

# Wyoming Department of Education Required Virtual Education Course Syllabus

## 2201000- Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-CR ENG IIIA	Grade Level	11-12
Course Name	WOL-CR English III-A	# of Credits	0.5
SCED Code	01003G0.5058	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

English III-A Credit Recovery is a literature survey course that is available to those students requiring credit recovery. This Pass/Fail course navigates chronologically through the periods of American literature from Native American oral traditions through contemporary works of poetry, fiction, drama, and nonfiction.

Each unit explores a literary movement through a unique theme. Literature of each period becomes the basis of study for models of literary analysis and modes of rhetorical writing. Each lesson engages the student through interactive introduction to concepts and skills, guided practice of those skills and concepts, and an assessment of the student's mastery. Learning activities include reading, listening, discussing, writing, completing multiple-choice games and self-check activities, completing writing projects, and taking quizzes and exams. Units will include a combination of activities and assessments and will culminate in either a unit exam or a unit writing project. Students will be encouraged to incorporate media, creative expression, and research into unit projects to prepare them for life outside of the classroom in our out-of-the-box, media-centric world.

#### Course Objectives

- Hone skills in reading, writing, speaking, listening, and critical thinking.
- Apply tools for reading and understanding a wide range of texts, including non-fiction, short stories, novels, plays, journals, biographies, poetry, and speeches from diverse sources.
- Apply analytic skills for interpreting media and texts and evaluating their effectiveness and messages.
- Apply writing experience and tools that will prepare them for the writing tasks they will encounter in college, business, and life.
- Apply best practices for researching, interviewing, and using media.
- Apply and develop creativity, experience life from other points of view, and express opinions and ideas in their reading and writing.
- Apply literature and media as powerful and relevant extensions of life.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
W.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9.b	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><b>Unit 1 In the Beginning</b></p> <p>Section A – Sinners and Saints Section Warm-up Interactive Table: The Right Questions Self Check: Sailing Solo 1.01 Audience Purpose Tone Mini Quiz Tutorial: The Main Idea Detective Self Check: To The Point 1.01 Sinners and Saints Quiz Section B – Making History Historical Criticism Interactive Chart Tutorial: Literary Timeline 1.02 Literary Timeline Mini Quiz Click-To-Learn: How We’ve Changed Historical Criticism 1.02 Making History Quiz Section C – The Play’s The Thing Read <i>The Crucible</i> Act 1 Aristotle’s Elements of Drama Mini Quiz Self Check: What a Character! 1.03 <i>The Crucible</i> Act 1 Mini Quiz Read <i>The Crucible</i> Act 2 Avatar: In The Spotlight 1.03 The Play’s The Thing Quiz Section D – Fall From Grace Read <i>The Crucible</i> Act 3 Self-Check: The Wicked and the Damned 1.04 <i>The Crucible</i> Act 3 Mini Quiz Read <i>The Crucible</i> Act 4 Explore Freytag’s Pyramid 1.05 In the Beginning Unit Exam</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.11-12.9 RL.11-12.10 L.11-12.4.a L.11-12.5.a</p>	<ul style="list-style-type: none"> <li>Analyze literature for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>Apply comprehension strategies to the analysis of main idea, theme, and/or details and cite textual evidence to support analysis.</li> <li>Identify the key questions historic criticism seeks to answer.</li> <li>Identify themes, values, and ideas that reflect the historical period in which a literary text was written.</li> <li>Analyze the literature from a historical period for ideas, themes, and values which reflect the period.</li> <li>Compare and contrast works from major historical periods that cut across cultures and genres.</li> <li>Compare the language patterns, diction, and idioms used in historic and contemporary literary texts.</li> <li>Define the elements of drama.</li> <li>Identify the elements of drama in plays.</li> <li>Apply comprehension strategies to the analysis of main idea, theme, and/or details.</li> <li>Analyze how the elements of drama contribute to the theme or message of plays.</li> <li>Describe the characteristics of the sub-genres of satire, allegory and parody and distinguish what is directly stated from what is really meant.</li> <li>Read texts within the 11<sup>th</sup> grade text complexity band proficiently.</li> <li>Use contextual clues to determine the meaning of a word or phrase.</li> <li>Interpret figures of speech within a text and analyze how they contribute to a reader’s understanding.</li> </ul>
<p><b>Unit 2 Contemplation and Argumentation</b></p> <p>Section A – Power of the Pen Section Warm-up Tutorial: Literary Timeline 2.01 Romanticism and Transcendentalism Mini Quiz Sleepy Hollow think-And-Click Questions Vocabulary Practice Game Margaret Fuller and the Sexes Think-And-Click Questions Civil Disobedience Think-And-Click Questions Emerson on Art Think-And-Click Questions Vocabulary Practice Game The Right tool for the Job Interactive Chart Self Check: The Right Tool for the Job 2.01 Rhetoric Mini Quiz Section B – The Best Defense Section Warm-up Tutorial: Got Opinions? Vocabulary Practice Game Evidence Activity Vocabulary Practice Game 2.02 Argumentation and Evidence Mini Quiz 2.02 Writing Assignment: Stake your Claim Section C – That’s Illogical Section Warm-up Vocabulary Practice Game Tutorial: The Three Musketeers</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8 RI.11-12.9 RI.11-12.10 W.11-12.1.a W.11-12.1.b W.11-12.1.c W.11-12.1.d W.11-12.1.e W.11-12.4 W.11-12.9.a W.11-12.9.b W.11-12.10 L.11-12.1.a L.11-12.4.a L.11-12.6</p>	<ul style="list-style-type: none"> <li>Analyze literature for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>Apply comprehension strategies to the analysis of main idea, theme, and/or details and cite textual evidence to support analysis.</li> <li>Analyze the impact of the author’s choices regarding how to develop and relate the elements of a story.</li> <li>Determine the meaning of words and phrases as they are used in a text.</li> <li>Analyze how the author’s choice concerning how to structure the resolution contributes to the aesthetic impact of a text.</li> <li>Analyze multiple interpretations of a story evaluating how each version interprets the source text.</li> <li>Demonstrate knowledge of 18<sup>th</sup> century foundational works of American literature and compare and contrast how the texts treat similar topics.</li> <li>Read texts within the 11<sup>th</sup> grade text complexity band proficiently.</li> <li>Identify themes, values, and ideas that reflect the historical period in which a literary text was written.</li> <li>Analyze the purposes for writing in a variety of texts.</li> <li>Identify rhetorical devices in passages, speeches, platforms, debates, and statements.</li> <li>Analyze documents based on the rhetorical devices used.</li> </ul>

