

9th Grade - World Literature

Quarter	ACT Standards (minimum covered)	WISS Standards (minimum covered)	New skills in brief (must cover)	Assessments & Quotas	Mentor Text(s)	Overarching Concepts/ Unit Topics	Specific Lessons	Supplemental Materials
1	CLR 403 IDT 401 IDT 402 WME 401 WME 402 TST 401 TST 404 PPV 401 ARG 401 ARG 402 SYN 401 CLR 501 CLR 505 CLR 506 IDT 501 IDT 502 REL 504 WME 503 TST 503	R.9-10.1 R.9-10.2 R.9-10.4 R.9-10.5 R.9-10.6 R.9-10.9 W.9-10.1 W.9-10.3 W.9-10.4 W.9-10.6a W.9-10.7 W.9-10.8 SL.9-10.1 SL.9-10.5 L.9-10.1 L.9-10.3 L.9-10.4	-cite relevant text evidence -make logical inferences -develop questions for exploration -summarize -determine themes and central ideas -analyze development of a theme -analyze how theme is shaped and refined by details -determine meaning of words/phrases incl. Fig lang and connotation -analyze impact of specific diction on meaning, tone, mood -consider how structure impacts meaning and affects readers -POV, perspective, purpose shaping message -evaluate text -connect text to other texts, ideas, perspectives... -write for a variety of tasks and purposes -write clearly and coherently with organization, good transitions, and precise, concise diction	Test 1: Membean Test 2: Fig Lang/poetic devices and explanations Test 3: Notebook Check Quizzes: accountability quizzes Project: Sierra Leone topics research presentation	A Long Way Gone by Ishmael Beah Short stories Narrative Poetry Nonfiction articles	Elements of a Narrative and Memoir Purpose of Details How mood and imagery inform each other and impact audience understanding Poetic devices and explanation and purpose of devices Author purpose	-narrative structure -imagery -memoir -impact of fig lang -author purpose -author intention -effect of imagery on mood -chosen mood's impact on diction -diction's impact on imagery -nonfiction analysis -presentation skills -research and credible sources -MLA and citation tools -point of view -speaker vs author	World Literature Textbook (hard copies +digital version in drive) Ereadingworksheets.com Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive
2	REL 401* WME 401* WME 402* TST 404* ARG 402* CLR 501* CLR 502 CLR 503 CLR 505* CLR 506* IDT 501* IDT 502* REL 501 REL 504 WME 503 TST 501 TST 503 PPV 501 ARG 501	R.9-10.1* R.9-10.2* R.9-10.3 R.9-10.4* R.9-10.5* R.9-10.6* W.9-10.1* W.9-10.3* W.9-10.4* SL.9-10.1* SL.9-10.1* L.9-10.1 L.9-10.2 L.9-10.3* L.9-10.4* L.9-10.5a	-analyze how characters develop over a text -analyze how characters interact -analyze plot -analyze theme development -determine the meaning of unknown and multiple meaning words -analyze word parts and apply context clues strategies -use and recognize parallel structure -locate important details in more challenging passages -draw subtle conclusions -order sequences of events in somewhat challenging passages -understand implied cause-effect -interpret virtually any word or phrase -analyze how 1+ sentences relate to the whole when the function is subtle -infer function of paragraphs -infer a purpose -analyze how 1+ sentences support a claim	Test 1: Membean Test 2: Test 3: Notebook check Quizzes: Accountability Project Options: -Illustrated plot diagram with summaries -Foldable/1-pager	100 Years of Solitude Poetry Short stories	Characterization and Symbolism Character motivations (survival, self-preservation, morality, greed, love, justice, loyalty, revenge) Magical realism? Poetry and poetic devices	-characterization review -conventional vs contextual symbols -character types and motivations -types of poetry -diction -impact of imagery on mood and mood on imagery and both on audience -circular plot	World Literature Textbook (hard copies +digital version in drive) Ereadingworksheets.com Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides
