



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	Fully covered in English IIIa and English IIIb.
RI.11-12.9	Fully covered in English IIIa and English IIIb.
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 in semester 1 English IVa.
W.11-12.2.a	Assessed in semester 1 English IVa.
W.11-12.2.b	Assessed in semester 1 English IVa.
W.11-12.2.c	Assessed in semester 1 English IVa.
W.11-12.2.d	Assessed in semester 1 English IVa.
W.11-12.2.e	Assessed in semester 1 English IVa.
W.11-12.2.f	Assessed in semester 1 English IVa.
W.11-12.3	Assessed in semester 1 English IVa.
W.11-12.3.a	Assessed in semester 1 English IVa.
W.11-12.3.b	Assessed in semester 1 English IVa.
W.11-12.3.c	Assessed in semester 1 English IVa.
W.11-12.3.d	Assessed in semester 1 English IVa.

W.11-12.3.e	Assessed in semester 1 English IVa.
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	Assessed in semester 1 English IVa.
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.
SL.11-12.2	Assessed in semester 1 English IVa.
SL.11-12.3	Assessed in semester 1 English IVa.
SL.11-12.4	Assessed in semester 1 English IVa.
SL.11-12.5	Assessed in semester 1 English IVa.

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	Assessed in semester 1 English IVa.
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 semester 1 English IVa.
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 semester 1 English IVa.
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
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<p>Unit 1: Romantic Poetry</p> <p>Lesson 1: British and World Literature – Course Introduction</p> <p>Lesson 2: Introduction to Romanticism</p> <p>Lesson 3: Read Two Poems by William Wordsworth</p> <p>Lesson 4: Analyze Two Poems by William Wordsworth</p>	<p>RL.11-12.2</p> <p>RL.11-12.4</p> <p>RL.11-12.5</p> <p>RL.11-12.10</p> <p>L.11-12.4.c</p> <p>L.11-12.4.d</p> <p>L.11-12.6</p>	<ul style="list-style-type: none"> <li>● Review the content and structure of the British and World Literature course.</li> <li>● Explain how literary works and authors relate to the major themes and issues of their eras.</li> <li>● Recognize distinctive elements of Romantic poetry.</li> <li>● Extend your knowledge of a topic through research.</li> </ul>
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Lesson 5: Read "Kubla Khan"

Lesson 6: "Analyze Kubla Khan"

Lesson 7: Read Poems by Lord Byron

Lesson 8: Analyze Poems by Lord Byron

Lesson 9: Read "Ode to the West Wind"

Lesson 10: Analyze "Ode to the West Wind"

Lesson 11: Read Two Poems by John Keats

Lesson 12: Analyze Two Poems by John Keats

Lesson 13: Discuss: In Praise of Imagination

Lesson 14: Your Choice

- Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.
- Identify and explain the use of poetic elements to enhance meaning and effect.
- Interpret a variety of texts by identifying and examining literary elements.
- Recognize the structure and elements of poetry.
- Use a full range of strategies to comprehend fiction and nonfiction.
- Analyze distinctive elements of Romantic poetry.
- Analyze the use of figurative language in Romantic poetry.
- Recognize and analyze authors' strategies.
- Recall major events and main ideas from reading.
- Identify major themes in a literary work.
- Use graphic organizers in order to clarify the meaning of the text.
- Recognize poetic elements in "Lines Written in Early Spring."
- Make inferences and draw conclusions about the structure and elements of poetry.
- Examine how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.
- Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.
- Analyze the ways poetic elements achieve specific rhetorical and/or aesthetic purposes.
- Identify distinctive elements of Romantic poetry.
- Recognize poetic elements in poems by Lord Byron.
- Compare the effectiveness of literary elements used by one or more authors in similar genres.
- Evaluate your responses by comparing your work to the self-check answers.
- Analyze the use of figurative language in "Ode to the West Wind."
- Recognize types of figurative language.
- Interpret major themes in a literary work.
- Recognize poetic elements in "La Belle Dame sans Merci: A Ballad" and "Ode on Melancholy."
- Interpret the literary elements in "La Belle Dame sans Merci" and discuss the overall effect.
- Connect information and events in text to personal experience and to related text and sources.

