describe characters on the basis of speech, actions, or interactions

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	with others.  Identify theme. Recognize use of language to convey mood. Identify climax. Identify elements of a short story. Identify choices and consequences. Identify and interpret use of suspense.  Compare contrast literary characters and selections.  Identify and understand universal themes.  Analyze the relationship between character actions/interactions and plot. Identify elements of plot and analyze plot development. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, and metaphor, simile, and other figures of speech.  Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize the importance of setting in literature. Develop interpretations of literary works.  Evaluate your responses by comparing your work to the self-check answers.  Extend your knowledge of a topic through research.
Unit 3: Elements of a Short Story Lesson 11: Unit Review Lesson 12: Unit Test  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1 L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.2f W.11-12.4	Students check their knowledge of concepts in this unit. Elements of a Short Story Unit Assessment measures knowledge of the following concepts in this module. Identify conflict and resolution. Recognize the characteristics of various forms of literature. Identify and understand universal themes. Analyze the relationship between character actions/interactions and plot. Identify elements of plot and analyze plot development. Recognize literary devices such as foreshadowing, flashbacks, suspense, irony, symbolism, and metaphor, simile, and other figures of speech.  Identify an author's purpose, style, tone, and intended audience. Recognize the effect of word choice, style, and figurative language on tone, mood, and theme. Recognize and examine the effect of voice, persona, and the choice of narrator on a work of literature. Explain how point of view affects tone, characterization, and plot. Recognize the importance of setting in literature. Develop interpretations of literary works.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	
Unit 4: Critical Skills Practice 1 Lesson 1: Introduction Lesson 2: Critical Reading Skills - Passage-Based Questions Lesson 3: Critical Reading Skills - Sentence Completion Questions Lesson 4: Writing Skills - Responding to Prompts Lesson 5: Writing Skills - Identifying Errors and Improving Writing Lesson 6: Critical Skills Practice Unit Test	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.2b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.2f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Critical Skills Practice 1 Unit Assessment measures knowledge of the following concepts in this module:  Review critical reading skills, writing skills, and language skills. Demonstrate understanding and interpretation of fiction and nonfiction texts. Make relevant inferences by synthesizing concepts and ideas from a single reading selection. Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. 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. Compare and contrast readings on the same topic. Use context to determine the meanings of words. Evaluate your responses by comparing your work to the self-check answers.  Plan a multiparagraph essay. Evaluate the effectiveness of a text in relation to its purpose. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage. Edit writing using the conventions of language. Spell all words correctly. Use capital letters correctly. Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative). Evaluate your responses by comparing your work to the self-check answers.  Extend your knowledge of a topic through research.  Identify patterns of word changes that indicate different meanings or parts of speech. Correctly use patterns of word changes that indicate different meanings or parts of speech. 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. Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage.
Unit 5: To Kill a Mockingbird Lesson 1: To Kill a Mockingbird, Session 1 Lesson 2: To Kill a Mockingbird, Session 2 Lesson 3: To Kill a Mockingbird, Session 3 Lesson 4: To Kill a Mockingbird, Session 4 Lesson 5: To Kill a Mockingbird, Session 5 Lesson 6: To Kill a Mockingbird, Session 6	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.2b L.11-12.3	Recognize use of dialect. Recognize effect of setting or culture on a literary work. Recognize use of language to convey mood. Recognize the effect of setting or culture on a literary work. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Identify point of view.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Lesson 7: To Kill a Mockingbird, Session 7 Lesson 8: Discuss: Growing Up in To Kill a Mockingbird</p> <p>NC Optional Unit 9: A Separate Peace This Unit is optional and is included at the end of the course</p>	<p>L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6</p> <p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10</p>	<p>Recognize how point of view affects literature. Identify allusions. Survey the life and times of the author. Identify theme. Demonstrate knowledge of authors, characters, and events in literature. Describe characters based on speech, actions, and interactions with others. Read chapters in a novel in preparation for analysis.</p> <p>Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Recognize use of dialect. Recognize the effect of setting or culture on a literary work. Identify symbolism. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Compare and contrast characters and literary selections. Identify and interpret foreshadowing. Recognize how point of view affects literature. Identify and interpret the use of irony. Identify conflict and resolution. Evaluate your responses by comparing your work to the self-check answers</p>
<p>Unit 5: To Kill a Mockingbird Lesson 10: To Kill a Mockingbird, Session 8 Lesson 11: To Kill a Mockingbird, Session 9 Lesson 12: To Kill a Mockingbird, Session 10 Lesson 13: To Kill a Mockingbird, Session 11 Lesson 14: To Kill a Mockingbird, Session 12 Lesson 15: To Kill a Mockingbird, Session 13 Lesson 16: To Kill a Mockingbird, Session 14 Lesson 17: To Kill a Mockingbird, Session 15</p> <p><u>Row continues on next page . . .</u></p>	<p>L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.2b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6</p> <p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.2f W.11-12.4</p>	<p>Read chapters in a novel in preparation for analysis.</p> <p>Compare and contrast characters and literary selections.</p> <p>Describe characters based on speech, actions, or interactions with others. Demonstrate knowledge of authors, characters, and events in literature.</p> <p>Identify character traits and motivations. Identify theme. Identify and interpret symbolism. Identify and interpret foreshadowing. Identify character traits and motivations. Identify and interpret subplots. Identify and interpret use of a subplot. Identify conflict and resolution. Identify and interpret the use of irony. Identify allusions. Identify point of view.</p> <p>Recognize use of dialect. Recognize effect of setting or culture on a literary work. Recognize use of language to convey mood. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Recognize how point of view affects literature. Identify climax.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	
Unit 5: To Kill a Mockingbird Lesson 19: Unit Review Lesson 20: Unit Test	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4b L.11-12.4c L.11-12.4d L.11-12.5 L.11-12.5a L.11-12.5b L.11-12.6  RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10  W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.2f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10	Students check their knowledge of concepts in this unit. To Kill a Mockingbird Unit Assessment measures knowledge of the following concepts in this module.  Compare and contrast characters and literary selections.  Demonstrate knowledge of authors, characters, and events in literature. Describe characters based on speech, actions, and interactions with others.  Identify conflict and resolution. Identify theme. Identify symbolism. Identify climax. Identify character traits and motivation. Identify point of view. Identify and interpret foreshadowing. Identify and interpret the use of irony. Identify allusions. Identify and interpret subplots.  Recognize use of dialect. Recognize effect of setting or culture on a literary work. Recognize use of language to convey mood. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Recognize how point of view affects literature.