3	WME 401* CLR 501* CLR 502* CLR 503* CLR 505* CLR 506* IDT 501* IDT 502* IDT 503 REL 501* REL 502 WME 502 WME 503* TST 501* TST 503* PPV 502 ARG 501* ARG 502	R.9-10.1* R.9-10.2* R.9-10.3* R.9-10.4* R.9-10.5* W.9-10.1* W.9-10.3* W.9-10.4* W.9-10.6b W.9-10.7* W.9-10.9 SL.9-10.1* L.9-10.1* L.9-10.3* L.9-10.4*	-use technology to create an experience for a specific audience -Draw evidence from texts to support analysis, reflection, and research -summarize key ideas and details in more challenging passages -understand implied/subtle comparative relationships in somewhat challenging texts -analyze how diction shapes meaning/tone in more challenging texts -identify purpose of more challenging passages -identify how purpose shapes content and style -infer central claim in somewhat challenging passages	Test 1: Membean Test 2: Socratic Seminar Test 3: Notebook Check Quizzes: Accountability Reading Quizzes Project: create a myth (digital aspect) OR make choices while depicting a scene from The Odyssey OR host an interview podcast with a range of characters from the Odyssey OR Tell a Modern-Day Odyssey	<i>The Seven Voyages of Sinbad the Sailor</i> & <i>The Odyssey</i> (OR <i>Kite Runner</i>) <i>Poetry, including Lyric poetry</i>	Can a person truly change? Hero's journey Mythology	-nonlinear chronology -synchronicity -impact of hyperbolic retelling on an audience -characterization and change -syntax -epics -heroic journey -archetypes, stereotypes, and stock characters/situations -qualities of an epic -word play -letter writing -Comparative Analysis -SOAPStone as a tool	World Literature Textbook (hard copies +digital version in drive) Ereadingworksheets.com Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides

4	WME 401* CLR 501* CLR 502* CLR 503* CLR 505* CLR 506* IDT 501* IDT 502* IDY 503* REL 501* REL 502* REL 504* REL 505* WME 502* WME 503* TST 501* TST 503* ARG 501* ARG 502*	R.9-10.1* R.9-10.2* R.9-10.3* R.9-10.4* R.9-10.5* R.9-10.7* R.9-10.9* W.9-10.1* W.9-10.2a W.9-10.3* W.9-10.4* W.9-10.9* SL.9-10.1* SL.9-10.4 L.9-10.1* L.9-10.3* L.9-10.4*	-Analyze how a subject/content is presented in 2+ formats -Determine impact of altered details -write literary analysis -develop claims and counterclaims with evidence -develop information in a logical way for listeners Review skills at higher complexity	Test 1: Membean Test 2: Literary Analysis Test 3: Notebook Check Quizzes: Annotations Project: Act 4	Romeo and Juliet	Dramatic conventions Annotation Media Analysis Synthesis	-Allusion -puns -Elements of tragedy -Shakespearean grammar/vocab -sonnets (intro to Shakespeare language) -video analysis -Synthesis -purpose of POV and changes and impact on audience -Comparative analysis -Literary Analysis	World Literature Textbook (hard copies +digital version in drive) Ereadingworksheets.com Commolit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides
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9th Grade - Freshman Composition

Quarter	ACT Standards (minimum covered)	WISS Standards (minimum covered)	New skills in brief (must cover)	Assessments & Quotas	Overarching Concepts/ Unit Topics	Specific Lessons	Supplemental Materials
1	SYN 401 ARG 501 WME 502 ARG 503 WME 501 WME 502 WME 503 WME 504 KLA 501 KLA 502 KLA 503 KLA 504 KLA 505 ORG 401 ORG 502 ORG 503 ORG 504 ORG 505 TOD 503 TOD 504	R.9-10.1 R.9-10.3 R.9-10.4 R.9-10.5 R.9-10.6 R.9-10.8 W.9-10.1 W.9-10.2b W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9 SL.9-10.1 SL.9-10.3 L.9-10.1d L.9-10.2 L.9-10.5 L.9-10.6	-find and cite credible textual evidence -make logical inferences -analyze how an author creates their argument -determine meanings of words/phrases and impact on meaning -analyze how authors use Point of view, structure, perspective, and purpose to shape message -Delineate and evaluate arguments based on claims -assess validity of key statements -assess fallacy of statements -examine whether evidence is relevant and sufficient -write for a variety of tasks, purposes, and stakes -write in a variety of modes -develop claims and counterclaims, organize writing, use quotes, use relevant, sufficient facts -use organizational techniques, transitions, and appropriate diction for topic -use planning and brainstorming techniques -revise, re-write, edit -use appropriate voice for audience -make use of multimedia when appropriate	Tests 1: Writing Assessment 2: Grammar Units 1&8 3: Argumentative Essay 4: IXL 4 Quizzes Etymology Project Speech	<u>Etymology</u> <u>Brown Book CH 1-10</u> <u>Comp</u> <u>Argumentative Essay</u> <u>Speech</u> <u>Introductory</u> <u>speech/Entertaining/Storytelling</u> <u>speech/Motivational speech</u> <u>Grammar</u> <u>Parts of speech, Pronouns (Units 1&9)</u>	MLA format (9th ed.) Hourglass Essay PEA Body paragraphs Analyze famous speeches Speech techniques Body language and speeches Projecting vs shouting The writing process Word parts Parts of speech Pronoun lessons from grammar book	<i>If They can Argue Well, They can Write Well by Dr. Bill McBride</i> <i>Grammar Workbook (in Drive: do not post for students- make copies of relevant pages)</i> <i>Grammar related slides in shared drive</i> <i>Etymology book (use them as textbooks, not workbooks-students to complete exercises on lined paper)</i> <i>IXL (basic practice unscored. Can use quiz option for scored assignments)</i>