<p>Unit 2: Critical Skills Practice 3</p> <p>Lesson 1: Introduction</p> <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, Session 1</p> <p>Lesson 6: Writing Skills: Responding to a Prompt, Session 2</p> <p>Lesson 7: Your Choice</p> <p>Lesson 8: Unit Test</p>	<p>RI.11-12.5</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.11-12.7</p> <p>W.11-12.10</p> <p>L.11-12.1.a</p> <p>L.11-12.2.b</p> <p>L.11-12.4.a</p> <p>L.11-12.6</p>	<ul style="list-style-type: none"> <li>● Review critical reading skills, writing skills, and language skills.</li> <li>● Analyze the ways in which meaning is affected by structure and word choice in expository texts.</li> <li>● Recognize and use idioms correctly.</li> <li>● Recognize and use exact and appropriate words in sentences.</li> <li>● Recognize and use exact words in sentences.</li> <li>● Use a full range of strategies to comprehend fiction and nonfiction.</li> <li>● Define and use new words by studying their relationship to other words.</li> <li>● Evaluate your responses by comparing your work to the self-check answers.</li> <li>● Determine word meaning by analyzing the context in which a word is used.</li> <li>● Analyze context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</li> <li>● Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast, and cause and effect to advance word study.</li> <li>● Use roots and affixes to infer word meaning.</li> <li>● Critique functional documents and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings, and visual appeal.</li> <li>● Demonstrate control of grammar and an understanding of English usage in writing and speaking.</li> <li>● Identify and correct problems with grammar and usage in writing and speaking.</li> <li>● Demonstrate control of paragraph and sentence structure.</li> <li>● Recognize grammar and usage conventions and apply them to writing and speaking.</li> <li>● Evaluate writing and speaking (own and others') for correct grammar and usage.</li> <li>● Use correct capitalization in writing.</li> <li>● Identify words and phrases that should be capitalized in writing samples.</li> <li>● Find and correct words and phrases that have improper capitalization.</li> <li>● Determine the purpose of an intended piece of writing.</li> <li>● Produce legible work that shows accurate spelling.</li> <li>● Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</li> </ul>
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<p>Unit 3: Novel Choice 1</p> <p>Lesson 1: <i>Hard Times</i>, Session 1</p> <p>Lesson 1: <i>Pride and Prejudice</i>, Session 1</p> <p>Lesson 2: <i>Hard Times</i>, Session 2</p> <p>Lesson 2: <i>Pride and Prejudice</i>, Session 2</p> <p>Lesson 3: <i>Hard Times</i>, Session 3</p> <p>Lesson 3: <i>Pride and Prejudice</i>, Session 3</p> <p>Lesson 4: <i>Hard Times</i>, Session 4</p> <p>Lesson 4: <i>Pride and Prejudice</i>, Session 4</p> <p>Lesson 5: <i>Hard Times</i>, Session 5, Discuss</p> <p>Lesson 5: <i>Pride and Prejudice</i>, Session 5, Discuss</p> <p>Lesson 6: <i>Hard Times</i>, Session 6</p> <p>Lesson 6: <i>Pride and Prejudice</i>, Session 6</p> <p>Lesson 7: <i>Hard Times</i>, Session 7</p> <p>Lesson 7: <i>Pride and Prejudice</i>, Session 7</p> <p>Lesson 8: Your Choice</p> <p>Lesson 8: Your Choice</p> <p>Lesson 9: Unit Review</p> <p>Lesson 9: Unit Review</p> <p>Lesson 10: Unit Test</p> <p>Lesson 10: Unit Test</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.6</p> <p>RL.11-12.10</p> <p>RI.11-12.2</p> <p>RI.11-12.4</p> <p>RI.11-12.10</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.11-12.9.a</p> <p>W.11-12.10</p> <p>L.11-12.5.b</p>	<ul style="list-style-type: none"> <li>● Explain how literary works and authors relate to the major themes and issues of their eras.</li> <li>● Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</li> <li>● Interpret a variety of texts by identifying and examining literary elements.</li> <li>● Identify major themes in a literary work.</li> <li>● Analyze distinctive elements of a variety of literary forms and types.</li> <li>● Identify subgenres such as satire in literature.</li> <li>● Use a full range of strategies to comprehend fiction and nonfiction.</li> <li>● Summarize major events and main ideas from reading.</li> <li>● Find examples in text that reveal qualities of a specific character.</li> <li>● Recognize distinctive elements in <i>Pride and Prejudice</i>.</li> <li>● Evaluate your responses by comparing your work to the self-check answers.</li> <li>● Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</li> <li>● Use textual evidence to draw conclusions about a character.</li> <li>● Recall major events and main ideas from reading.</li> <li>● Compare and contrast motivations, and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</li> <li>● Analyze variations of universal themes in literary texts.</li> <li>● Connect information and events in text to personal experience and to related text and sources.</li> <li>● Write responses to literature.</li> <li>● Analyze how complex plot structures and devices function and advance the action in a work of fiction.</li> </ul>

