

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000- Washakie County School District No.1

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| Program Name | Washakie #1 Online | Content Area | LA |
| Course ID | W01003G0.5068 | Grade Level | 11 |
| Course Name | WOL-English IIIB | # of Credits | 0.5 |
| SCED Code | 01003G0.5068 | 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

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| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
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| 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.) |
| 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. |

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| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| 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. |
| 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. |

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| 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 | Assessed first semester in English IIIa. |
| SL.11-12.1.b | Assessed first semester in English IIIa. |
| SL.11-12.1.c | Assessed first semester in English IIIa. |
| SL.11-12.1.d | Assessed first semester in English IIIa. |
| 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, |

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| | 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 | Assessed first semester in English IIIa. |
| 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 | Assessed in first semester in English IIIa. |
| L.11-12.4.c | Assessed in first semester in English IIIa. |
| L.11-12.4.d | Assessed in first semester in English IIIa. |
| 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 | Assessed in first semester in English IIIa. |
| 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: Poetry of the Modern Period Lesson 1: Semester Introduction Lesson 2: Introduction Lesson 3: "Mr. Flood's Party" Lesson 4: The Poetry of Carl Sandburg Lesson 5: The Poetry of Robert Frost Lesson 6: Introduction to Imagism Lesson 7: The Poetry of William Carlos Williams Lesson 8: "anyone lived in a pretty how town" Lesson 9: Unit Review Lesson 10: Discussion | RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.9 RL.11-12.10 L.11-12.5 | <ul style="list-style-type: none"> • Review the content and structure of the American Literature course. • Make inferences and draw conclusions. • Identify and interpret symbolism. • Read, respond to, and interpret works of fiction and nonfiction, including poetry. • Compare and contrast themes within and across texts. • Understand literary forms and terms. • Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Interpret figurative language. • Analyze the melodies of literary language, including the use of evocative words and rhythms. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Analyze how authors develop point of view • Identify recurrent themes in the literature of the United States. • Analyze the relationship between a literary work and its historical period and cultural influences. • Analyze significant works of American literature that reflect major literary periods and traditions. • 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. • Read and respond to nonfiction and fiction, including poetry and drama. • Evaluate your responses by comparing your work to the self-check answers. • Compare and contrast motivations and reactions of literary characters facing similar conflicts. |
| Unit 2: Planning a Research Paper Lesson 1: Plan the Paper Lesson 2: Choose a Topic Lesson 3: Research and Take Notes, Session 1 Research and Take Notes, Session 2 Lesson 6: Develop an Outline | RI.11-12.1 RI.11-12.7 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 | <ul style="list-style-type: none"> • Respond to a research paper as a reader. • Analyze the writer's craft. • Write a research paper. • 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. |

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| | W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.10 SL.11-12.2 SL.11-12.5 L.11-12.3.a | <ul style="list-style-type: none"> • 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. • Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text. • Use general academic and domain-specific words and phrases accurately when writing and speaking. • Use varied syntax to link the sections of a text and create cohesion in an informative or explanatory text. • Use varied syntax to clarify relationships among complex ideas and concepts in an informative or explanatory text. • Brainstorm topics for a research paper. • Choose a topic for a research paper. • Narrow the topic. • Use the library for research. • Use the Internet for research. • Evaluate sources of information. • Take notes for a research paper. • Recognize plagiarism and how to avoid it. • Organize notes. • Create a formal outline. |
| Unit 3: Poetry of the Harlem Renaissance Lesson 1: Introduction Lesson 2: Poetry of Paul Laurence Dunbar Lesson 3: Poetry of Langston Hughes Lesson 4: Discuss: Freedom and Identity Lesson 6: Other Influential Poets Lesson 7: Unit Review | 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.11-12.5 | <ul style="list-style-type: none"> • Analyze the characteristics of various literary periods. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period on character, plot, and setting. • Identify major historical developments of language and literature in America from 1900 to the present, including relationships to place and time, changes in the American lexicon as a result of the Industrial Revolution, chronology, genre, and style. • Analyze significant works of American literature that reflect our major literary periods and traditions. • Analyze how authors develop style. • Analyze how authors develop point of view. • Identify recurrent themes in the literature of the United States. • Contrast the major periods, themes, styles, forms, characteristics, and trends of American literature. • Read, respond to, and interpret works of fiction and nonfiction, including poetry. |