2	SYN 501 WME 601 WME 602 WME 603 REL 502 REL 503 REL 504 REL 505 KLA 601 KLA 602 KLA 603 KLA 604 ORG 501	R.9-10.1* R.9-10.3* R.9-10.4* R.9-10.5* R.9-10.6* R.9-10.8* R.9-10.9 W.9-10.1* W.9-10.2b* W.9-10.2c* W.9-10.3* W.9-10.4* W.9-10.5* W.9-10.6* W.9-10.9* SL.9-10.1* SL.9-10.3* L.9-10.1d* L.9-10.2* L.9-10.5* L.9-10.6*	-evaluate the quality of a text -make connections to other texts, ideas, eras, perspectives, etc. -Use a word/phrase/sentence to accomplish a fairly straightforward purpose -Determine relevance when considering material that is plausible but potentially irrelevant -Use a word/phrase/sentence to accomplish a subtle purpose -Draw subtle logical conclusions in more challenging passages -Analyze how one or more sentences in more challenging passages relate to the whole passage -Infer the function of paragraphs in somewhat challenging passages*	Tests 1: MLK Essay and Speech 2: Grammar Units 2, 3, and 4 3: Persuasive Essay 4: IXL Quizzes Etymology Project Play/Drama/ Demonstrative Speech	<u>Etymology</u> <u>Brown Book 11-20</u> <u>Comp</u> <u>Rhetorical Analysis</u> <u>MLK Essay</u> <u>Speech</u> <u>MLK Speech: Informative/</u> <u>Demonstrative</u> <u>Drama/Play/Skit</u> <u>Grammar</u> <u>Sentences, Phrases, Clauses,</u> <u>Sentence Structure</u>	Grammar lessons Persuasive essay and techniques 5-paragraph essay with smooth transitions Dramatic conventions Using the best, most precise and concise words both in writing and in speech Analyze dramas and speeches Analyze impact of words, phrases, sentences in a speech or essay Writing workshop	<i>Dramas as needed (GR 8 is responsible for writing their own play)</i> <i>Grammar Workbook (in Drive: do not post for students- make copies of relevant pages)</i> <i>Grammar related slides in shared drive</i> <i>Spelling book (Greek and Latin Roots WB PDF in Drive)</i> <i>IXL (practice unscored. Can use quiz option for scored assignments)</i> <i>Writing Resources in Department Drive</i>
3	SYN 601 ARG 601 ARG 602 REL 601 REL 602 ORG 601 ORG 602 ORG 603	R.9-10.1* R.9-10.3* R.9-10.4* R.9-10.5* R.9-10.6* W.9-10.1* W.9-10.2b* W.9-10.3* W.9-10.4* W.9-10.5* W.9-10.6* W.9-10.7* W.9-10.8 W.9-10.9* SL.9-10.1* SL.9-10.2 SL.9-10.3* SL.9-10.5 L.9-10.1d* L.9-10.2* L.9-10.5* L.9-10.6*	-conduct research -generate a question to do research -complete research to solve a problem -narrow or broaden inquiry when appropriate -synthesize multiple sources -Gather credible information, assess usefulness of sources -cite correctly when using quotes and paraphrases -use digital media in presentations to enhance audience understanding -Revise vague, clumsy, and confusing writing* -Delete redundant and wordy material when the meaning of the entire sentence must be considered* -Revise expressions that deviate in subtle ways from the style and tone of the essay* -Determine the need for conjunctions to create logical links between clauses* -Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon* -Revise vague, clumsy, and confusing writing involving sophisticated language (introductory level) -Draw logical conclusions using information from two informational texts -Infer a purpose in more challenging passages and how that purpose shapes content and style* -Draw simple logical conclusions in complex passages	Tests 1: Writing Assessment 2: Grammar Units 6&7 (IXL) 3: Research/ Analysis Paper: analyze rhetorical devices used in Speech/essay/ nonfic (4: Islamic Studies Essay/Speech) Quizzes Etymology Project Debate	<u>Etymology</u> <u>Blue Book CH 1-10</u> <u>Comp</u> <u>Research Paper</u> <u>Speech</u> <u>Debate</u> <u>Grammar</u> <u>Verbs: Voice: Subj-verb</u> <u>agreement</u>	Conducting efficient research Generating relevant questions Identifying and explaining bias Determining credibility Determining facts from biased sources Formal presentations Showing passion on a topic without sounding angry Strategies for deciphering complex texts Types of text structures Types of essay structures Analyzing persuasive speeches Grammar lessons	<i>Calendar with Links in Department Drive</i> <i>Departmental acronyms slides (especially ICE)</i> <i>Credibility, Bias, Plagiarism (see shared drive)</i> <i>TED Talks</i> <i>allslides.com</i> <i>Grammar Workbook (in Drive: do not post for students- make copies of relevant pages)</i> <i>Grammar related slides in shared drive</i> <i>Spelling book (Greek and Latin Roots WB PDF in Drive)</i> <i>IXL (practice unscored. Can use quiz option for scored assignments)</i>