		<ul style="list-style-type: none"> <li>● Evaluate the use of satire in <i>Pride and Prejudice</i>.</li> <li>● Use prewriting strategies (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) to prepare for writing.</li> <li>● Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for the literary essay.</li> <li>● Interpret major themes in a literary work.</li> <li>● Explain how characterization and plot relate to the theme of <i>Pride and Prejudice</i>.</li> <li>● Organize ideas in writing to ensure coherence, logical progression, and support.</li> <li>● Develop complex compositions using a writing process.</li> <li>● Establish a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</li> <li>● Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</li> <li>● Add details to the draft to more effectively accomplish the purpose.</li> <li>● Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</li> <li>● Revise the draft for content and structure based on feedback.</li> <li>● Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</li> <li>● Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency in the draft.</li> </ul>
<p>Unit 4: The Modern Age</p> <p>Lesson 1: Introduction to the Modern Age</p> <p>Lesson 2: Read Two Poems by W.B. Yeats</p> <p>Lesson 3: Analyze Two Poems by W.B. Yeats</p> <p>Lesson 4: Read "The Love Song of J. Alfred Prufrock"</p> <p>Lesson 5: Analyze "The Love Song of J. Alfred Prufrock", Session 1</p> <p>Lesson 6: Analyze "The Love Song of J. Alfred Prufrock", Session 2</p> <p>Lesson 7: Discuss: The Modern Hero</p> <p>Lesson 8: Your Choice</p> <p>Lesson 9: Read "Do Not Go Gentle Into That Good Night"</p> <p>Lesson 10: Analyze "Do Not Go Gentle Into That Good Night"</p> <p>Lesson 11: Read "Eveline"</p> <p>Lesson 12: Analyze "Eveline"</p> <p>Lesson 13: Your Choice</p> <p>Lesson 14: Creative Project, Session 1</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.5</p> <p>RL.11-12.10</p> <p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.5</p> <p>RI.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.10</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> <p>L.11-12.2.b</p> <p>L.11-12.5.a</p>	<ul style="list-style-type: none"> <li>● Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</li> <li>● Identify the characteristics of modernist literature.</li> <li>● Contrast the literary elements in Romantic and modern poetry.</li> <li>● Recognize various points of view that are used in literature.</li> <li>● Recognize distinctive elements of modern poetry and modern fiction.</li> <li>● Relate a literary work to primary source documents of its period or historical setting.</li> <li>● Evaluate your responses by comparing your work to the self-check answers.</li> <li>● Analyze distinctive elements of modern poetry and fiction.</li> <li>● Identify two or more central ideas in an informational text.</li> </ul>

Lesson 15: Creative Project, Session 2  
Lesson 16: Creative Project, Session 3

- 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.
- Identify ambiguities in an informational text, using textual evidence for support.
- Explain ambiguities in an informational text, using textual evidence for support.
- Analyze how an author introduces and develops points in an informational text.
- Explain how an author connects the points made in an informational text.
- Identify a set of ideas or sequence of events being conveyed in an informational text.
- Explain how individuals, ideas, or events interact and develop over the course of an informational text.
- Use a full range of strategies to comprehend fiction and nonfiction.
- Interpret a variety of texts by identifying and examining literary elements.
- Summarize major events and main ideas from reading.
- Extend your knowledge of a topic through research.
- Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in "The Second Coming."
- Explain how Yeats uses archetypes drawn from myth and tradition in "The Second Coming."
- Identify figurative language in "The Second Coming."
- Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in "An Irish Airman Foresees His Death."
- Identify figurative language in "An Irish Airman Foresees His Death."
- Compare and contrast the use of figurative language in different works.
- Compare and contrast works of literature that express a universal theme.
- Analyze how the author's use of figurative language and allusion reveals theme, sets tone, and creates meaning in "The Love Song of J. Alfred Prufrock."
- Examine the traits and characteristics of J. Alfred Prufrock, the speaker in T.S. Eliot's poem.
- Identify the ways in which T.S. Eliot's "The Love Song of J. Alfred Prufrock" adheres to the tenets of modernism.

