

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

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| Program Name | Washakie #1 Online | Content Area | LA |
| Course ID | W01055G0.5022 | Grade Level | 9-12 |
| Course Name | WOL-British and World Literature B | # of Credits | 0.5 |
| SCED Code | 01055G0.5022 | Curriculum Type | K12 Fuel Education |

COURSE DESCRIPTION

In this course, students read and analyze British and world literature that reflect the rich and diverse history of the Western world. As students progress through centuries of literature in a loose chronological arrangement, they see how British and world literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course also complete independent projects that extend their knowledge and deepen their understanding of the themes and ideas presented in the curriculum.

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
|-------------|--|
| 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. |
| 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</i> , <i>conception</i> , <i>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. |

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| 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 No. 10</i>). |
| 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. |

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| 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. |
| 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. |

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| 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. |
| 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.11-12.4 | 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.) |

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| 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]”). |
| 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”). |

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
|-------------|---|
| 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: Sherlock Holmes Mysteries Lesson 1: British and World Literature Course Introduction Lesson 2: Read "The Speckled Band," Session 1 Lesson 3: Read "The Speckled Band," Session 2 Lesson 4: Examine "The Adventure of the Speckled Band" Lesson 5: Read "The Boscombe Valley Mystery," Session 1 Lesson 6: Read "The Boscombe Valley Mystery," Session 2 Lesson 7: Examine "The Boscombe Valley Mystery" Lesson 8: Discuss: Admiring Holmes? Lesson 10: Solve This Mystery | 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 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 | <ul style="list-style-type: none"> • Review the content and structure of the British and World Literature course. • Recognize and analyze authors' strategies. • Analyze distinctive elements of a variety of literary forms and types. • Identify works of fiction by British authors from each major literary period. • Analyze characteristics of subgenres that are used in other basic genres of literature. • Identify distinctive elements of detective fiction. • Analyze ways in which authors use archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. • Define deductive reasoning and explain the steps associated with it. • Use deductive reasoning to reach a logical conclusion. • Make reasonable inferences and draw conclusions about text. • Use a full range of strategies to comprehend fiction and nonfiction. • Interpret a variety of texts by identifying and examining literary elements. • Use graphic organizers in order to clarify the meaning of the text. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Explain how voice and narrator affect characterization, plot, and credibility. • Verify and defend interpretations of text by using textual evidence. • Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Use graphic organizers in order to clarify the meaning of the text. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | | <ul style="list-style-type: none"> • Explain how voice and narrator affect characterization, plot, and credibility. • Use deductive reasoning to reach a logical conclusion. • Recognize distinctive elements of detective fiction. • Evaluate your responses by comparing your work to the self-check answers. • Use graphic organizers in order to clarify the meaning of the text. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Predict text content using prior knowledge and text features (illustrations, titles, topic sentences, keywords). • Make reasonable inferences and draw conclusions about text. • Verify and defend interpretations of text by using textual evidence. • Use graphic organizers in order to clarify the meaning of the text. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Predict text content using prior knowledge and text features (illustrations, titles, topic sentences, keywords). • Make reasonable inferences and draw conclusions about text. • Verify and defend interpretations of text by using textual evidence. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Use graphic organizers in order to clarify the meaning of the text. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Use deductive reasoning to reach a logical conclusion. • Evaluate your responses by comparing your work to the self-check answers. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Make reasonable inferences and draw conclusions about text. • Verify and defend interpretations of text by using textual evidence. • Examine and discuss the character traits and behaviors of Sherlock Holmes. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--|---|--|
| | | <ul style="list-style-type: none"> • Answer questions and make inferences about Sherlock Holmes Mystery |
| <p>Unit 2: Planning an Expository Essay Lesson 1: What Is an Expository Essay? Lesson 2: Choose a Topic and Develop Ideas Lesson 4: Organize Your Ideas Lesson 5: Finish Your Plan</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.11-12.6</p> <p>RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 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.11-12.7 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10</p> | <ul style="list-style-type: none"> • Preview an expository writing assignment. • Recognize the author's viewpoint, the main ideas, and the elements in a text without taking a position or expressing an opinion. • Analyze and evaluate how authors use elements of nonfiction to achieve purposes. • Analyze expository texts. • Identify the features and rhetorical devices in expository texts. • Recognize and analyze an author's strategies. • Develop complex compositions using a writing process. • Evaluate your responses by comparing your work to the self-check answers. • Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, and interviews). • Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements. • Use prewriting strategies (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) to prepare for writing. • Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout. • Establish a controlling idea appropriate to the type of writing. • Organize ideas in writing to ensure coherence, logical progression, and support. • Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for an expository essay. • Recognize the elements of expository essays and develop an outline for writing that incorporates these elements. • Edit and publish your final draft |
| <p>Unit 3: Critical Skills Practice 3 Lesson 1: Introduction Lesson 2: Reading Skills: Comprehension and Analysis Lesson 3: Reading Skills: Vocabulary Analysis Lesson 4: Writing Skills: Identifying Errors and Improving Writing Lesson 5: Writing Skills: Responding to a Prompt, Session 1 Lesson 6: Writing Skills: Responding to a Prompt, Session 2</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> | <ul style="list-style-type: none"> • Review critical reading skills, writing skills, and language skills. • Use a full range of strategies to comprehend fiction and nonfiction. • Analyze the ways in which meaning is affected by structure and word choice in expository texts. • Define and use new words by studying their relationship to other words. • Evaluate your responses by comparing your work to the self-check answers. • Use roots and affixes to infer word meaning. • Determine word meaning by analyzing the context in which a word is used. • Analyze context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings. |