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| | | <ul style="list-style-type: none"> • Read fluently from a variety of genres. • Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. • Interpret figurative language. • Analyze and evaluate in poetry the appropriateness of diction and figurative language, such as irony, understatement, overstatement, paradox, and controlling images. • 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 the following elements enhance the meaning of poetry: rhythm; repetition, alliteration, consonance, assonance, meter, rhyme scheme, line length, punctuation, word position. |
| Unit 4: Drafting a Research Paper Lesson 1: Begin Your Draft Lesson 2: Use Citations Properly Lesson 3: Continue to Draft Lesson 4: Complete Your Draft | RI.11-12.1 SL.11-12.2 L.11-12.3.a 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 | <ul style="list-style-type: none"> • Use language, tone, and voice appropriate for the purpose and audience. • Write a research paper. • Write an introduction that has a thesis statement. • Write body paragraphs that support the thesis with facts and quotations from research. • Write a conclusion that restates the thesis in different words. • Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text. • Use precise language and domain-specific vocabulary to manage the complexity of the topic in an informative or explanatory text. • Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic in an informative or explanatory text. • Use transitions to connect ideas. • Use correct grammar, usage, and mechanics. • Use in-text citations and create a Works Cited page. • Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. • Design and add formatting, graphics, and multimedia when necessary to aid comprehension of informative or explanatory text. |
| Unit 5: Critical Skills Practice 3 Lesson 1: Introduction | RL.11-12.10 RI.11-12.1 | <ul style="list-style-type: none"> • Review critical reading skills, writing skills, and language skills. |

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| <p>Lesson 2: Reading Skills-Comprehension and Analysis</p> <p>Lesson 3: Reading Skills-Vocabulary Analysis</p> <p>Lesson 4: Writing Skills—Identifying Errors and Improving Writing</p> <p>Lesson 5: Writing Skills-Responding to a Prompt</p> | <p>RI.11-12.2</p> <p>RI.11-12.4</p> <p>RI.11-12.7</p> <p>RI.11-12.10</p> <p>L.11-12.1.a</p> <p>L.11-12.1.b</p> <p>L.11-12.2.b</p> <p>L.11-12.4.a</p> | <ul style="list-style-type: none"> • Make relevant inferences by synthesizing concepts and ideas from a single reading selection. • Compare and contrast readings on the same topic. • Use context to determine the meanings of words. • Read, respond to, and interpret works of fiction and nonfiction, including poetry. • Evaluate your responses by comparing your work to the self-check answers. • Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. • Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. • Recognize and use idioms correctly. • Recognize and use exact and appropriate words in sentences. • Recognize and use exact words in sentences. • 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 the effectiveness of a text in relation to its purpose. • Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. • Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. • Plan a multiparagraph essay. |

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| Unit 6: Finalizing a Research Paper Revise and Polish Lesson 1: Revise Your Paper Lesson 3: Revise and Polish | L.11-12.2.b L.11-12.3.a 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 | <ul style="list-style-type: none"> • Revise a research paper. • Write an introduction that has a thesis statement. • Write body paragraphs that support the thesis with facts and quotations from research. • Write a conclusion that restates the thesis in different words. • Use language, tone, and voice appropriate for purpose and audience. • Use correct grammar, usage, and mechanics. • Use language, tone, and voice appropriate for the purpose and audience. • Use in-text citations and create a Works Cited page. • Use in-text citations and create a works cited page. |
| Unit 7: The Glass Menagerie Lesson 1: Introduction, Scenes 1-2 Lesson 2: Scenes 3-5, Study Guide Lesson 3: Your Choice Lesson 4: Scenes 6-7 Lesson 5: Discussion/Different Interpretations Lesson 6: Characters Lesson 7: Symbols and Themes Lesson 8: Unit Review | RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.7 RL.11-12.10 W.11-12.1 W.11-12.4 W.11-12.9 W.11-12.10 | <ul style="list-style-type: none"> • Identify recurrent themes in the literature of the United States. • 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. • Analyze the ways in which the traditions, themes, and issues of historical eras influence writers. • Read fluently from a variety of genres. • Identify and analyze types of dramatic literature and conventions and techniques used in each. • Understand literary forms and terms, including author, drama, ballad, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, protagonist, paradox, and analogy. • Write responses to literature that interpret, analyze, evaluate, or reflect on a work's imagery, language, universal themes, or style. • Analyze and evaluate the use of literary elements, including characterization, plot, setting, theme, mood, point of view, and sound devices. • Connect information and events in texts to experience, current events, historical contexts, and related texts and sources. • Read, respond to, and interpret works of fiction and nonfiction, including poetry and drama. • Analyze significant works of American literature that reflect major literary periods and traditions. • Evaluate your responses by comparing your work to the self-check answers. • Interpret figurative language. • Compare and contrast themes within and across texts. |