4	WME 701 TOD 601 TOD 602 TOD 603	R.9-10.1* R.9-10.4* R.9-10.5* R.9-10.9* W.9-10.1* W.9-10.2b* W.9-10.2c* W.9-10.3* W.9-10.4* W.9-10.5* W.9-10.6* W.9-10.9* SL.9-10.1* SL.9-10.3* SL.9-10.4 SL.9-10.5* L.9-10.1d* L.9-10.2* L.9-10.5* L.9-10.6*	-present findings in a logical way to enhance the message for an intended audience -Use the word or phrase most appropriate in terms of the content of the sentence when the vocab is fairly sophisticated -Understand implied or subtly stated cause-effect relationships in somewhat challenging passages* -Analyze how one or more sentences in more challenging passages offer reasons for or support a claim* -Identify a clear central claim in more challenging passages* -Analyze how one or more sentences in complex passages offer reasons for or support a claim -infer a central claim in more challenging passages	Tests 1: Grammar Unit 9, 11, &12 2: Impromptu Speech 3: Newspaper (4: Islamic Studies Essay) Quizzes Etymology CH 11-20 Project Ad utilizing rhetorical devices and logical fallacies	<u>Etymology</u> <u>Blue Book CH 11-20</u> <u>OR</u> <u>Blue Book/ Yellow Book</u> <u>Comp</u> <u>Letters</u> <u>Newspaper</u> <u>Speech</u> <u>Impromptu: interview-style</u> <u>(recommendations: entrance</u> <u>interview, job interview, expository</u> <u>topics)</u> <u>Ads</u> <u>Grammar</u> <u>Modifiers: Capitalization and</u> <u>Punctuation</u>	Grammar lessons Rhetoric review Rhetorical devices Logical fallacies Speaking skills relevant to tasks Various types of letters: formats and punctuation Texts and speeches at higher complexity levels Higher level etymology skills	Commonlit ereadingworksheets.com Various art pieces Grammar Workbook (in Drive: do not post for students- make copies of relevant pages) Grammar related slides in shared drive Spelling book (Greek and Latin Roots WB PDF in Drive) IXL (practice unscored. Can use quiz option for scored assignments) Writing Resources in Department Drive Calendar with Links in Department Drive
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10th Grade - British Literature

Quarter	<u>ACT Standards</u> (minimum covered)	<u>WISS</u> <u>Standards</u> (minimum covered)	New skills in brief (must cover)	Assessments & Quotas	Mentor Text(s)	Overarching Concepts/ Unit Topics	Specific Lessons	Supplemental Materials
1	CLR 502 IDT 502 REL 503 REL 505 WME 501 WME 502 WME 504 TST 501 TST 504 TST 505 PPV 502 PPV 503 PPV 601 ARG 501 SYN 601	R.9-10.1 R.9-10.2 R.9-10.3 R.9-10.4 R.9-10.9 W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	-cite text evidence to support inferences -summarize texts -analyze text development -analyze how specific details refine text's development -analyze character development -determine meaning of words incl. Figurative and connotative meanings -analyze impact of diction on meaning, mood, and tone -examine how language differs across genres -evaluate quality of texts -connect to other ideas -Write appropriately for a variety of modes, tasks, purposes, and stakes -produce organized, clear, coherent writing for a task, purpose, and audience -use technology for particular purposes to engage audiences -do efficient research, using credible, authoritative sources, and cite correctly in MLA -prepare for and participate appropriately in a range of discussions -draw connections, clarify, paraphrase, and draw textual evidence to further a conversation. Justify a position -Identify fallacious reasoning and exaggerated or distorted evidence	Test 1: Membean Test 2: Grammar: CH 1, 8 Test 3: Writing Assessment Quizzes: accountability quizzes Project: Notebook Check Create your crest	Beowulf Arthurian Legends The Knight's Tale Historical Analysis Short stories and excerpts Nonfiction articles	Characters as Symbols Symbolism Parts of Speech, Pronouns Writing Skills	-Grammar -quarter terms -Character motivations -characterization -characters as symbols -conventional vs contextual symbols review -Characterization and Symbolism: multiple interpretations -Character motivations -Transitions and correct conjunctions for meaning, other writing skills -draw conclusions regarding topics and themes based on text evidence -POV	Brit Literature Textbook (hard copies +digital version in drive) Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides Grammar Book (DO NOT assign digitally. Print copies or have students complete on loose leaf)
