

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	W01003G0.5058	Grade Level	11
Course Name	WOL-English IIIA	# of Credits	0.5
SCED Code	01003G0.5058	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works 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.

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	(Covered 2 nd semester)
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	Assessed second semester in English IIIb.
W.11-12.2.a	Assessed second semester in English IIIb.
W.11-12.2.b	Assessed second semester in English IIIb.
W.11-12.2.c	Assessed second semester in English IIIb.
W.11-12.2.d	Assessed second semester in English IIIb.
W.11-12.2.e	Assessed second semester in English IIIb.
W.11-12.2.f	Assessed second semester in English IIIb.

W.11-12.3	Assessed second semester in English IIIb.
W.11-12.3.a	Assessed second semester in English IIIb.
W.11-12.3.b	Assessed second semester in English IIIb.
W.11-12.3.c	Assessed second semester in English IIIb.
W.11-12.3.d	Assessed second semester in English IIIb.
W.11-12.3.e	Assessed second semester in English IIIb.
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	Assessed second semester in English IIIb.
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.
SL.11-12.2	Assessed second semester in English IIIb.
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	Assessed second semester in English IIIb.
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	Assessed second semester in English IIIb.
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	Assessed in second semester in English IIIb.
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 1: Early American Writings Lesson 1: American Literature - Semester Introduction	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4	<ul style="list-style-type: none"> • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Recognize the characteristics of various forms of literature.

<p>Lesson 2: Early American Writings – Introduction</p> <p>Lesson 3: Analyze <i>Of Plymouth Plantation</i> Excerpt</p> <p>Lesson 4: Analyze “A Model of Christian Charity”</p>	<p>RI.11-12.6 RI.11-12.8 RI.11-12.9 RI.11-12.10 W.11-12.9.a W.11-12.9.b</p>	<ul style="list-style-type: none"> ● Evaluate your responses by comparing your work to the self-check answers. ● Examine the role of the narrator in a work of literature. ● Analyze point of view and voice. ● Use strategies to comprehend first-person historical documents. ● Evaluate the effectiveness of a text in relation to its purpose. ● Evaluate the credibility of information sources, including how the writers' motivation may affect credibility. ● Analyze theme. ● Evaluate your responses by comparing your work to the self-check answers. ● Identify and interpret allusions. ● Compare and contrast themes within and across texts. ● Compare and contrast allusions within and across texts.
<p>Unit 1: Early American Writings</p> <p>Lesson 5: Analyze the Poetry of Anne Bradstreet</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.10 L.11-12.5.a</p>	<ul style="list-style-type: none"> ● Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. ● Analyze theme. ● Identify and analyze rhyme scheme. ● Identify and interpret the use of figurative language. ● Analyze and evaluate the use of point of view. ● Identify and interpret allusions. ● Analyze and evaluate the use of tone. ● Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 1: Early American Writings</p> <p>Lesson 6: Analyze “Sinners in the Hands of an Angry God”</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.8 RI.11-12.9 RI.11-12.10 L.11-12.4.a L.11-12.4.c L.11-12.4.d</p>	<ul style="list-style-type: none"> ● Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. ● Identify and interpret the use of figurative language. ● Analyze theme. ● Use strategies to comprehend first-person historical documents. ● Evaluate the effectiveness of a text in relation to its purpose. ● Analyze and evaluate the use of mood. ● Identify two or more central ideas in an informational text. ● Explain how multiple central ideas develop over the course of an informational text. ● Explain how multiple central ideas affect one another to contribute to the overall complexity of the analysis in an informational text.

