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 IIIB	Grade Level	11-12
Course Name	WOL-CR English IIIB	# of Credits	0.5
SCED Code	01003G0.5068	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

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

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

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

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

Scope and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 6 Discovery and Attribution Section A – The Hunt Is On Section Warm-up Generate possible project topics Create a main research question Begin conducting research Narrow your topic Create source cards Vocabulary Game 6.01 Writing Assignment: A Spark 6.01 The Hunt Is On Quiz Section B – From the Horse's Mouth Section Warm-up Identify and evaluate sources for the unit project Practice evaluating sources Vocabulary Game 6.02 From the Horse's Mouth Quiz Section C – You Want a Piece of This? Section Warm-up Evidence Game Create an evidence log Embedding evidence instruction Self Check: Embedding evidence Create a works cited page Self Check: Works Cited Vocabulary Game You Want a Piece of This? Quiz Section D – Share It Section Warm-up Thesis Writing Think-And-Click Questions Complete a graphic organizer for your research topic Write a hook Write a clincher Create a drafting table/outline for the introduction Create a drafting table/outline for the body Create a drafting table/outline for the conclusion Draft commentary and connections Add media enhancements to the project Vocabulary Game 6.04 Discussion: Fuel for the Fire 6.04 Writing Assignment: Carry the Torch	RI.11-12.1 RI.11-12.7 RI.11-12.10 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 W.11-12.2.f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.10 SL.11-12.1.a SL.11-12.2 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3.a	• 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. • Apply the best practices for conducting research. • Evaluate multiple sources for validity and reliability. • Evaluate sources presented in different media or formats. • Analyze whether research sources are primary or secondary. • Apply the best practices for managing research sources and citations. • Apply organizational and synthesis methods to a research project. • Write an informative text to present information clearly. • Introduce a topic, organize information so that each new element builds on that which precede it to create a unified whole. • Develop the topic by selecting the most relevant facts and quotations appropriate to the audience's knowledge. • Use varied syntax to link sections and create cohesion. • Use precise language to manage the complexity of the topic. • Maintain a formal style and objective tone. • Provide a concluding section that that follows form. • Produce writing that is appropriate to task, purpose, and audience. • Develop writing through the writing process of planning, revising, editing, and rewriting. • Write over an extended time frame for a specific task. • Use technology to produce and publish, writing projects. • Participate in class discussions ready to exchange ideas. • Initiate and participate in collaborative discussions. • Work with peers to promote civil discussions. • Analyze style and vary syntax for effect. • Write an introduction that has a thesis statement. • Write a conclusion that restates the thesis in different words. • Use language, tone, and voice appropriate for purpose and audience. • Use in-text citations, and create a works cited page. • Use correct grammar, usage, and mechanics. • Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. • Respond to a research paper as a writer. • Make use of digital media to enhance understanding of findings, reasoning, and evidence to add interest.
Unit 7 Music from the Ashes Section A – Rap This Section Warm-up Rhyme interactive charts Sound devices interactive chart Lines interactive chart Stanzas: Read "The Bean Eaters" Matching Game: Rap This: Literary Devices Self Check: Literary Devices Flashcards: Rap This Vocabulary 7.01 Rap This Quiz Section B – Rhyme and Reason	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10 W.11-12.10 L.11-12.4 L.11-12.5 L.11-12.6	• Define and analyze the elements of sound in poetry. • Define and analyze the elements of structure in poetry. • Define and analyze the elements of figurative language in poetry. • Identify the elements of sound, structure, and figurative language in poetry. • Interpret the effects that the elements of sound, structure, and figurative language have on poetry. • 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.