2	CLR 504 CLR 506 CLR 605 IDT 601 IDT 602 REL 601 WME 501* WME 502* WME 504* WME 601 TST 502 TST 601 TST 603 PPV 503* PPV 601* ARG 501* ARG 503 ARG 602 SYN 601*	R.9-10.1* R.9-10.2* R.9-10.4* R.9-10.5 R.9-10.8 R.9-10.9* W.9-10.1* W.9-10.2* W.9-10.3* W.9-10.4* W.9-10.5 SL.9-10.1* SL.9-10.3* SL.9-10.4* L.9-10.1* L.9-10.2* L.9-10.3* L.9-10.4* L.9-10.5*	-present information, using tech when appropriate -consider how aspects of structure create meaning and affect readers -delineate and evaluate arguments -assess validity, relevancy -examine fallacies -develop writing over time and address most important aspects for audience or purpose -draw logical conclusions in more challenging passages -paraphrase -infer central ideas and themes -summarize key supporting details in complex passages -order events -analyze how specific diction choices shape meaning and tone in complex passages -analyze how 1+ sentences relates to the whole in complex passages -analyze overall structure of complex passages -identify clear central claims in more challenging passages -infer central claims in more challenging passages	Test 1: Membean Test 2: Grammar CH 2, 3, 4 Test 3: Close Reading/Literary Analysis Test 4: MLK Essay Quizzes: Accountability Project Options: Notebook Check	Poetry Esp. Shakespeare Macbeth/Richard III/King Lear	Sentences, Phrases, Clauses, Sentence Structure Close Reading Narrative writing	-quarter terms -Grammar -precise, concise words; mood tone -choosing most appropriate words for content when vocab is fairly sophisticated -paraphrase and summarize -SOAPSTone and poetry analysis -draw conclusions regarding topics and themes based on text evidence -comparison and connecting -fig lang, denotation, connotation -structure of texts -POV -nonfiction (scholarly articles)	Brit Literature Textbook (hard copies +digital version in drive) Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides Grammar Book (DO NOT assign digitally. Print copies or have students complete

3	CLR 601 CLR 603 CLR 605* IDT 601* REL 601* REL 602 REL 603 REL 604 WME 504* WME 601* WME 602 TST 601* TST 603* PPV 601* PPV 602 ARG 601 ARG 602* SYN 601*	R.9-10.1* R.9-10.3* R.9-10.4* R.9-10.8 R.9-10.7 R.9-10.8* R.9-10.9* W.9-10.1* W.9-10.2* W.9-10.3* W.9-10.6* SL.9-10.1* SL.9-10.3* SL.9-10.4* L.9-10.1* L.9-10.2* L.9-10.3* L.9-10.4* L.9-10.5*	-analyze point of view, perspective, purpose -analyze how messages are shaped explicitly and implicitly -analyze content in two formats -determine which details are emphasized, altered, absent in different accounts and effect for purpose, subject, audience -locate and interpret minor/subtle details -draw subtle logical conclusions -understand implied/subtle comparative relationships -identify clear comparative relationships in complex passages -understand implied/subtle cause effect relationships in more challenging passages -interpret any word including technical, connotative, and figurative meanings -infer functions of paragraphs in more challenging passages -POV in complex passages -analyze how 1+ sentences support a claim	Test 1: Membean Test 2: Grammar CH 6, 7 Test 3: Writing Assessment Test 4: Literary Analysis/Comparative Analysis Quizzes: Accountability Reading Quizzes Project: Notebook Check	Nonfiction selections from the Enlightenment Enlightenment era poetry (Pride and Prejudice if skills and time allow) Precision of diction and impact on readers	Themes Tone Satire and Cultural context Characterization Verbs and Subj-Verb Agreement Beauty vs. the Sublime	-subtlety in diction; impact on mood and audience -understanding of tone -revision, re-ordering, editing, removing redundant/wordy material -draw conclusions regarding topics and themes based on text evidence -implied cause-effect relationships -analyze how sentence/paragraph/pass age impacts text -POV -KLA skills	Brit Literature Textbook (hard copies +digital version in drive) Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides Grammar Book (DO NOT assign digitally: Print copies or have students complete on loose leaf)