		<ul style="list-style-type: none"> • Use general printed reference materials to find information about a word. • Use general digital reference materials to find information about a word. • Predict the meaning of a word or phrase. • Compare the predicted meaning of a word or phrase to the actual definition. • Determine the meaning of words and phrases as they are used in an informational text. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. • Describe how an author of an informational text uses a key term and refines the meaning over the course of the text. • Analyze point of view and voice. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 1: Early American Writings Lesson 7: Discuss: Early American Writings Lesson 8: Your Choice Lesson 9: Your Choice</p>	<p>RL.11-12.1 RI.11-12.1 SL.11-12.1.a SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d</p>	<ul style="list-style-type: none"> • Develop rules, goals, and deadlines for group discussions while working with peers. • Identify strategies to promote civil, democratic discussions while working with peers. • Organize information from reading and/or research to prepare for a discussion. • Refer to evidence from texts or other research to support interpretations or ideas during a discussion. • Determine additional information needed to further the investigation. • Demonstrate mastery of the objectives in this unit.
<p>Unit 2: Voices of an Emerging Nation Lesson 1: Introduction Lesson 2: Writings of Benjamin Franklin Lesson 3: Writings of Thomas Paine</p>	<p>RI.11-12.1 RI.11-12.2 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.11-12.9.a W.11-12.9.b L.11-12.4.c L.11-12.4.d</p>	<ul style="list-style-type: none"> • Analyze and evaluate the logic and use of evidence in an author's argument. • Analyze the philosophical arguments presented in literary works. • Recognize the characteristics of various forms of literature. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Analyze theme. • Analyze the relationship between a literary work and its historical period and cultural influences. • Analyze point of view and voice. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument. • Recognize logical, deceptive, and/or faulty modes of persuasion in texts.

		<ul style="list-style-type: none"> • Use general printed reference materials to find information about a word. • Use general digital reference materials to find information about a word. • Predict the meaning of a word or phrase. • Compare the predicted meaning of a word or phrase to the actual definition. • Determine the meaning of words and phrases as they are used in an informational text. • Describe how an author of an informational text uses a key term and refines the meaning over the course of the text. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 2: Voices of an Emerging Nation Lesson 4: The Declaration of Independence</p>	<p>RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 W.11-12.9.a W.11-12.9.b L.11-12.4.c L.11-12.4.d L.11-12.5.b</p>	<ul style="list-style-type: none"> • Draw conclusions to determine author intent. • Analyze the features and uses of public documents. • Analyze and evaluate the logic and use of evidence in an author's argument. • Analyze how authors use mood to achieve specific rhetorical or aesthetic purposes. • Analyze the philosophical arguments presented in literary works. • Analyze how authors develop point of view. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Demonstrate understanding and interpretation of nonfiction texts. • Analyze and evaluate style. • Evaluate text organization and content to identify author's purpose. • Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive arguments. • Analyze how authors use style to achieve specific rhetorical purposes. • Analyze significant works of American literature that reflect our major literary periods and traditions. • Evaluate text organization and content to identify an author's purpose. • Demonstrate comprehension by identifying evidence. • Predict the meaning of a word or phrase. • Compare the predicted meaning of a word or phrase to the actual definition. • Determine the meaning of words and phrases as they are used in an informational text. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text.