Scope and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Section Warm-up Read about understanding a poem and "anyone lived in a pretty how town" Read about universal symbols and complete universal symbols questions Self Check: Reading Poetry Varsity Blitz Game: Rhyme Reason Vocabulary 7.02 Rhyme and Reason Quiz Section C – Make It Sing Section Warm-up Idea web for poem project Determine central image for poem project Determine point of view for poem project Determine poetic structure for poem project Draft a poem Revise your poem Matching Game: Make It Sing Vocabulary 7.03 Peer Review Discussion: Poetic Justice Section D – Sound Off Section Warm-up Vocal controls Three key traits of successful performers Speak Up PPT Presentation D.E.E.R Elements Listen Up PPT Presentation Crossword: Sound Off 7.04 Peer Review Discussion: Poetry in Motion 7.04 Project: Poetry In Motion		• Analyze the impact of the author's choices regarding how to develop and relate the elements of poetry. • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a poem from what is really meant. • Demonstrate knowledge how two or more American texts from the same period treat similar topics. • Read poetry from the 11th grade text complexity band. • Apply the elements of sound, structure, and figurative language to writing poetry. • Apply the elements of vocal presentation to speaking tasks. • Analyze ways vocal skill can impact an audience. • Apply the tools of active listening. • Evaluate the effectiveness of the expression of the elements of sound, structure, and figurative language in poetry. • Determine the meaning of unknown and multiple-meaning words and phrases. • Demonstrate understanding of figurative language. • Acquire and use accurately general academic and domain-specific words and phrases.
Unit 8 Novel Ideas Section A – What's Really Real Section Warm-up Pre-Reading Activities Pre-Reading Think And Click Questions Read chapter one of *The Sweet Hereafter* Active Reading Chart Read two ways of drawing conclusions Bucket Game: Chapter One: Drawing Conclusions Chapter One Think And Click Questions Vocabulary Practice: What's Real Word Web Game 8.01 What's Really Real Quiz Section B – Mean What You Say Read chapter two summary of *The Sweet Hereafter* Active Reading Chart Section Warm-up Fiction Fixtures Presentation Playing With Perspective Presentation Narration in *The Sweet Hereafter* Think And Click Questions Read chapter three summary of *The Sweet Hereafter* Active Reading Chart Vocabulary Practice: Mean What You Say Matching Game Character Interactive Chart Setting Think And Click Questions Game: Dig Out Details 8.02 Mean What You Say Quiz Section C – Connect the Dots Section Warm-up: Matching Game	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 W.11-12.4 W.11-12.7 W.11-12.8 W.11-12.10 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.5	• Apply pre-reading strategies. • Apply methods for drawing conclusions about an author's message to the analysis of literary texts. • Define elements of fiction. • Analyze how the elements of fiction contribute to the piece's theme or message. • Compare and contrast the uses of figurative language in two or more works of literature from different genres. • 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. • Analyze the impact of the author's choices regarding how to develop and relate the elements of a story. • Determine the meaning of words and phrases as they are used in a text. • Read texts within the 11th grade text complexity band proficiently. • Produce writing that is appropriate to task, audience, and purpose. • Synthesize research information and media into a report or presentation. • Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations and integrate information into a text. • Write over an extended time frame for a specific task, purpose and audience. • Demonstrate understanding of figurative language.