SCOPE AND SEQUENCE

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|--------------|---|--|
| | 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.11-12.9 W.11-12.9a W.11-12.10 | <ul style="list-style-type: none"> • 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. • Evaluate your responses by comparing your work to the self-check answers. • Recognize and use idioms correctly. • Recognize and use exact and appropriate words in sentences. • Recognize and use exact words in sentences. • Use references to resolve issues of contested or complex usage. • Demonstrate control of grammar and an understanding of English usage in writing and speaking. • Identify and correct problems with grammar and usage in writing and speaking. • Produce legible work that shows accurate spelling. • Recognize grammar and usage conventions and apply them to writing and speaking. • Evaluate writing and speaking (own and others') for correct grammar and usage. • Use correct capitalization in writing. • Identify words and phrases that should be capitalized in writing samples. • Find and correct words and phrases that have improper capitalization. • Evaluate your responses by comparing your work to the self-check answers. • Organize ideas in writing to ensure coherence, logical progression, and support. • Determine the purpose of an intended piece of writing. • Critique functional documents and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings, and visual appeal. • Demonstrate control of paragraph and sentence structure. • Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements. • Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout. • Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes. • Use language that is appropriate, powerful, and clear. • Construct persuasive arguments to support a position. • Establish a controlling idea appropriate to the type of writing. • Evaluate your responses by comparing your work to the self-check answers. • Organize ideas in writing to ensure coherence, logical progression, and support. |