Topic and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Self Check: Evidence and Appeals Refutation Think-And-Click Questions Vocabulary Practice Game 2.03 That's Illogical Quiz Section D – Law and Disorder Section Warm-up Vocabulary Practice Game Matching Game: Logical Fallacies Vocabulary Practice Game 2.04 Logical Fallacies Mini Quiz Guided Writing Steps Drafting Checklist Revision Checklist Editing Checklist 2.04 Writing Assignment: Prove it		<ul style="list-style-type: none"> <li>● Define the qualities of an arguable claim.</li> <li>● Identify arguable claims.</li> <li>● Apply the qualities of an arguable claim to writing a persuasive thesis.</li> <li>● Write arguments to support claims using valid reasoning and relevant and sufficient evidence.</li> <li>● Identify the types of evidence for supporting an arguable claim.</li> <li>● Analyze types of evidence in passages, ads, and/or speeches.</li> <li>● Apply types of evidence to supporting an arguable claim.</li> <li>● Develop claims and counterclaims fairly through the use of relevant evidence.</li> <li>● Define the three types of appeals.</li> <li>● Identify the three types of appeals in passages, ads, and/or speeches.</li> <li>● Apply the three types of appeals to supporting an arguable claim. Use varied syntax to link the major sections of text.</li> <li>● Define the concept of "refutation".</li> <li>● Identify refutation in persuasive passages.</li> <li>● Apply the concept of refutation to persuasive writing.</li> <li>● Define the concept of "logical fallacy".</li> <li>● Identify logical fallacies in passages, ads, or speeches.</li> <li>● Describe the characteristics of identifiable logical fallacies.</li> <li>● Students analyze the effect of logical fallacies in passages, ads, and speeches.</li> <li>● Maintain a formal and objective tone while writing an argument.</li> <li>● Provide a concluding statement or section that logically concludes the argument presented.</li> <li>● Produce an argument appropriate to task, purpose, and audience.</li> <li>● Draw evidence from 18<sup>th</sup> century literary or informational texts to support analysis, reflection, and research.</li> <li>● Apply the understanding that usage can change from 18<sup>th</sup> century to modern text.</li> <li>● Use context to determine the meaning of a word or phrase.</li> <li>● Acquire and use accurately general academic and domain-specific words and phrases.</li> </ul>
<b>Unit 3 Story, Identity, Unity</b> Section A – Something for Everyone Section Warm-up Tutorial: Literary Timeline 3.01 Literary Timeline 3: Realism and Modernism Mini Quiz Short Story/Tall Tale Think-And-Click Questions Crossword: Expanding Your vocabulary Self Check: Categorizing Fiction Matching: Looking for the Right Word 3.01 Something for Everyone Quiz Section B – Have I Got a Story for You Section Warm-up: Avatar 7 Elements of Fiction Interactive Chart Character Analysis Interactive chart Word Web: What a Word! Character Analysis Think-And-Click Questions Point of View Interactive Chart Setting and Tone Think-And-Click Questions Conflict Think-And-Click Questions Memory: What's the Meaning of This? 3.02 Young Goodman Brown Mini Quiz Reading: "A Journey" by Willa Cather	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.10 RI.11-12.2 W.11-12.3.a W.11-12.3.b W.11-12.3.c W.11-12.3.d W.11-12.3.e W.11-12.4 W.11-12.5 W.11-12.10 SL.11-12.1.a SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d L.11-12.1. L.11-12.2 L.11-12.3 L.11-12.5	<ul style="list-style-type: none"> <li>● Analyze literature for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>● Analyze the impact of the author's choices regarding how to develop and relate the elements of a story.</li> <li>● Determine the meaning of words and phrases as they are used in a text.</li> <li>● Demonstrate knowledge of 18<sup>th</sup> century foundational works of American literature and compare and contrast how the texts treat similar topics.</li> <li>● Read texts within the 11<sup>th</sup> grade text complexity band proficiently.</li> <li>● Identify themes, values, and ideas that reflect the historical period in which a literary text was written.</li> <li>● Describe the characteristics of the sub-genres of literature.</li> <li>● Compare and contrast the presentation of similar themes in works from different sub-genres.</li> <li>● Identify the elements of fiction in novels, novellas, and short stories.</li> <li>● Compare and contrast the use of the elements of fiction in works with the same themes.</li> </ul>