		<ul style="list-style-type: none"> <li>• Discuss works of fiction by British authors from each major literary period.</li> <li>• Explain how literary works, authors, and characters/figures relate to the major themes and issues of their eras.</li> <li>• Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in "Do Not Go Gentle into That Good Night."</li> <li>• Examine the traits and characteristics of the various types of men referred to in Dylan Thomas's poem.</li> <li>• Identify the ways in which Dylan Thomas's "Do Not Go Gentle into That Good Night" adheres to the tenets of modernism.</li> <li>• Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</li> <li>• Find examples in text that reveal qualities of a specific character.</li> <li>• Use textual evidence to draw conclusions about a character.</li> <li>• Interpret the literary elements in "Eveline" and evaluate their overall effect or impact.</li> <li>• Interpret major themes in a literary work.</li> <li>• Analyze the historical, social, and cultural context of "Eveline."</li> <li>• Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</li> <li>• Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes.</li> <li>• Write poetry that uses a narrative voice, language, and a style appropriate to your audience and purpose.</li> <li>• Explain how elements such as narrative voice, language, and style can achieve specific rhetorical and aesthetic purposes.</li> </ul>
<p>Unit 5: Critical Skills Practice 4</p> <p>Lesson 1: Reading Skills: Comprehension and Analysis</p> <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, Session 1</p> <p>Lesson 5: Writing Skills: Responding to a Prompt, Session 2</p> <p>Lesson 6: Your Choice</p> <p>Lesson 7: Unit Test</p>	<p>RI.11-12.5</p> <p>W.11-12.1.a</p> <p>W.11-12.1.b</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.10</p> <p>L.11-12.1.b</p> <p>L.11-12.2.b</p> <p>L.11-12.4.a</p> <p>L.11-12.5.a</p>	<ul style="list-style-type: none"> <li>• Use a full range of strategies to comprehend fiction and nonfiction.</li> <li>• Recall major events and main ideas from reading.</li> <li>• Make inferences and draw conclusions about the structure and elements of poetry.</li> <li>• Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</li> <li>• Analyze the ways in which meaning is affected by structure and word choice in expository texts.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>● Define and use new words by studying their relationship to other words.</li><li>● Determine word meaning by analyzing the context in which a word is used.</li><li>● Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</li><li>● Analyze British and world literature from a variety of authors for style, significance, audience appeal, cultural significance, and plot structure.</li><li>● Make inferences and draw conclusions about an author's argument.</li><li>● Evaluate your responses by comparing your work to the self-check answers.</li><li>● Extend your knowledge of a topic through research.</li><li>● Apply knowledge of synonyms and antonyms to define words.</li><li>● Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about nuance in word meanings.</li><li>● Use references to resolve issues of contested or complex usage.</li><li>● Identify and correct problems with grammar and usage in writing and speaking.</li><li>● Demonstrate control of paragraph and sentence structure.</li><li>● Produce legible work that shows accurate spelling.</li><li>● Evaluate writing and speaking (own and others') for correct grammar and usage.</li><li>● Use correct capitalization in writing.</li><li>● Recognize grammar and usage conventions and apply to writing and speaking.</li><li>● Use punctuation correctly in writing.