Unit 6: Argument Lesson 1: What is an Argument? Lesson 2: Choosing a Topic and Gathering Information Lesson 3: Planning and Organizing the Argument Lesson 4: Recognizing Logical Fallacies and Emotional Appeals Lesson 5: Planning and Conference Day Lesson 6: Writing an Argument, Session 1 Lesson 7: Writing an Argument, Session 2 Lesson 9: Mentor Feedback and Conferences Lesson 10: Revising an Argument Lesson 11: Proofreading and Publishing an Argument  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.6  RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10	Respond as a reader to an argument. Analyze the writer's craft. Respond as a writer to an argument.  Investigate possible topics for writing an argument. Choose a topic for writing an argument. Gather information about the topic chosen for writing an argument.  Recognize opposing views. Write a thesis statement for an argument. Use an appropriate pattern of organization and transitions. Make a paragraph outline for an argument.  Identify logical fallacies. Recognize the effect of logical fallacies and emotional appeals. Identify logical and emotional appeals. Extend your knowledge of a topic through research. Analyze one's own argument.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.11-12.1 W.11-12.1a W.11-12.1b W.11-12.1c W.11-12.1d W.11-12.1e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10	Write an argument with an introduction that includes a strong thesis statement. Write an argument with a body that includes examples, evidence, and quotations as needed to support the thesis. Write an argument with a body that includes recognition of opposing views and concedes a point. Write an argument with a conclusion that restates the thesis or makes a call to action.  Use an appropriate pattern of organization and transitions. Use appropriate appeals to logic and to emotion.  Identify possible revisions to the first draft of the argument. Review mentor comments using the Mentor Checklist for Revising an Argument. Punctuate quotations correctly. Use complete sentences and correct capitalization, usage, punctuation, and spelling.
Unit 7: Two Great Speeches Lesson 1: Analyzing a Speech: A President Speaks Lesson 2: Analyzing a Speech: A Civil Rights Leader Speaks Lesson 3: Planning a Speech Lesson 5: Mentor Feedback and Conferences Lesson 6: Writing a Speech, Session 1 Lesson 7: Writing a Speech, Session 2 Lesson 8: Practicing and Revising a Speech, Session 1 Lesson 9: Practicing and Revising a Speech, Session 2 Lesson 10: Delivering a Speech  <u>Row continues on next page . . .</u>	L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.6  RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10  SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6  W.11-12.1 W.11-12.1a W.11-12.1b W.11-12.1c W.11-12.1d W.11-12.1e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10	Extend your knowledge of a topic through research.  Respond as a reader and listener to a speech. Analyze the writer's craft. Analyze the speaker's craft.  Evaluate your responses by comparing your work to the self-check answers.  Deliver a speech. Choose a topic for a speech. Develop a thesis. Make an outline. Identify possible revisions to the planning a speech assignment. Review mentor comments using the Mentor Checklist for Revising a Plan for a Speech.  Include a strong thesis statement. Write a well-organized speech for a specific purpose and audience. Use an appropriate voice, tone, and style for the purpose and audience. Use rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address.  Use emphasis, pace, and tone in speaking. Recognize appropriate emphasis, pace, and tone. Practice a speech aloud. Revise a speech. Make note cards of a speech.  Deliver an original speech with an introduction that includes a thesis and captures the audience's attention. Deliver an original speech that includes points that support the thesis. Deliver an original speech that uses rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address. Deliver an original speech that ends with a conclusion that restates the main points. Deliver an original speech using tone, pace, and emphasis effectively. Deliver an original speech of approximately two to three minutes. Deliver an original speech using emphasis, pace, and tone effectively.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<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>Assess diverse perspectives and respond to them thoughtfully during discussions.</p> <p>Synthesize comments, claims, and evidence made on all sides of an issue during a discussion.</p> <p>Identify contradictions raised in a discussion and resolve them when possible.</p> <p>Evaluate the information presented during a discussion and determine if additional information or research is required.</p> <p>Determine a speaker's point of view or purpose.</p> <p>Evaluate a speaker's reasoning.</p> <p>Assess a speaker's use of evidence and rhetoric.</p> <p>Assess a speaker's stance.</p> <p>Assess a speaker's premises.</p> <p>Assess how a speaker links ideas.</p> <p>Assess a speaker's choice of words.</p> <p>Assess the points that a speaker emphasizes.</p> <p>Assess a speaker's tone.</p>
<p>Unit 8: Semester Review and Assessment Lesson 5: Semester Test</p>	<p>L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.b L.11-12.3 L.11-12.3a L.11-12.6</p> <p>RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10</p> <p>W.11-12.1 W.11-12.1a W.11-12.1b W.11-12.1c W.11-12.1d W.11-12.1e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10</p>	<p>Semester Assessment measures knowledge of the concepts in this semester.</p>