Unit and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Reading: "Paul's Case" by Edith Wharton 3.02 Have I Got a Story for You Quiz Section C – Under the Skin Section Warm-up Reading "The Bicycle Girl" Matching: Peeling Back the Layers Layers of Fiction Think-And-Click Questions Reading and Graphic Organizer: "The Storm" Crossword: Getting to the Root of Words 3.03 Under the Skin Quiz Section D – A Likely Story Section Warm-up Word Web: Finding Meaning in Words Flash Fiction Think-And-Click questions Guided Writing Steps Overview Memory Game: Yielding to Vocabulary 3.04 Discussion: Share and Share Alike 3.04 Writing Assignment: Short and Sweet		<ul style="list-style-type: none"> <li>● Identify examples of figurative language in literature.</li> <li>● Analyze and interpret how the elements of figurative language contribute to the meaning of literature.</li> <li>● Apply the elements of fiction to writing a story.</li> <li>● Engage and orient the reader by setting out a situation and create a smooth progression of ideas.</li> <li>● Use narrative techniques such as description and pacing to develop events or characters.</li> <li>● Use a variety of techniques to sequence events to build on each other to establish a specific tone or outcome.</li> <li>● Use sensory language to convey a vivid picture of the experiences and characters.</li> <li>● Provide a conclusion that follows from and reflects on what is experienced.</li> <li>● Produce writing that is appropriate to task, audience, and purpose.</li> <li>● Develop writing through the writing process of planning, revising, editing, and rewriting.</li> <li>● Write over an extended time frame for a specific task.</li> <li>● Initiate and participate in collaborative discussions.</li> <li>● Work with peers to promote civil discussions.</li> <li>● Propel conversations by posing and responding to questions and clarify and or challenge ideas and conclusions.</li> <li>● Respond to peer discussions and synthesize comments, claims, and evidence made on all sides.</li> <li>● Evaluate the effectiveness of the expression of the elements of fiction.</li> <li>● Evaluate an author's use of figurative language.</li> <li>● Demonstrate command of conventions of grammar and usage in writing and speaking.</li> <li>● Demonstrate command of conventions of capitalization, punctuation, and spelling when writing.</li> <li>● Make effective choices when writing that demonstrate knowledge of language contributes to meaning or style.</li> <li>● Demonstrate understanding of figurative language and nuances in word meanings.</li> </ul>
<b>Unit 4 Real Survival Skills</b> Section A – Write On! Section Warm-up What is the Writing Process? Think-And-Click Questions Practicing the Process: Prewriting Practicing the Process: Planning Practicing the Process: Drafting 3 Column Ordering: Practice What You Preach Practice Practicing the Process: Revising 1 and 2 Practicing the Process: Editing Practicing the Process: Publishing Carnival Game: Practice What you Preach Practice 4.01 Write On! Quiz Section B – Get Real Section Warm-up Types of Process Analysis Think-And-Click Questions Tuning a Violin Think-And-Click Questions	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.10 L.11-12.4.a L.11-12.4.c L.11-12.4.d W.11-12.2.a W.11-12.2.b W.11-12.2.c W.11-12.2.d W.11-12.2.e SL.11-12.1.a SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d	<ul style="list-style-type: none"> <li>● Analyze literary nonfiction for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>● Determine two or more central ideas of a text and analyze how they build on one another to provide an analysis of the text.</li> <li>● Determine the meaning of words and phrases as they are used in a text. Analyze a sequence of events and explain how events interact.</li> <li>● Determine an author's point of view and analyze how style and content contribute to the power of the text.</li> <li>● Read literary nonfiction within the 11<sup>th</sup> grade text complexity band.</li> <li>● Analyze the six steps of the writing process.</li> <li>● Define the characteristics of procedural documents or manuals.</li> <li>● Evaluate the effectiveness of procedural documents based on sequence, detail, and transitions.</li> <li>● Apply the characteristics of procedural documents to writing and illustrating instructions.</li> <li>● Write an informative text to convey complex ideas.</li> </ul>