	CLR 602 CLR 604 CLR 605* IDT 601* IDT 602* REL 602* REL 605 WME 504* WME 601* WME 603 TST 603* PPV 601* PPV 602* ARG 601* ARG 602* SYN 601*	R.9-10.1* R.9-10.4* R.9-10.5* R.9-10.8* R.9-10.7* R.9-10.8* R.9-10.9* W.9-10.1* W.9-10.2* W.9-10.3* W.9-10.4* W.9-10.8* SL.9-10.1* SL.9-10.3* SL.9-10.4* SL.9-10.5* L.9-10.1* L.9-10.2* L.9-10.3* L.9-10.4* L.9-10.5* L.9-10.6	-use correct and contextually appropriate standard English punctuation, capitalization, and spelling -use colons and semicolons correctly -locate important details in complex passages -draw simple logical conclusions in complex passages -identify clear cause-effect relationships in complex passages -interpret words and phrases that make consistent use of difficult language	Test 1: Membean Test 2: Grammar CH 9, 11, 12 Test 3: Notebook Check Test 4: IS Essay? Quizzes: Annotations Project options: Illustrated Timeline, one-pager, Play/vid	<i>Frankenstein by Mary Shelley</i> <i>Modifiers, Capitalization, Punctuation</i>	Dramatic conventions Annotation Media Analysis Synthesis	-Allusion -puns -Shakespearean grammar/vocab -sonnets (intro to Shakespeare language) -Synthesis -purpose of POV and changes and impact on audience -Comparative analysis -Literary Analysis -draw conclusions regarding topics and themes based on text evidence -order events in challenging passages -analyze subtle word choice -POV -synthesis of multiple texts -nonfiction: is Shakespeare still relevant?	Brit Literature Textbook (hard copies +digital version in drive) Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Quarterly terms PPT Calendar with Links in Dept. Drive Departmental acronyms slides Grammar Book (DO NOT assign digitally: Print copies or have students complete on loose leaf)

11th Grade - American Literature

Quarter	ACT Standards (minimum covered)	WISS Standards (minimum covered)	New skills in brief (must cover)	Assessments & Quotas	Mentor Text(s)	Overarching Concepts/ Unit Topics	Specific Lessons	Supplemental Materials
1	CLR 601 CLR 603 CLR 605 IDT 601 REL 601 REL 602 REL 604 WME 601 WME 602 WME 603 TST 601 TST 602 PPV 601 ARG 601 ARG 602 TOD 601 TOD 701 ORG 601 ORG 603 ORG 604 ORG 701 KLA 601 KLA 603 KLA 604 SST 601 USG 602 USG 603 USG 702	R.11-12.2 R.11-12.3 R.11-12.4 R.11-12.5 R.11-12.6 R.11-12.8 R.11-12.9 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	-summarize complex text -determine themes and analyze development of them -analyze author choices and the impact they have -explain how ideas and events interact and develop -analyze how author uses and refines terms over a text -determine meaning of words and phrases including figurative and connotative meanings -analyze how aspects of structure create meaning and effect reader -analyze how author point of view, perspective, purpose shape explicit and implicit messages -delineate and evaluate an argument, applying lenses to assess validity, relevancy, and sufficiency -write clearly and coherently for a variety of purposes -use proper organization, transitions, and diction for purpose -revise and edit, cater an argument to a particular purpose or audience -connect to readers, use technology appropriately to advance purpose -prepare and participate appropriately in a range of discussions -engage thoughtfully in discussions -propel a discussion by posing questions, paraphrasing, clarifying, etc. -evaluate a speaker's point of view, reasoning, and rhetoric -use correct Standard English in writing and speaking -develop metacognitive awareness as writers/speakers when determining stylistic choices to include in writing/speaking -apply understanding of syntax to the study of	Test 1: Membean Test 2: Grammar: CH 1, 8 Test 3: Writing Assessment Test 4: Notebook Check Quizzes: accountability quizzes Project: Eras of Literature Project/Lenses Project	Pre-colonial (Native American, creation stories) Colonial Lit (Anne Bradstreet, Jonathan Edwards, John Smith, others) Age of Reason (Declaration of Independence, Frederick Douglass)	Grammar -Parts of Speech -Nouns/Pronouns Writing -argument -adding depth to analysis -review rhetoric and fallacies Lit and Vocab -idiomatic expressions -literary lenses -Chronological order, logical structure	-Grammar -Structure styles -Rhetorical devices and logical fallacies -idiomatic expressions -SOAPSTone review -Hourglass essay -strengthening the three-part thesis -adding nuance to analysis -citation -precise and concise -invented (ACT: Reasonable, Relevant) examples for PEA when you can't research	Commonlit Membean Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive Pacing calendar with Links in Dept. Drive Departmental acronyms slides Grammar Book (DO NOT assign digitally: Print copies or have students complete on loose leaf)