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|---|---|---|
| | | <ul style="list-style-type: none"> • Determine the purpose of an intended piece of writing. • Critique functional documents and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings, and visual appeal. • Demonstrate control of paragraph and sentence structure. • Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements. • Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout. • Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes. • Use language that is appropriate, powerful, and clear. • Construct persuasive arguments to support a position. • Establish a controlling idea appropriate to the type of writing. • Evaluate your responses by comparing your work to the self-check answers. |
| <p>Unit 3: Critical Skills Practice 3 Lesson 8: Unit Test</p> | <p>L.11-12.1 L.11-12.1a L.11-12.1b L.11-12.2 L.11-12.2a L.11-12.2b 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.11-12.6 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> | <ul style="list-style-type: none"> • Use roots and affixes to infer word meaning. • Determine word meaning by analyzing the context in which a word is used. • Analyze context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings. • 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. • Demonstrate mastery of concepts in this unit. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10 | |
| Unit 4: Writing an Expository Essay Lesson 1: Draft an Essay, Session 1 Lesson 2: Draft an Essay, Session 2 Lesson 4: Identify Multimedia Options Lesson 5: Plan a Presentation Lesson 6: Revise an Expository Essay Lesson 7: Proofread and Publish an Expository Essay Lesson 9: Deliver a Presentation, Session 1 Lesson 10: Deliver a Presentation, Session 2 | 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.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10 SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 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.11-12.7 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10 | <ul style="list-style-type: none"> • Write a first draft. • Demonstrate control of grammar and an understanding of English usage in writing and speaking. • Demonstrate control of paragraph and sentence structure. • Produce legible work that shows accurate spelling. • Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout. • Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes. • Use language that is appropriate, powerful, and clear. • Develop complex compositions using a writing process. • Develop paragraphs that include topic sentences, use effective transitions, and closing sentences. • Develop a clear, overall structure (e.g., introduction, body, appropriate conclusion) for writing. • Demonstrate control of grammar and an understanding of English usage in writing and speaking. • Demonstrate control of paragraph and sentence structure. • Produce legible work that shows accurate spelling. • Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout. • Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes. • Use language that is appropriate, powerful, and clear. • Develop complex compositions using a writing process. • Include a strong beginning or introduction that draws in the reader. • Use language that is appropriate to purpose and audience. • Place details appropriately to support the main idea. • Create an ending that provides a sense of resolution or closure. • Write an expository essay. • Choose appropriate voice for the application. • Recognize the elements of multimedia presentations. • Begin to develop a multimedia presentation based on the expository essay. • Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements. • Design presentations of expository essays. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--------------|-----------|--|
| | | <ul style="list-style-type: none"> • Begin to develop a multimedia presentation based on your expository essay. • Use a variety of communication techniques to present information that supports a clear position about the topic. • Select an appropriate medium for each element of the presentation. • Analyze how words, images, graphics, and sounds work together in various forms to impact meaning. • Extend your knowledge of a topic through research. • Organize ideas in writing to ensure coherence, logical progression, and support. • Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. • Add details to the draft to more effectively accomplish the purpose. • Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency in the draft. • Use effective transitions among all elements (sentences, paragraphs, and ideas). • Delete irrelevant or redundant information from the draft to more effectively accomplish the purpose. • Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for an expository essay. • Revise draft for content and structure based on feedback. • Reflect appropriate manuscript requirements in writing. • Use feedback to revise your expository essay. • Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. • Identify and correct errors in punctuation. • Reflect appropriate manuscript requirements in writing. • Apply appropriate tools or strategies to refine the draft. • Proofread and edit drafts to improve conventions of language. • Publish writing using available technology. • Plan, organize, develop, produce and evaluate an effective multimedia presentation, using various tools. • Analyze how words, images, graphics, and sounds work together in various forms to impact meaning. • Design presentations of expository essays. • Use a variety of communication techniques to present information that supports a clear position about the topic. • Select an appropriate medium for each element of the presentation. • Use the selected media skillfully, editing appropriately and monitoring for quality. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | | <ul style="list-style-type: none"> • Rehearse to pay attention to performance details, achieve command of the text, and create skillful artistic staging. • Deliver a polished speech that is organized and well suited to the audience. • Plan, organize, develop, produce and evaluate an effective multimedia presentation, using various tools. • Deliver formal and informal speeches that are organized, address a particular subject, and are tailored to the audience. • Listen attentively to others in formal and informal settings. • Evaluate oral presentations of self and others for effectiveness. • Pace the presentation according to audience and purpose. • Critique clarity, effectiveness, and overall coherence of a speaker's key points. • Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. • Deliver a polished speech that is organized and well suited to the audience. • Plan, organize, develop, produce and evaluate an effective multimedia presentation, using various tools. • Deliver formal and informal speeches that are organized, address a particular subject, and are tailored to the audience. • Listen attentively to others in formal and informal settings. • Evaluate oral presentations of self and others for effectiveness. • Pace the presentation according to audience and purpose. • Critique clarity, effectiveness, and overall coherence of a speaker's key points. • Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. |