</li><li>● Use different types of clauses and phrases correctly in writing.</li><li>● Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of writing.</li><li>● Use correct spelling conventions.</li><li>● Select a focus, structure, and point of view relevant to the purpose, genre, and manuscript requirements.</li><li>● Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout.</li><li>● Organize ideas in writing to ensure coherence, logical progression, and support.</li><li>● Use language that is appropriate, powerful, and clear.</li></ul> |
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		<ul style="list-style-type: none"> <li>• Construct persuasive arguments to support a position.</li> <li>• Determine the purpose of an intended piece of writing.</li> <li>• Establish a controlling idea appropriate to the type of writing.</li> <li>• Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.</li> </ul>
<p>Unit 6: Novel Choice 2</p> <p>Lesson 1: <i>1984</i>, Session 1</p> <p>Lesson 1: <i>Siddhartha</i>, Session 1</p> <p>Lesson 1: <i>Nectar in a Sieve</i>, Session 1</p> <p>Lesson 2: <i>1984</i>, Session 2</p> <p>Lesson 2: <i>Siddhartha</i>, Session 2</p> <p>Lesson 2: <i>Nectar in a Sieve</i>, Session 2</p> <p>Lesson 3: <i>1984</i>, Session 3</p> <p>Lesson 3: <i>Siddhartha</i>, Session 3</p> <p>Lesson 3: <i>Nectar in a Sieve</i>, Session 3</p> <p>Lesson 4: <i>1984</i>, Session 4</p> <p>Lesson 4: <i>Siddhartha</i>, Session 4</p> <p>Lesson 4: <i>Nectar in a Sieve</i>, Session 4</p> <p>Lesson 5: <i>1984</i>, Session 5, Discuss</p> <p>Lesson 5: <i>Siddhartha</i>, Session 5, Discuss</p> <p>Lesson 5: <i>Nectar in a Sieve</i>, Session 5, Discuss</p> <p>Lesson 6: <i>1984</i>, Session 6</p> <p>Lesson 6: <i>Siddhartha</i>, Session 6</p> <p>Lesson 6: <i>Nectar in a Sieve</i>, Session 6</p> <p>Lesson 7: <i>1984</i>, Session 7</p> <p>Lesson 7: <i>Siddhartha</i>, Session 7</p> <p>Lesson 7: <i>Nectar in a Sieve</i>, 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.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.10</p>	<ul style="list-style-type: none"> <li>• Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</li> <li>• Explain how literary works and authors relate to the major themes and issues of their eras.</li> <li>• Identify major themes in a literary work.</li> <li>• Analyze the historical, social, and cultural context of setting of 1984.</li> <li>• Recognize distinctive elements of novels.</li> <li>• Relate a literary work to primary source documents of its period or historical setting.</li> <li>• Identify the symbols in 1984.</li> <li>• Recognize and analyze authors' strategies.</li> <li>• Summarize major events and main ideas from reading.</li> <li>• Find examples in text that reveal qualities of a specific character.</li> <li>• Analyze the use of figurative language.</li> <li>• Extend your knowledge of a topic through research.</li> <li>• Interpret a variety of texts by identifying and examining literary elements.</li> <li>• Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</li> <li>• Evaluate your responses by comparing your work to the self-check answers.</li> <li>• Use a full range of strategies to comprehend fiction and nonfiction.</li> <li>• Connect information and events in text to personal experience and to related text and sources.</li> <li>• Use textual evidence to draw conclusions about a character.</li> <li>• Compare and contrast motivations, and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</li> <li>• Recognize the elements of a literary essay and develop an outline for writing that incorporates these elements.</li> <li>• Compose a clearly stated central idea/thesis statement.</li> </ul>