		<ul style="list-style-type: none"> Describe how an author of an informational text uses a key term and refines the meaning over the course of the text. Use specialized printed reference materials to find information about a word. Use specialized digital reference materials to find information about a word. Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 2: Voices of an Emerging Nation Lesson 5: Writings of Olaudah Equiano and Phyllis Wheatley</p>	<p>RL.11-12.9 RI.11-12.1 RI.11-12.10</p>	<ul style="list-style-type: none"> Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Use strategies to comprehend first-person historical documents. Compare and contrast themes within and across texts. Evaluate text organization and content to identify an author's purpose. Evaluate an author's implicit and explicit assumptions and beliefs about a subject. Interpret imagery. Interpret allusion. Analyze and compare style and language across cross-cultural works. Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 2: Voices of an Emerging Nation Lesson 6: Discuss: How Have Voices Changed? Lesson 7: Your Choice Lesson 8: "The Star-Spangled Banner" Lesson 9: Unit Review Lesson 10: Unit Test</p>	<p>RI.11-12.1 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 SL.11-12.1.c SL.11-12.1.d</p>	<ul style="list-style-type: none"> Contrast the major periods, themes, styles, forms, characteristics, and trends of American literature. Analyze the philosophical arguments presented in literary works. Draw conclusions from information gathered. Make reasonable assertions about an author's argument and support them with elements of the text. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Interpret imagery. Analyze how authors use mood and style to achieve specific rhetorical or aesthetic purposes. Analyze symbolism. Analyze and evaluate tone. Demonstrate understanding and interpretation of texts. Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 3: Critical Skills Practice 1 Lesson 1: Introduction Lesson 2: Critical Reading Skills – Passage-Based Questions Lesson 3: Critical Reading Skills – Sentence Completion Questions</p>	<p>RL.11-12.1 RL.11-12.6 RI.11-12.1 RI.11-12.6 RI.11-12.8 L.11-12.1.a</p>	<ul style="list-style-type: none"> Review critical reading skills, writing skills, and language skills. Demonstrate understanding and interpretation of fiction and nonfiction texts. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

<p>Lesson 4: Writing Skills – Responding to Prompts</p>	<p>L.11-12.4.a L.11-12.4.b L.11-12.6 W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10</p>	<ul style="list-style-type: none"> ● Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. ● Compare and contrast readings on the same topic. ● Evaluate your responses by comparing your work to the self-check answers. ● Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. ● Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. ● Evaluate the effectiveness of a text in relation to its purpose. ● Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. ● Plan a multiparagraph essay.
<p>Unit 3: Critical Skills Practice 1 Lesson 5: Writing Skills – Identifying Errors and Improving Writing Lesson 6: Unit Test</p>	<p>RI.11-12.1 W.11-12.1.a W.11-12.1.b W.11-12.1.c L.11-12.2.b</p>	<ul style="list-style-type: none"> ● Identify patterns of word changes that indicate different meanings or parts of speech. ● Correctly use patterns of word changes that indicate different meanings or parts of speech. ● Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. ● Edit writing using the conventions of language. ● Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage. ● Spell all words correctly. ● Use capital letters correctly. ● Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). ● Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. ● Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative). ● Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 4: Creating an American Mythology Lesson 1: Creating an American Mythology Introduction Lesson 2: Read “Rip Van Winkle” Lesson 3: Analyze “Rip Van Winkle”</p>	<p>RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.9 RL.11-12.10</p>	<ul style="list-style-type: none"> ● Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. ● Read and respond to nonfiction and fiction, including poetry and drama.

<p>Lesson 4: Your Choice Lesson 5: "Old Ironsides" Lesson 6: "The Village Blacksmith" Lesson 7: Unit Review and Essay Writing Lesson 8: Unit Test</p>	<p>RI.11-12.2 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.11-12.5 W.11-12.10</p>	<ul style="list-style-type: none"> • Analyze the influence of mythic, traditional, or classical literature on American fiction. • Analyze the relationship between a literary work and its historical period and cultural influences. • Compare and contrast themes within and across texts. • Analyze and evaluate the use of literary elements. • Interpret figurative language. • Analyze significant works of American literature that reflect its major literary periods and traditions. • Analyze ways in which authors use archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. • Write responses to literature that interpret, analyze, evaluate, or reflect on a work's imagery, language, or universal themes, or the author's style. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 5: The American Renaissance Lesson 1: Introduction to the American Renaissance Lesson 2: Poetry of Ralph Waldo Emerson Lesson 3: "Self-Reliance" Lesson 4: Discuss: Applying Emerson's Ideals Lesson 5: Read <i>Walden</i> Lesson 6: Analyze <i>Walden</i> Lesson 7: "The Raven" Lesson 8: Your Choice Lesson 9: Read "The Birthmark" Lesson 10: Analyze "The Birthmark" Lesson 11: <i>Moby-Dick</i>, Session 1 Lesson 12: <i>Moby-Dick</i>, Session 2 Lesson 13: Your Choice Lesson 14: The American Renaissance Mid-Unit Test</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.9 RI.11-12.3 RI.11-12.5 RI.11-12.6 SL.11-12.1.a SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d</p>	<ul style="list-style-type: none"> • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period on character, plot, and setting. • Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Analyze significant works of American literature that reflect our major literary periods and traditions. • Interpret figurative language. • Analyze how authors develop style. • Explain and analyze how authors use elements of nonfiction to achieve purposes. • Identify recurrent themes in the literature of the United States. • Analyze the characteristics of American literature of the Romantic period. • Read, respond to, and interpret works of fiction and nonfiction, including poetry. • Compare and contrast themes within and across texts. • Connect information and events in text to experience, current events, historical contexts, and related text and sources. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Explain how rhythm, repetition, meter, rhyme scheme, word choice, punctuation, and other poetic elements enhance the meaning of poetry. • Analyze characteristics of allegory.