| Unit 5: Novel Choice Lesson 1: Lord of the Flies, Session 1 Lesson 1: The Mousetrap, Session 1 Lesson 2: The Lord of the Flies, Session 2 Lesson 2: The Mousetrap, Session 2 Lesson 3: Lord of the Flies, Session 3 Lesson 3: The Mousetrap, Session 3 Lesson 4: Lord of the Flies, Session 4 Lesson 4: The Mousetrap, Session 4 Lesson 5: Lord of the Flies, Session 5 Lesson 5: The Mousetrap, Session 5 Lesson 6: Lord of the Flies, Session 6 Lesson 6: The Mousetrap, 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 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 | <ul style="list-style-type: none"> • Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure. • Explain how literary works and authors relate to the major themes and issues of their eras. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Recognize literary forms and terms. • Recognize distinct elements of a novel. • Predict text content using prior knowledge and chapter titles. • Summarize main events and major ideas from reading. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--|---|---|
| Lesson 7: Lord of the Flies, Session 7, Discuss Lesson 7: The Mousetrap, Session 7, Discuss Lesson 9: Lord of the Flies, Session 8 Lesson 9: The Mousetrap, Session 8 Lesson 10: Lord of the Flies, Session 9 Lesson 10: The Mousetrap, Session 9 Lesson 11: Unit Review Lesson 12: Unit Test | 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.11-12.2a 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 | <ul style="list-style-type: none"> • Use a full range of strategies to comprehend fiction and nonfiction. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Evaluate your responses by comparing your work to the self-check answers. • Recognize literary forms and terms such as foreshadowing. • Recognize distinctive elements of a novel. • Analyze how complex plot structures and foreshadowing function and advance the action in a work of fiction. • Use a full range of strategies to comprehend fiction and nonfiction. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Recognize literary forms and terms such as character, setting, symbol, and theme. • Identify the symbols in Lord of the Flies. • Evaluate your responses by comparing your work to the self-check answers. • Interpret major themes in a literary work. • Recognize distinctive elements of a novel. • Use a full range of strategies to comprehend fiction and nonfiction. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Identify the symbols in Lord of the Flies. • Evaluate your responses by comparing your work to the self-check answers. • Use a full range of strategies to comprehend fiction and nonfiction. • Interpret a variety of texts by identifying and examining literary elements. • Recognize and analyze authors' strategies. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Analyze distinctive elements of a variety of literary forms and types. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--------------|-----------|---|
| | | <ul style="list-style-type: none"> • Summarize major events and main ideas from reading. • Analyze the use of figurative language in Lord of the Flies. • Recognize literary forms and terms such as figurative language and symbol. • Deduce the intended response the figurative language in Lord of the Flies is meant to evoke from the reader. • Evaluate your responses by comparing your work to the self-check answers. • Use a full range of strategies to comprehend fiction and nonfiction. • Interpret a variety of texts by identifying and examining literary elements. • Recognize and analyze authors' strategies. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Analyze distinctive elements of a variety of literary forms and types. • Summarize major events and main ideas from reading. • Use textual evidence to draw conclusions about a character. • Identify the elements of plot. • Analyze the use of figurative language in Lord of the Flies. • Recognize literary forms and terms. • Interpret how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Predict text content using prior knowledge and text features. • Evaluate your responses by comparing your work to the self-check answers. • Use a full range of strategies to comprehend fiction and nonfiction. • Identify major themes in a literary work. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Identify the symbols in Lord of the Flies. • Recognize literary forms and terms such as symbol. • Use textual excerpts to support an interpretation of a theme in Lord of the Flies. • Generate clarifying questions in order to comprehend text. • Evaluate your responses by comparing your work to the self-check answers. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|--|---|
| | | <ul style="list-style-type: none"> • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Connect information and events in text to personal experience and to related text and sources. • Recall major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Compare and contrast motivations, and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Recognize literary forms and terms such as protagonist. • Assess the impact of the setting on Lord of the Flies. • Evaluate your responses by comparing your work to the self-check answers. • Interpret major themes in a literary work. • Analyze variations of universal themes in literary texts. • Recognize literary forms and terms. • Use textual excerpts to support an interpretation of a theme in Lord of the Flies. • Interpret symbols in Lord of the Flies. • Evaluate your responses by comparing your work to the self-check answers. • Students check their knowledge of concepts in this unit. • Novel Choice Unit Assessment measures knowledge of the following concepts in this module. • Demonstrate understanding and interpretation of texts. • Recall major events and main ideas from reading. • Interpret major themes in a literary work. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Compare and contrast motivations, and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Answer literal, inferential, evaluative, and synthesizing question to demonstrate comprehension of texts and media. • Identify distinctive elements of a novel. |
| Unit 6: The Natural World Lesson 1: Introduction Lesson 2: "Odes to the Seasons," Session 1 Lesson 3: "Odes to the Seasons," Session 2 Lesson 4: "Lines Written in Early Spring" Lesson 5: "Sonnet to the River Otter" Lesson 6: "Lines to a Beautiful Spring In a Village" Lesson 7: Discuss: Nature as Teacher | 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 | <ul style="list-style-type: none"> • Use a full range of strategies to comprehend fiction and nonfiction. • Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure. • Recognize and analyze authors' strategies. • Explain how literary works and authors relate to the major themes and issues of their eras. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--------------|--|---|