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Deconstructing the Process Analysis Text Interactive Chart World Web: Word Practice 4.02 Discussion: Survival of the Fittest 4.02 Writing Assignment: Survival of the Fittest Section C – Order Up Section Warm-up Organizational Patterns Interactive Chart Matching: Order Up Vocabulary Practice Organizational Patterns Self Check Crossword: Order Up Vocabulary Practice 4.03 Order Up Quiz Section D – Just Because Section Warm-up Approaches to Cause and Effect Think-And-Click Questions Political Cause-Effect Analysis Activity Literary Cause-Effect Analysis, Part 1 Literary Cause-Effect Analysis, Part 2 Literary Cause-Effect Analysis Self Check Memory Game: Just Because Vocabulary Practice 4.04 Real Survival Skills Unit Exam		<ul style="list-style-type: none"> <li>● Introduce a topic and organize complex information so that each new element creates a unified whole.</li> <li>● Develop the topic by selecting examples appropriate to the audience’s knowledge of the topic.</li> <li>● Use varied syntax to link sections and create cohesion.</li> <li>● Use precise language to manage the complexity of the topic.</li> <li>● Maintain a formal style and objective tone.</li> <li>● Provide a concluding section that that follows form.</li> <li>● Compare organizational patterns.</li> <li>● Apply the elements of cause/effect analysis to informative writing.</li> <li>● Initiate and participate in collaborative discussions.</li> <li>● Work with peers to promote civil discussions.</li> <li>● Propel conversations by posing and responding to questions and clarify and or challenge ideas and conclusions.</li> <li>● Respond to peer discussions and synthesize comments, claims, and evidence made on all sides.</li> </ul>
<b>Unit 5 The Universal Flow of Ideas</b> Section A – More Than Mere Mortals Section Warm-up Archetypes Everywhere activity Vocabulary Game Universal Symbols Think-And-Click Questions Reading: “A Telephone Call,” “My Grandma’s Lover Letters” Vocabulary Game 5.01 More Than Mere Mortals Quiz Section B – The Mind’s Eye Section Warm-up Reading: 3 poems and Think-And-Click Questions Free Writing Activity Stream of Consciousness Chart Vocabulary Game Reading: “Bereft” and “Richard Cory” Reading: “The Jilting of Granny Weatherall” Universal Concept Chart and Think-And-Click Questions 5.02 The Mind’s Eye Quiz Section C – Check Your Messages Section Warm-up Media IQ Bucket Game Types of Internet Media Thin-and-Click Questions Techniques and Effects in PSAs Think-And-Click Questions Self Check: Media Techniques Vocabulary Game 5.03 Check Your Messages Quiz Section D – Picture Perfect Section Warm-up Spin Techniques Think-And-Click Questions Practice the Art of Spinning Activity Enhancing Your Pitch Interactive Chart Vocabulary Game 5.04 Discussion: Here’s the Pitch	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10 W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 SL.11-12.1.a SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d SL.11-12.3 SL.11-12.4 SL.11-12.5	<ul style="list-style-type: none"> <li>● Analyze literature for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>● Analyze the impact of the author’s choices regarding how to develop and relate the elements of a story.</li> <li>● Determine the meaning of words and phrases as they are used in a text.</li> <li>● Demonstrate knowledge of 18<sup>th</sup> century foundational works of American literature and compare and contrast how the texts treat similar topics.</li> <li>● Read texts within the 11<sup>th</sup> grade text complexity band proficiently.</li> <li>● Define the concepts of universal theme, symbol, and archetype.</li> <li>● Analyze themes, values, and ideas that reflect the historical period in which a literary text was written.</li> <li>● Evaluate the significance of universal themes, symbols, and archetypes in literature from different periods.</li> <li>● Compare and contrast works that share universal symbols, archetypal characters, or universal themes.</li> <li>● Identify and analyze types of media.</li> <li>● Analyze literary nonfiction for purpose, audience, perspective, and tone using textual evidence to support analysis of what a text says and where it leaves matters uncertain.</li> <li>● Determine two or more central ideas of a text and analyze how they build on one another to provide an analysis of the text.</li> <li>● Determine the meaning of words and phrases as they are used in a text. Analyze a sequence of events and explain how events interact.</li> <li>● Determine the meaning of words and phrases as they are used in a text.</li> <li>● Determine an author’s point of view and analyze how style and content contribute to the power of the text.</li> <li>● Read literary nonfiction within the 11<sup>th</sup> grade text complexity band.</li> </ul>