		<ul style="list-style-type: none"> • Compare and contrast motivations and reactions of literary characters facing similar conflicts. • Analyze how authors develop point of view. • Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 5: The American Renaissance Lesson 15: Poetry of Walt Whitman, Session 1 Lesson 16: Poetry of Walt Whitman, Session 2 Lesson 17: Poetry of Walt Whitman, Session 3 Lesson 18: Discuss: Innovation Then & Now Lesson 19: Poetry of Emily Dickinson, Session 1 Lesson 20: Poetry of Emily Dickinson, Session 2 Lesson 21: Your Choice Lesson 22: The American Renaissance Unit Test</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.9 RL.11-12.10 L.11-12.5.a</p>	<ul style="list-style-type: none"> • Analyze significant works of American literature that reflect major literary periods and traditions. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Analyze characteristics of poetry, including poetic form and structure. • Analyze how authors develop style. • Identify recurrent themes in the literature of the United States. • Analyze the characteristics of American literature of the Romantic period. • Read, respond to, and interpret works of fiction and nonfiction, including poetry. • Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. • Explain how rhythm, repetition, meter, rhyme scheme, word choice, punctuation, and other poetic elements enhance the meaning of poetry. • Analyze significant works of American literature that reflect major literary periods and traditions. • Interpret figurative language. • Evaluate your responses by comparing your work to the self-check answers. • Contrast the major periods, themes, styles, forms, characteristics, and trends of American literature. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers.
<p>Unit 6: Literature of Slavery and the Civil War Lesson 1: Introduction to the Literature of Slavery and the Civil War Lesson 2: Analyze Three Spirituals Lesson 3: Analyze <i>Narrative of the Life of Frederick Douglass</i> Lesson 4: Read and Analyze "The Gettysburg Address" Lesson 5: Poetry of Walt Whitman, Session 1 Lesson 6: Poetry of Walt Whitman, Session 2</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.11-12.8 RI.11-12.9 RL.11-12.5 W.11-12.1 W.11-12.7 W.11-12.9.a W.11-12.9.b W.11-12.10 SL.11-12.2 SL.11-12.3</p>	<ul style="list-style-type: none"> • Analyze the relationship between a literary work and its historical period and cultural influences. • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period on character, plot, and setting. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Compare and contrast themes within and across texts. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Explain and analyze how authors use elements of nonfiction to achieve purposes. • Interpret figurative language.