| | 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 | <ul style="list-style-type: none"> • Analyze distinctive elements of Romantic poetry. • Analyze the use of figurative language in Romantic poetry. • Identify and explain the use of poetic elements to enhance meaning and effect. • Interpret a variety of texts by identifying and examining literary elements. • Recognize distinctive elements of Romantic poetry. • Recognize the structure and elements of poetry. • Use graphic organizers in order to clarify the meaning of the text. • Recall major events and main ideas from reading. • Connect information and events in the texts to your own personal experience as well as to related text and sources. • Recall major events and main ideas from reading. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Compare and contrast the use of figurative language in different works. • Analyze how the author's use of personification reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Evaluate your responses by comparing your work to the self-check answers. • Use graphic organizers in order to clarify the meaning of the text. • Recall major events and main ideas from reading. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Compare and contrast the use of figurative language in different works. • Analyze how the author's use of personification reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Explain how literary works and authors relate to the major themes and issues of their eras. • Evaluate your responses by comparing your work to the self-check answers. • Use graphic organizers in order to clarify the meaning of the text. • Recall major events and main ideas from reading. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Explain how literary works and authors relate to the major themes and issues of their eras. • Analyze how the author's use of sensory imagery reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Evaluate your responses by comparing your work to the self-check answers. • Recall major events and main ideas from reading. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|---|---|
| | | <ul style="list-style-type: none"> • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Recognize distinctive elements of Romantic poetry. • Analyze how the author's use of the sonnet form reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Classify a piece of literature by examining the element of a piece. • Explain how literary works and authors relate to the major themes and issues of their eras. • Evaluate your responses by comparing your work to the self-check answers. • Use graphic organizers in order to clarify the meaning of the text. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Recognize distinctive elements of Romantic poetry. • Connect information and events in texts to personal experience and to related texts and sources. • Analyze how the author's use of allusion reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Evaluate your responses by comparing your work to the self-check answers. • Explain how literary works and authors relate to the major themes and issues of their eras. • Recognize distinctive elements of Romantic poetry. • Connect information and events in text to personal experience and to related text and sources. |
| Unit 6: The Natural World Lesson 9: Read "The Cloud" Lesson 10: Examine "The Cloud" Lesson 11: "The Human Seasons" Lesson 12: Unit Review Lesson 13: 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.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10 | <ul style="list-style-type: none"> • Explain how literary works and authors relate to the major themes and issues of their eras. • Use graphic organizers in order to clarify the meaning of the text. • Recall major events and main ideas from reading. • Recall major events and main ideas from reading. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Recognize distinctive elements of Romantic poetry. • Analyze how the author's use of point of view reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works. • Explain how literary works and authors relate to the major themes and issues of their eras. • Evaluate your responses by comparing your work to the self-check answers. • Use graphic organizers in order to clarify the meaning of the text. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Recognize distinctive elements of Romantic poetry. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | 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 | <ul style="list-style-type: none"> • Analyze how the author's use of extended metaphor reveals theme; sets tone; and creates meaning in passages and literary works. • Evaluate your responses by comparing your work to the self-check answers. • Students check their knowledge of concepts in this unit. • The Natural World Unit Assessment measures knowledge of the following concepts in this module. • Demonstrate understanding and interpretation of texts. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Explain how literary works and authors relate to the major themes and issues of their era. |
| Unit 7: Romeo and Juliet Lesson 1: Introduction Lesson 2: Act 1, Scenes 1-3 Lesson 3: Act 1, Scenes 4-5 Lesson 4: Review and Write | 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 | <ul style="list-style-type: none"> • Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure. • Explain how literary works and authors relate to the major themes and issues of their eras. • Recognize conventions and techniques used in dramatic literature. • Identify the characteristics of different types of dramatic literature. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Examine how Shakespeare introduces conflicts, motifs, and themes the Prologue to Romeo and Juliet. • Identify and analyze the conventions and techniques used in different types of dramatic literature. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Interpret a variety of texts by identifying and examining literary elements. • Use a full range of strategies to comprehend fiction and nonfiction. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | | <ul style="list-style-type: none"> • Explain how characterization and language relate to theme in Romeo and Juliet. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Find examples in text that reveal qualities of a specific character. • Identify the elements of plot. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Explain how characterization and language relate to theme in Romeo and Juliet. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Explain how characterization and language relate to theme in Romeo and Juliet. |
| <p>Unit 7: Romeo and Juliet Lesson 5: Act 2, Scenes 1-2 Lesson 6: Act 2, Scenes 3-6 Lesson 8: Discuss: Characters in the Play</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>SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d</p> | <ul style="list-style-type: none"> • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Identify and interpret major themes in a literary work. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Find examples in text that reveal qualities of a specific character. • Explain how characterization and language relate to theme in Romeo and Juliet. • Analyze how complex plot structures and devices such as foreshadowing function and advance the action in a work of literature. • Connect information and events in text to personal experience and to related text and sources. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|--|---|
| | SL.11-12.2 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 | <ul style="list-style-type: none"> • Use textual evidence to draw conclusions about a character. • Support important ideas and viewpoints through accurate and detailed references to the text and to other works. |
| Unit 7: Romeo and Juliet Lesson 9: Act 3, Scene 1 Lesson 10: Act 3, Scenes 2-3 Lesson 11: Act 3, Scenes 4-5 Lesson 13: Act 4, Scenes 1-2 Lesson 14: Act 4, Scenes 3-5 Lesson 15: Act 5, Scenes 1-2 Lesson 16: Act 5, Scene 3 Lesson 17: Discuss: Who Is to Blame? | 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.11-12.5 RL.11-12.6 RL.11-12.7 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.11-12.2 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 | <ul style="list-style-type: none"> • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Interpret major themes in a literary work. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Identify the elements of plot. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Explain how characterization and language relate to theme in Romeo and Juliet. |