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5.04 Writing Assignment: Here's the Pitch		<ul style="list-style-type: none"> <li>● Evaluate the type of media best suited for various purposes.</li> <li>● Identify techniques used to convey a message.</li> <li>● Evaluate media messages and the impact they have on an audience.</li> <li>● Identify methods of engagement in presentations.</li> <li>● Evaluate the effectiveness of language to engage the audience in presentations.</li> <li>● Identify the types of media best suited to enhancing types of presentations.</li> <li>● Synthesize media into a presentation that is appropriate to task, audience, and purpose.</li> <li>● Write arguments to support claims using valid reasoning and relevant and sufficient evidence.</li> <li>● Develop writing through the writing process of planning, revising, editing, and rewriting.</li> <li>● Use technology to produce and publish, writing projects.</li> <li>● Write for a range of tasks and purposes.</li> <li>● Evaluate the effectiveness of the use of media in presentations.</li> <li>● Initiate and participate in collaborative discussions.</li> <li>● Work with peers to promote civil discussions.</li> <li>● Propel conversations by posing and responding to questions and clarify and or challenge ideas and conclusions.</li> <li>● Respond to peer discussions and synthesize comments, claims, and evidence made on all sides.</li> <li>● Present information by conveying a clear and distinct perspective that makes it easy for listeners to follow.</li> <li>● Make strategic use of digital media.</li> </ul>