| Scope and Sequence | | |
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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
| | | <ul style="list-style-type: none"> • 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. • Compare and contrast multiple productions of a play by an American dramatist. • Evaluate how multiple productions of a play by an American dramatist interpret the source text. • Demonstrate understanding and interpretation of texts |
| Unit 8: Modern Fiction and Nonfiction Lesson 1: Introduction Lesson 2: "A Wagner Matinee" Lesson 3: "In Another Country" Lesson 5: "A Worn Path" Lesson 6: From Black Boy Lesson 7: Discussion Lesson 8: "The Inside Search" Lesson 9: Faulkner's Nobel Prize Acceptance Speech Lesson 10: Unit Review | 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 RI.11-12.1 RI.11-12.3 RI.11-12.6 RI.11-12.10 | <ul style="list-style-type: none"> • Analyze the characteristics of various literary periods. • Make inferences and draw conclusions. • Identify and interpret symbolism. • Read, respond to, and interpret works of fiction and nonfiction including poetry. • 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 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. • Understand literary forms and terms. • Analyze the ways in which the traditions, themes, and issues of historical eras influenced writers. • Identify recurrent themes in the literature of the United States. • Analyze the relationship between a literary work and its historical period and cultural influences. • Analyze significant works of American literature that reflect major literary periods and traditions. • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period on character, plot, and setting. • 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. • Compare and contrast motivations and reactions of literary characters facing similar conflicts. |
| Unit 9: Critical Skills Practice 4 Lesson 1: Reading Skills: Comprehension and Analysis | RL.11-12.1 RI.11-12.1 RI.11-12.2 RI.11-12.4 | <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. |

Scope and Sequence

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
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| <p>Lesson 2: Reading Skills: Vocabulary Analysis</p> <p>Lesson 3: Writing Skills: Identifying Errors and Improving Writing</p> <p>Lesson 4: Writing Skills: Responding to a Prompt</p> | <p>RI.11-12.7</p> <p>RI.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.10</p> <p>SL.11-12.6</p> <p>L.11-12.1.b</p> <p>L.11-12.2.a</p> <p>L.11-12.2.b</p> <p>L.11-12.3.a</p> <p>L.11-12.4.a</p> <p>L.11-12.6</p> | <ul style="list-style-type: none"> • Compare and contrast readings on the same topic. • Use context to determine the meanings of words. • Evaluate your responses by comparing your work to the self-check answers. • Use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words. • Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. • Use references to resolve issues of contested or complex 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). • Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Plan a multiparagraph essay. • Evaluate the effectiveness of a text in relation to its purpose. • Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. • Write in a variety of forms, including business, personal, literary, and persuasive texts for various audiences and purposes. |
| <p>Unit 10: Novel Choice: <i>The House on Mango Street</i></p> <p>Lesson 1: Introduction through “Marin”</p> <p>Lesson 2: Through “First Job”/Chicana Writers/ Introduction to Literary Analysis Essay</p> <p>Lesson 3: Through “Minerva Writes Poems”/ Latino Culture</p> <p>Lesson 4: Finish Novella/ Chicano Literature</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.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.10</p> | <ul style="list-style-type: none"> • Identify and interpret symbolism. • 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. • Compare and contrast themes within and across texts. • Analyze the characteristics of various literary periods. |