- Use examples or evidence to support the central idea/thesis.
- Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
- Include a strong beginning or introduction that draws in the reader.
- Determine the most appropriate strategy for organizing supporting paragraphs in a coherent, logical sequence for a literary essay.
- Develop paragraphs that include topic sentences, use effective transitions, and closing sentences.
- Plan a clear, overall structure (e.g., introduction, body, appropriate conclusion) for writing.
- Analyze how authors develop style.
- Analyze how the author's use of figurative language reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works.
- Interpret the use of imagery, language, universal themes, and unique aspects of the text.
- Identify the author's use of stylistic devices and discuss the effects created.
- Interpret major themes in a literary work.
- Make interpretations/explanations that connect life experiences to works of American, British, and world literature.
- Write a first draft.
- Demonstrate a comprehensive understanding of the significant ideas in works or passages by crafting an original thesis and supporting it with examples from the text.
- Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- Use textual excerpts to support an interpretation of a theme in 1984.
- Demonstrate understanding and interpretation of texts.
- Revise draft for content and structure based on feedback.
- Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.
- Add details to the draft to more effectively accomplish the purpose.
- Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.
- Proofread and edit drafts (own and others') to improve conventions of language.

		<ul style="list-style-type: none"> <li>● Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</li> <li>● Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency in the draft.</li> </ul>
<p>Unit 7: Cultures in Conflict</p> <p>Lesson 1: Introduction to Imperialism</p> <p>Lesson 2: Analyze "Shooting an Elephant"</p> <p>Lesson 3: Read "No Witchcraft for Sale"</p> <p>Lesson 4: Analyze "No Witchcraft for Sale"</p> <p>Lesson 5: Discuss: Powerlessness</p> <p>Lesson 6: Your Choice</p> <p>Lesson 7: Read "Marriage Is a Private Affair"</p> <p>Lesson 8: Analyze "Marriage Is a Private Affair"</p> <p>Lesson 9: Read from <i>Nectar in a Sieve</i></p> <p>Lesson 10: Analyze <i>Nectar in a Sieve</i></p> <p>Lesson 11: Unit Review</p> <p>Lesson 12: 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>RL.11-12.6</p> <p>RL.11-12.10</p> <p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.5</p> <p>RI.11-12.6</p> <p>RI.11-12.7</p> <p>RI.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.8</p> <p>W.11-12.9.a</p> <p>W.11-12.9.b</p> <p>W.11-12.10</p> <p>SL.11-12.1.c</p> <p>SL.11-12.1.d</p> <p>SL.11-12.6</p> <p>L.11-12.4.c</p> <p>L.11-12.4.d</p>	<ul style="list-style-type: none"> <li>● Explain how literary works and authors relate to the major themes and issues of their eras.</li> <li>● Relate a literary work to primary source documents of its period or historical setting.</li> <li>● Examine the effect of British imperialism on literature of the twentieth century.</li> <li>● Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.</li> <li>● Interpret a variety of texts by identifying and examining literary elements.</li> <li>● Recognize and analyze authors' strategies.</li> <li>● Analyze the use of figurative language in literary selections.</li> <li>● Analyze the historical, social, and cultural context of setting of various literary works.</li> <li>● Explore the major events, main ideas, characters, and conflicts of a short story.</li> <li>● Extend your knowledge of a topic through research.</li> <li>● Find examples in text that reveal qualities of a specific character.</li> <li>● Use textual evidence to draw conclusions about a character.</li> <li>● Analyze how the author's use of figurative language reveals theme; sets tone; and creates meaning in metaphors, passages, and literary works.</li> <li>● Explore the relationship between setting, historical context, and conflict.</li> <li>● Compare and contrast conflicts within and across texts.</li> <li>● Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</li> <li>● Interpret major themes in a literary work.</li> <li>● Use textual excerpts to support an interpretation of a theme in "Shooting an Elephant."</li> <li>● Evaluate your responses by comparing your work to the self-check answers.</li> <li>● Identify two or more central ideas in an informational text.</li> <li>● Explain how multiple central ideas develop over the course of an informational text.</li> </ul>

- Explain how multiple central ideas affect one another to contribute to the overall complexity of the analysis in an informational text.
- Identify ambiguities in an informational text, using textual evidence for support.
- Explain ambiguities in an informational text, using textual evidence for support.
- Determine an author's perspective or purpose in an informational text that effectively uses rhetoric.
- Explain how style and content contribute to the overall impact of an informational text that effectively uses rhetoric.
- Analyze how an author introduces and develops points in an informational text.
- Explain how an author connects the points made in an informational text.
- Identify a set of ideas or sequence of events being conveyed in an informational text.
- Explain how individuals, ideas, or events interact and develop over the course of an informational text.
- Analyze how authors use irony, tone, mood, and style to achieve specific rhetorical or aesthetic purposes.
- Analyze the historical, social, and cultural context of setting of various literary works.
- Analyze the historical, social, and cultural context of setting of "No Witchcraft for Sale."
- 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 a literary text.
- Infer figurative and connotative meanings of words and phrases as they are used in a literary text.
- Appraise the impact of words with multiple meanings or other special language on the meaning and tone of a literary text.
- Analyze variations of universal themes in literary texts.
- Use textual excerpts to support an interpretation of a theme in "No Witchcraft for Sale."
- Discuss works of fiction by British authors from each major literary period.