	SL.11-12.4 SL.11-12.5	<ul style="list-style-type: none">• Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices.• Analyze significant works of American literature that reflect major literary periods and traditions.• Identify recurrent themes in the literature of the United States.• Make inferences and draw conclusions.• Understand literary forms and terms.• Analyze the melodies of literary language, including the use of evocative words and rhythms.• Read, respond to, and interpret works of fiction and nonfiction, including poetry.• Use strategies to comprehend essays, speeches, autobiographies, and first-person historical documents.• Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality and credibility of the work.• Ask and answer questions that probe reasoning and evidence presented in a discussion.• Monitor discussions to ensure a full range of positions on a topic have been heard.• Appraise ideas and conclusions that others present during a discussion and respond to them by clarifying, verifying, or challenging.• Elicit divergent and creative perspectives during discussions.• Assess diverse perspectives and respond to them thoughtfully during discussions.• Synthesize comments, claims, and evidence made on all sides of an issue during a discussion.• Identify contradictions raised in a discussion and resolve them when possible.• Evaluate the information presented during a discussion and determine if additional information or research is required.• Determine a speaker's point of view or purpose.• Evaluate a speaker's reasoning.• Assess a speaker's use of evidence and rhetoric.• Assess a speaker's stance.• Assess a speaker's premises.• Assess how a speaker links ideas.• Assess a speaker's choice of words.• Assess the points that a speaker emphasizes.• Assess a speaker's tone• Evaluate your responses by comparing your work to the self-check answers.
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<p>Unit 7: Realism, Regionalism and Naturalism</p> <p>Lesson 1: Introduction to Realism, Regionalism, and Naturalism</p> <p>Lesson 2: "The Return of a Private"</p> <p>Lesson 3: Read "The Notorious Jumping Frog of Calaveras County"</p> <p>Lesson 4: Analyze "The Notorious Jumping Frog of Calaveras County"</p> <p>Lesson 5: Your Choice</p> <p>Lesson 6: Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"</p> <p>Analyze "I Will Fight No More Forever" and The School Days of an Indian Girl</p> <p>Lesson 8: Poetry of Stephen Crane</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RL.11-12.6</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p> <p>RI.11-12.1</p>	<ul style="list-style-type: none"> Analyze significant works of American literature that represent its major literary periods and reflect literary traditions. Draw conclusions to determine author intent. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Compare and contrast themes within and across texts. Interpret figurative language. Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. Explain and analyze how authors use elements of nonfiction to achieve purposes. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Use strategies to comprehend essays, speeches, autobiographies, and first-person historical documents. Analyze the characteristics of various literary periods. Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality and credibility of the work. Make inferences by synthesizing concepts from a single text. Explain how an author's use of techniques such as satire, sarcasm, irony, or understatement reveals the author's intent in a literary work. Analyze the author's intent in a literary text. Evaluate your responses by comparing your work to the self-check answers.
<p>Lesson 9: Discuss: The Many Voices of American Literature</p> <p>Lesson 9: Unit Review</p> <p>Lesson 10: Unit Test</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RL.11-12.9</p> <p>RI.11-12.1</p> <p>SL.11-12.1.a.</p> <p>SL.11-12.1.b</p> <p>SL.11-12.1.c</p> <p>SL.11-12.1.d</p>	<ul style="list-style-type: none"> Analyze significant works of American literature that represent its major literary periods and reflect literary traditions. Draw conclusions to determine author intent. Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Compare and contrast themes within and across texts. Interpret figurative language. Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. Explain and analyze how authors use elements of nonfiction to achieve purposes. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Use strategies to comprehend essays, speeches, autobiographies, and first-person historical documents.