2	CLR 601*	R.11-12.1	-cite the text to support analysis	Test 1: Membean	Poe	Grammar: Sentences, Phrases, Clauses	-conventional vs contextual symbols	Commonlit
	CLR 603*	R.11-12.2*	-analyze multiple adaptations of a text as presented in different formats	Test 2: Grammar CH 2, 3, 4 (5)	Dickinson		-transformation of symbols over the course of a text	Membean
	CLR 605*	R.11-12.4*	-integrate/evaluate sources on topic/ argument to address question/solve problem	Test 3: Notebook Check	The Scarlet Letter by Hawthorne	Writing: MLK Essay, narrative/expository writing	-Elements of the Gothic, Transcendentalist, and Antitranscendentalist Lit	Figurative language flow chart, definitions, explanations
	REL 601*	R.11-12.6*					-characters as symbols	resources in Dept. Drive; definitions slides in drive
	REL 602*	R.11-12.7					-specific diction to create mood	
	REL 604*	R.11-12.8*		Test 4: MLK Essay	Walden	Lit and Vocab: -Romantic Era -Poetic types -mood, tone, imagery, symbolism	-mood-->imagery	Quarterly terms PPT
	WME 601*	W.11-12.1*	-write arguments, informative texts, narratives	Quizzes: Accountability	Emerson		-tone--> purpose	
	WME 602*	W.11-12.2		Project Options:			-impact of details on audience	Calendar with Links in Dept. Drive
	WME 603*	W.11-12.3*	-Draw logical conclusions using information from multiple portions of two literary narratives	Symbol Tracking; Literary Analysis			perception/understanding	
	TST 601*	W.11-12.4*	-ID purpose of word/phrase/sentence when purpose is subtle, or when the best choice is to delete the text					
	TST602*	W.11-12.5*	-Determine most logical place for a sentence in a fairly complex essay					
	PPV 601*	SL.11-12.1*	-Use most appropriate words/phrase when content is sophisticated					
	ARG 602*	L.11-12.2*	-correct weak conjunctions, run-ons, lack of parallelism					
	SYN 601	L.11-12.3*	-ensure subj-verb agreement when a phrase or clause between the subj. And verb suggests a different number for the verb					
	TOD 602	L.11-12.4*						
	TOD 702*	L.11-12.5*						
	ORG 602	L.11-12.6*						
	ORG 604*							
	ORG 701*							Departmental acronyms slides
	KLA 601*							
	KLA 602*							
	KLA 604*							Grammar Book (DO NOT assign digitally: Print copies or have students complete on loose leaf)
	KLA 702							
	SST 602							
	USG 603*							
3	USG 701	R.11-12.1*		Test 1: Membean	Poetry of varying types and authors	Grammar: Verbs, subj-verb agreement, modifiers	-Grammar themes	Commonlit
	CLR 602	R.11-12.2*	In Complex Texts				-impact and effectiveness of author messages	Membean
	CLR 604	R.11-12.3*	-locate important details	Test 2: Grammar CH 6, 7, 9	Excerpts from The Jungle by Upton Sinclair		-elements of Realism	Figurative language flow chart, definitions, explanations
	CLR 605*	R.11-12.4*	-draw simple logical conclusions	Test 3: Writing Assessment	"The Law of Life" Jack London	Writing: Literary analysis		resources in Dept. Drive; definitions slides in drive
	IDT 602	R.11-12.5*	-summarize key ideas and details					
	REL 601*	R.11-12.6*	-identify clear comparative and cause-effect relationships	Quizzes: Accountability Reading Quizzes	Red Badge of Courage	Lit and Vocab: Realism and Modernism	Poetry for Mood	
	REL 603	R.11-12.7*	-analyze overall structure	Notebook Check	The Metamorphosis, The Great Gatsby, Of Mice and Men, Death of a Salesman as time allows	Complex Texts	Poetry for Art/Music/Rhythm	
	REL 605	W.11-12.1*	-Maintain consistent logical verb tense, voice, person	Project: Literary Analysis/Comparative Analysis			Poetry for Social change	
	WME 601*	W.11-12.2*	-ensure subject-verb agreement in challenging situations	OR				
	WME 602*	W.11-12.3*	-use words/phrases/sentences to accomplish subtle purpose	Death of a Salesman Play				
	WME 603*	W.11-12.4*	-provide sophisticated intro or conclusion	OR				
	TST 601*	W.11-12.5*	-delete redundant/wordy material that involves sophisticated language or complex concepts	Modernism Research Project				
	TST 603	SL.11-12.1*					-dark humor and absurdism	Calendar with Links in Dept. Drive
	ARG 601*	L.11-12.2*					-irony	
	SYN 601*	L.11-12.3*					-texts from various social movements	
	SST 701	L.11-12.4*					-the pros and cons of individualism	Departmental acronyms slides