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| | W.11-12.10 | <ul style="list-style-type: none"> • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Recognize types of figurative language. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Deduce the intended response the figurative language in Romeo and Juliet is meant to evoke from readers. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Explain how characterization and language relate to theme in Romeo and Juliet. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. • Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media. • Find examples in text that reveal qualities of a specific character. • Identify the elements of plot. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Deduce the intended response the figurative language in Romeo and Juliet is meant to evoke from reader. • Evaluate your responses by comparing your work to the self-check answers. • Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works. |

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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | | <ul style="list-style-type: none"> • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Identify the elements of plot. • Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions. • Interpret a variety of texts by identifying and examining literary elements. • Write responses to literature. • Recognize the elements of a literary essay and develop an outline for writing that incorporates these elements. • Compose a clearly stated central idea/thesis statement. • Outline the content of writing using a logical pattern of organization. • Use examples or evidence to support the central idea/thesis. • Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. • Include a strong beginning or introduction that draws in the reader. • Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for a literary essay. • Plan a clear, overall structure (e.g., introduction, body, appropriate conclusion) for writing. • Place details appropriately to support the main idea. • Use textual excerpts to support an interpretation of a theme in Romeo and Juliet. • Write an original thesis that is clear and arguable. • Develop paragraphs that include topic sentences, effective transitions, and closing sentences. • Connect information and events in text to personal experience and to related text and sources. • Summarize major events and main ideas from reading. • Find examples in text that reveal qualities of a specific character. • Use textual evidence to draw conclusions about a character. • Write a first draft. • Interpret a variety of texts by identifying and examining literary elements. • Write responses to literature. • Demonstrate a comprehensive understanding of the significant ideas in works or passages by crafting an original thesis and supporting it with examples from the text. • Support important ideas and viewpoints through accurate and detailed references to the text and to other works. |