		<ul style="list-style-type: none"> Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality and credibility of the work. Analyze the characteristics of various literary periods. Make inferences by synthesizing concepts from a single text. Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 8: The Great Gatsby (can be substituted with <i>The Red Badge of Courage</i>)</p> <p>Lesson 1: The Great Gatsby, Session 1</p> <p>Lesson 2: The Great Gatsby, Session 2</p> <p>Lesson 3: The Great Gatsby, Session 3</p> <p>Lesson 4: The Great Gatsby, Session 4</p> <p>Lesson 5: The Great Gatsby, Session 5, Discussion</p> <p>Lesson 6: The Great Gatsby, Session 6</p> <p>Lesson 7: The Great Gatsby, Session 7</p> <p>Lesson 8: Your Choice</p> <p>Lesson 9: Unit Review</p> <p>Lesson 10: Unit Test</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RL.11-12.5</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>W.11-12.1.a</p> <p>W.11-12.1.b</p> <p>W.11-12.1.c</p> <p>W.11-12.1.d</p> <p>W.11-12.1.e</p> <p>W.11-12.4</p> <p>W.11-12.10</p>	<ul style="list-style-type: none"> Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. Analyze the characteristics of modernist literature. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period on character, plot, and setting. Contrast the major periods, themes, styles, forms, characteristics, and trends of American literature. Identify recurrent themes in the literature of the United States. Evaluate your responses by comparing your work to the self-check answers. Read, respond to, and interpret works of fiction and nonfiction, including poetry. Write responses to literature that interpret, analyze, evaluate, or reflect on a work's imagery, language, or universal themes or the author's style. Compare and contrast motivations and reactions of literary characters facing similar conflicts. Compare and contrast themes within and across texts. Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. Analyze significant works of American literature that reflect major literary periods and traditions. Identify recurrent themes in the literature of the United States Identify and interpret symbolism. Analyze how authors develop point of view. Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. Interpret figurative language. Explain how multiple themes or central ideas develop over the course of a literary text. Analyze how multiple themes or central ideas interact to contribute to the overall complexity and meaning of a literary work.

<p>Unit 9: Critical Skills Practice 2 Lesson 1: Reading Skills—Comprehension and Analysis</p>	<p>RL.11-12.9 RL.11-12.10 RI.11-12.1 RI.11-12.4 RI.11-12.7 RI.11-12.10 L.11-12.4.a</p>	<ul style="list-style-type: none"> • Demonstrate understanding and interpretation of fiction and nonfiction texts. • Make relevant inferences by synthesizing concepts and ideas from a single reading selection. • Use context to determine the meanings of words. • Compare and contrast readings on the same topic. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 9: Critical Skills Practice 2 Lesson 2: Reading Skills—Vocabulary Analysis</p>	<p>RI.11-12.4 L.11-12.4.a L.11-12.6</p>	<ul style="list-style-type: none"> • Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. • Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 9: Critical Skills Practice 2 Lesson 3: Writing Skills—Identifying Errors and Improving Writing</p>	<p>RI.11-12.5 L.11-12.1.a L.11-12.2 L.11-12.2.b L.11-12.3.a L.11-12.4.a L.11-12.5</p>	<ul style="list-style-type: none"> • Distinguish between standard and nonstandard English. • Distinguish between logical and illogical comparisons. • Use other and else in comparisons. • Apply the understanding that usage is sometimes contested. • Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. • Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. • Edit writing using the conventions of language. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Evaluate your responses by comparing your work to the self-check answers.
<p>Unit 9: Critical Skills Practice 2 Lesson 4: Writing Skills—Responding to a Prompt Lesson 5: Unit Test</p>	<p>RI.11-12.6 RI.11-12.8 W.11-12.1.a W.11-12.1.b W.11-12.1.c W.11-12.4</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of a text in relation to its purpose. • Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. • Plan a multiparagraph essay.

	<p>W.11-12.5 W.11-12.10</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
<p>Unit 10: Semester Review and Test Lesson 1: Your Choice Lesson 2: Your Choice Lesson 3: Semester Review, Session 1 Lesson 4: Semester Review, Session 2 Lesson 5: Semester Test</p>	<p>RL.11-12.1 RL.11-12.4 RL.11-12.10 RI.11-12.10</p>	<ul style="list-style-type: none"> • Demonstrate mastery of the objectives covered in this semester's units. • Demonstrate understanding and interpretation of texts. • Analyze literary elements in the selections. • Evaluate your responses by comparing your work to the self-check answers. • Review and practice critical skills in reading and writing.