		<ul style="list-style-type: none"> <li>● Explain how literary works, authors, and characters/figures relate to the major themes and issues of their eras.</li> <li>● Analyze the historical, social, and cultural context of setting of "Marriage Is a Private Affair."</li> <li>● Use textual excerpts to support an interpretation of a theme in "Marriage Is a Private Affair."</li> <li>● Recognize major themes and issues reflected in Nectar in a Sieve.</li> <li>● Explore the major events, main ideas, characters, and conflicts of an excerpt from a novel.</li> <li>● Use textual excerpts to support an interpretation of a theme in the excerpt from Nectar in a Sieve.</li> <li>● Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of texts and media.</li> <li>● Ask and answer questions that probe reasoning and evidence presented in a discussion.</li> <li>● Monitor discussions to ensure a full range of positions on a topic have been heard.</li> <li>● Appraise ideas and conclusions that others present during a discussion and respond to them by clarifying, verifying, or challenging.</li> <li>● Elicit divergent and creative perspectives during discussions.</li> <li>● Conduct a short research project to answer a question or solve a problem.</li> <li>● Synthesize information from multiple sources when conducting research.</li> <li>● Appraise the context and task for presenting knowledge and ideas and determine how to adapt speech to the situation.</li> <li>● Use formal English when indicated or appropriate for presenting knowledge and ideas.</li> </ul>
<p>Unit 8: Practical Writing</p> <p>Lesson 1: Analyze a Resume and Cover Letter</p> <p>Lesson 2: Gather Information</p> <p>Lesson 3: Plan a Resume and Cover Letter</p> <p>Lesson 4: Review Business Formatting</p> <p>Lesson 5: Write a Resume and Cover Letter</p> <p>Lesson 6: Mentor Feedback and Conferences</p> <p>Lesson 7: Revise a Resume and Cover Letter</p> <p>Lesson 8: Proofread and Publish a Resume and Cover Letter</p>	<p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.10</p> <p>L.11-12.2.b</p>	<ul style="list-style-type: none"> <li>● Analyze the ways in which meaning is affected by structure and word choice in expository texts.</li> <li>● Appraise format, sequence, and headers in texts; explain how these features make information accessible and usable.</li> <li>● Critique functional and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings, and visual appeal.</li> <li>● Select topic and form (e.g., determining a purpose and audience) for writing.</li> <li>● Organize ideas in writing to ensure coherence, logical progression, and support.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use prewriting strategies (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) to prepare for writing.</li> <li>● Provide clear and purposeful information that supports the topic.</li> <li>● Produce legible work that shows accurate spelling.</li> <li>● Use language that is appropriate, powerful, and clear.</li> <li>● Develop complex compositions using a writing process.</li> <li>● Plan a clear, overall structure for writing.</li> <li>● Select a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.</li> <li>● Reflect appropriate manuscript requirements in writing.</li> <li>● Prepare writing that follows a format appropriate for the purpose.</li> <li>● Write a first draft.</li> <li>● Demonstrate control of grammar and an understanding of English usage.</li> <li>● Use language that is appropriate to purpose and audience.</li> <li>● Place details appropriately to support the main idea.</li> <li>● Implement strategies to address audience appropriately.</li> <li>● Confer with peers and teachers to discuss first draft.</li> <li>● Revise draft for content and structure based on feedback.</li> <li>● Add details to the draft to more effectively accomplish the purpose.</li> <li>● Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</li> <li>● Apply appropriate tools or strategies to refine the draft.</li> <li>● Find and correct words and phrases that have improper capitalization.</li> <li>● Identify and correct spelling errors in writing.</li> <li>● Identify and correct errors in punctuation.</li> </ul>
<p>Unit 9: 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"> <li>● Demonstrate understanding and interpretation of texts.</li> <li>● Analyze literary elements in the selections.</li> <li>● Demonstrate mastery of the objectives covered in this semester's units.</li> <li>● Evaluate your responses by comparing your work to the self-check answers.</li> <li>● Review and practice critical skills in reading and writing.</li> </ul>