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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | | <ul style="list-style-type: none"> • Interpret the use of imagery, language, universal themes, and unique aspects of the text. • Identify the author's use of stylistic devices and discuss the effects created. • Make interpretations/explanations that connect life experiences to works of American, British, and world literature. • Interpret figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how language evokes readers' emotion. • Analyze the aesthetic effects of an author's use of stylistic or rhetorical devices. • Compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme. • Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. |
| <p>Unit 7: Romeo and Juliet Lesson 18: Finalizing a Literary Essay</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.11-12.6 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 W.11-12.5 W.11-12.6</p> | <ul style="list-style-type: none"> • Read, respond to, and interpret works of fiction and nonfiction, including poetry and drama. • Compare and contrast multiple productions of a Shakespearean play. • Evaluate how multiple productions of a Shakespearean play interpret the source text. • Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. • Add details to the draft to more effectively accomplish the purpose. • Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. • Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style. • Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency in the draft. • Revise a draft for content and structure based on feedback. • Proofread and edit drafts (own and others) to improve conventions of language. |

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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
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| | W.11-12.9 W.11-12.9a W.11-12.10 | |
| Unit 8: Practical Writing (Optional) Lesson 1: Analyze a Resume and Cover Letter Lesson 2: Gather Information Lesson 3: Plan a Resume and Cover Letter Lesson 4: Review Business Formatting Lesson 5: Write a Resume and Cover Letter Lesson 6: Mentor Feedback and Conferences Lesson 7: Revise a Resume and Cover Letter Lesson 8: Proofread and Publish a Resume and Cover Letter | 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.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.9a W.11-12.10 | <ul style="list-style-type: none"> • Appraise format, sequence, and headers in texts; explain how these features make information accessible and usable. • Critique functional and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings, and visual appeal. • Use prewriting strategies (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) to prepare for writing. • Provide clear and purposeful information that supports the topic. • Select topic and form (e.g., determining a purpose and audience) for writing. • Organize ideas in writing to ensure coherence, logical progression, and support. • Plan a clear, overall structure for writing. • Provide clear and purposeful information that supports the topic. • Prepare writing that follows a format appropriate for the purpose. • Write a first draft. • Analyze the ways in which meaning is affected by structure and word choice in expository texts. • Use language that is appropriate, powerful, and clear. • Develop complex compositions using a writing process. <p>Select a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.</p> <p>Use language that is appropriate to purpose and audience.</p> <p>Place details appropriately to support the main idea.</p> <p>Implement strategies to address audience appropriately.</p> <p>Mentors read over draft.</p> <p>Revise draft for content and structure based on feedback.</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 purpose.</p> <p>Prepare writing that follows a format appropriate for the purpose.</p> |

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| | | <p>Apply appropriate tools or strategies to refine the draft.</p> <p>Reflect appropriate manuscript requirements in writing.</p> <p>Produce legible work that shows accurate spelling.</p> <p>Find and correct words and phrases that have improper capitalization.</p> <p>Demonstrate control of grammar and an understanding of English usage.</p> <p>Identify and correct spelling errors in writing.</p> <p>Identify and correct errors in punctuation.</p> |
| <p>Unit 9: Semester Review and Test Lesson 5: Semester Test</p> | <p>W.11-12.1, 1a-e, 4, 5, 6, 8, 9, 9b, 10;</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.11-12.5a L.11-12.5b 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>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.11-12.1 W.11-12.1a W.11-12.1b W.11-12.1c W.11-12.1d W.11-12.1e W.11-12.4</p> | <p>Students check their knowledge of concepts in this semester.</p> |

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| | W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10 | |