Scope and Sequence

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
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| Lesson 5: Discussion/ Essay Reminder Lesson 6: Planning a Literary Analysis Lesson 7: Writing a Literary Analysis Lesson 8: Your Choice Lesson 9: Unit Review/ Drafting and Revising Lesson 10: Unit Test | | <ul style="list-style-type: none"> • Analyze significant works of American literature that reflect major literary periods and traditions. • Interpret figurative language. • Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes. • Analyze how authors develop style. • 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. • Compare and contrast motivations and reactions of literary characters facing similar conflicts. • Write responses to literature that interpret, analyze, evaluate, or reflect on a work's imagery, language, universal themes, or style. • Evaluate your responses by comparing your work to the self-check answers. |
| Unit 11: Contemporary Voices Lesson 1: Introduction Lesson 2: Kennedy's Inaugural Address Lesson 3: Contemporary Poets Lesson 4: Richard Rodriguez Lesson 6: Amy Tan Lesson 7: Julia Alvarez Lesson 8: Suzan Shown Harjo Lesson 9: Discussion Lesson 10: Your Voice, Session 1 Lesson 12: Your Voice, Session 2 | 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.11-12.2 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.11-12.3 W.11-12.4 W.11-12.9.a W.11-12.9.b W.11-12.10 SL.11-12.3 L.11-12.5 L.11-12.5.b | <ul style="list-style-type: none"> • Read, respond to, and interpret works of fiction and nonfiction, including poetry. • 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. • Connect information and events in text to experience, current events, historical contexts, and related text and sources. • Analyze the ways in which the traditions, themes, and issues of historical eras influence writers. • Evaluate the philosophical, political, religious, ethical, and social influences of historical periods on character, plot, and setting. • Evaluate ways in which the main idea of a text represents a view of or comment on life. • Analyze and evaluate the logic and use of evidence in an author's argument. • Analyze significant works of American literature that represent its major literary periods and reflect American literary traditions. • Write expressive compositions. • Write fictional, autobiographical, or biographical narratives using logical sequence of events, specific settings, concrete sensory details, and characterization techniques. • Write historical investigative reports. • Write expressive compositions (personal narratives, poetry, songs, dramatic pieces). |

| Scope and Sequence | | |
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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
| | | <ul style="list-style-type: none"> Evaluate your responses by comparing your work to the self-check answers. Analyze the features and uses of public documents, such as policy statements, speeches, debates, and newspaper editorials. Analyze and evaluate in poetry the appropriateness of diction and figurative language, such as irony, understatement, overstatement, paradox, and controlling images. Explain how literary elements enhance the meaning and effect of poetry. Evaluate the credibility of information sources, including how the writer's motivation may affect credibility. Evaluate ways in which the main idea of a text, including consumer, workplace, public, and historical documents, represents a view of or comment on life. Contrast the major periods, themes, styles, forms, characteristics, and trends of American literature. |
| Unit 12: Practical Writing Lesson 1: Introduction to the Personal Statement Lesson 2: Plan a Personal Statement Lesson 3: Draft a Personal Statement Lesson 4: Revise and Proofread | 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 | <ul style="list-style-type: none"> Respond as a reader to a personal statement. Analyze the writer's craft. Respond as a writer to a personal statement. Plan a personal statement. Choose supporting evidence. Develop a thesis. Create an informal outline. Write a personal statement that responds to a prompt. Write a personal statement that has an implied or an explicit thesis. Develop the essay with a beginning that includes a hook, a middle that provides details, and an ending that ties up the ideas. Use tone, language, voice, and word choice appropriate for a personal statement. Vary sentence beginnings, length, and structure. Use complete sentences and correct grammar, usage, and mechanics. |
| Unit 13: Semester Review and Test | RL.11-12.1 RL.11-12.4 RL.11-12.10 RI.11-12.10 | <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. |