Scope and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Read the poem by Robert Frost Read chapter four of *The Sweet Hereafter* Active Reading Chart Literature Comparison Chart Read chapter five of *The Sweet Hereafter* Chapter Five Think And Click Questions Vocabulary Practice: Connect The Dots Crossword 8.03 Connect the Dots Quiz Section D – Shine It Up Section Warm-up Threads Of *The Sweet Hereafter* Presentation Begin your discovery project Select a topic Complete research for your topic Track your research sources and evidence Best Discovery Practices Presentation Draft a PowerPoint Presentation Vocabulary Practice: Shine It Up Flaschcards 8.04 Discussion: It's All In The Details 8.04 Project: It's All In The Details		• Evaluate a presentation based upon active listening observations and the categories from a rubric. • Identify methods of engagement in presentations. • Evaluate the effectiveness of language to engage the audience in presentations. • Synthesize media into a presentation that is appropriate to task, audience, and purpose. • Present information by conveying a clear and distinct perspective that makes it easy for listeners to follow. • Make strategic use of digital media.
Unit 9 Cultural Evolution and Literature Section A – A Different Drum Section Warm-up Subcultures Interactive Chart Countercultures Presentation Read "American Horse" Read "Rules Of The Game" Counterculture Literature Interactive Chart Comparing Subcultures Think And Click Questions Matching Game: Different Drum Vocabulary 9.01 A Different Drum Quiz Section B – We Have Ways of Making You Talk Section Warm-up Read the four qualities of effective interview questions Read steps to schedule an interview Bucket Game: Interviewing Carnival Game: Making You Talk Vocabulary 9.02 Discussion: Lining up Ducks Section C – Tell All Section Warm-up Conducting An Interview Presentation Read steps for completing the interview project Sequencing Game: Interviewing Sequence your presentation's main ideas Flashcards: Tell All Vocabulary 9.03 Tell All Quiz Section D – Spin Me Right Round Section Warm-up Mountain Climber Game: Spin Strategy Interview Presentation Types Presentation Interview Presentation Types Think And Click Questions Bucket Game: Vampire Vocabulary 9.04 Project: Five Minutes of Fame	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.7 W.11-12.8 W.11-12.10 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.5	• Compare and contrast texts from different cultures that share a common theme, genre, structure, or history. • 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. • Apply comprehension strategies to the analysis of main idea, theme, and/or details and cite textual evidence to support analysis. • Analyze the impact of the author's choices regarding how to develop and relate the elements of a story. • Determine the meaning of words and phrases as they are used in a text. • Read texts within the 11th grade text complexity band proficiently. • 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. • Determine the meaning of words and phrases as they are used in a text. Analyze a sequence of events and explain how events interact. • Produce writing that is appropriate to task, audience, and purpose. • Conduct short research to answer a question. • Gather relevant information from multiple print and digital sources and integrate information into a text. • Write for a specific task, purpose, and audience. • Describe the qualities of effective interview questions and apply them to preparation for an interview. • Synthesize and organize information from an interview into a text with direct quotes. • Synthesize research information and media into a report or presentation. • Identify methods of engagement in presentations. • Evaluate the effectiveness of language to engage the audience in presentations.

Scope and Sequence		
UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		• Present information by conveying a clear and distinct perspective that makes it easy for listeners to follow. • Make strategic use of digital media.
Unit 10 Contemporary Voices Section A – Say Anything Section Warm-up Read "The Intruder" by Andre Dubus "The Intruder" Think And Click Questions Looking At Literature From Different Angles Presentation Literary Criticism Chart Read "The Flowers" by Alice Walker Vocabulary Practice: Varsity Blitz 10.01 Say Anything Quiz Section B – Can You Hear Me Now? Section Warm-up Insight And Evidence Presentation Vocabulary Practice: Multiple Choice Listen To "The Flowers" by Alice Walker Literary Criticism Chart Ordering Game: "The Flowers" 10.02 Can You Hear Me Now? Quiz Section C – You Know What I Mean? Section Warm-up Select a story for the section project Read steps for completing the literary criticism project Talk The Talk Graphic Organizer Review embedding evidence and parenthetical citations Vocabulary Practice: Crossword 10.03 Writing Assignment: Talk The Talk Section D – Express Yourself Section Warm-up Bucket Game: Writing Purposes Read "The Ultimate Gift" Personal Essay Personal Essay Think And Click Questions Express Yourself Presentation Personal Essay Prewriting Steps Personal Essay Planning And Drafting Steps Personal Essay Revising, Editing, And Publishing Steps Vocabulary Practice: Matching 10.04 Writing Assignment: Hear Me Roar	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 W.11-12.1 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 W.11-12.10	• Define and identify models of literary analysis. • Describe and analyze the elements and structure of a literary analysis. • Compare and contrast texts from different cultures that share a common theme, genre, structure, or history. • 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. • Apply comprehension strategies to the analysis of main idea, theme, and/or details and cite textual evidence to support analysis. • Analyze the impact of the author's choices regarding how to develop and relate the elements of a story. • Determine the meaning of words and phrases as they are used in a text. • Read texts within the 11th grade text complexity band proficiently. • Apply the elements of literary analysis to writing. • Introduce precise claims about literature and support those claims with evidence. • Develop claims and counterclaims fairly and thoroughly by supplying the most relevant evidence for each. • Use varied syntax to link major sections of text to create cohesion and clarify the relationships between reasons and evidence. • Establish and maintain a formal style and objective tone while attending to the norms of literary analysis writing. • Provide a concluding statement that supports the information presented. • Describe the characteristics of expressive writing. • Apply the characteristics of the expressive mode to writing. • Produce writing that is appropriate to task, audience, and purpose. • Draw evidence from literary texts to support analysis. • Write over an extended time frame.