	USG 601	L.11-12.5*					-The American Dream and realities	
	TOD 603*	L.11-12.6*						Grammar Book (DO NOT assign digitally: Print copies or have students complete on loose leaf)
	ORG 604*							
	ORG 701*							
	ORG 702							
	KLA 602*							
	KLA 604*							
	KLA 701							
	USG 603*							
4	CLR 602*	R.11-12.1*	-conduct research to answer a question or solve a problem	Test 1: Membean	To Kill a Mockingbird	Grammar: punctuation and capitalization	-grammar skills	Commonlit
	CLR 604*	R.11-12.2*	-narrow or broaden inquiry as appropriate	Test 2: Grammar CH 11, 12	Various fiction and nonfiction texts and articles		-ACT skills and test taking tips	Membean
	CLR 605*	R.11-12.3*	-synthesize multiple sources on a subject	Test 3: Notebook Check	Modern short story collections	Writing: ACT Essay improvement; citation, personal writing, differences between speech and writing styles	-analysis vs synthesis	Figurative language flow chart, definitions, explanations
	IDT 602*	R.11-12.4*		Test 4: IS Essay?			-effect and impact of fig lang, mood, tone, diction, structure, devices, etc.	resources in Dept. Drive; definitions slides in drive
	REL 601*	R.11-12.5*	-gather relevant information	Quizzes: Annotations or Journal Entries	If time runs low, can do Lit Circles instead with Never Let Me Go, Wide Sargasso Sea, To Kill a Mockingbird, Part-Time Indian, Nickel and Dimed, Woman Warrior, In Cold Blood, other texts	Lit: purpose of structure; review text; stylistic choices; details working toward theme or overarching message	-conformity vs nonconformity/individuals uniqueness	
	REL 603*	R.11-12.6*	-use advanced searches and assess strengths/limitations of sources	Project options:			-Research and literary criticism	
	REL 605*	W.11-12.1*	-draw evidence from literary and informational texts to support analysis, reflection, and research	Illustrated Timeline, one-pager, Play/vid, Poster Project, Teach the Book, Create Sparknotes, Tic-Tac-Toe choice board of options, research project to teach a book, analyzing lit criticism for evidence			-RAVEN	Quarterly terms PPT
	WME 601*	W.11-12.2*	-analyze and synthesize sources				-punctuation, especially comma skills	
	WME 602*	W.11-12.3*	-evaluate credibility and accuracy					Calendar with Links in Dept. Drive
	WME 603*	W.11-12.4*	-note discrepancies in data					
	TST 601*	W.11-12.5*	-present findings					
	TST 603*	SL.11-12.1*	-make strategic use of digital media in presentations to enhance findings, reasoning, and evidence					
	PPV 602	SL.11-12.2	-use digital media to add interest					
	SYN 601*	SL.11-12.3*						
	TOD 603*	SL.11-12.4						
	TOD 703	SL.11-12.5						
	ORG 604*	SL.11-12.6*						
	ORG 701*							
	ORG 702*							
	KLA 602*							
	KLA 604*							
	KLA 701*							
	USG 603*							
	PUN 601							
	PUN 602							
	PUN 603							
	PUN 604							
	PUN 701							
	PUN 702							

12 Grade - Senior Composition

Quarter	ACT Standards (minimum covered)	WISS Standards (minimum covered)	New skills in brief (must cover)	Assessments & Quotas	Mentor Text(s)	Overarching Concepts/ Unit Topics	Specific Lessons	Supplemental Materials
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1	CLR 601	R.11-12.2	-summarize complex text	Test 1: Membean	Commonlit
	CLR 603	R.11-12.3	-determine themes and analyze development of them	Test 2:	Membean
	CLR 605	R.11-12.4	-analyze author choices and the impact they have	Test 3: Writing Assessment	Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive
	IDT 601	R.11-12.5	-explain how ideas and events interact and develop	Quizzes: accountability quizzes	Pacing calendar with Links in Dept. Drive
	REL 601	R.11-12.6	-analyze how author uses and refines terms over a text	Project:	Departmental acronyms slides
	REL 602	R.11-12.8	-determine meaning of words and phrases including figurative and connotative meanings		Grammar Book (DO NOT assign digitally. Print copies or have students complete on loose leaf)
	REL 604	R.11-12.9	-analyze how aspects of structure create meaning and effect reader		
	WME 601	W.11-12.1	-analyze how author point of view, perspective, purpose shape explicit and implicit messages		
	WME 602	W.11-12.3	-define and evaluate an argument, applying lenses to assess validity, relevancy, and sufficiency		
	WME 603	W.11-12.4			
	TST 601	W.11-12.5			
	TST602	W.11-12.6			
	PPV 601	SL.11-12.1			
	ARG 601	SL.11-12.3			
	ARG 602	L.11-12.1			
	TOD 601	L.11-12.2			
	TOD 701	L.11-12.3			
	ORG 601	L.11-12.4			
	ORG 603	L.11-12.5			
	ORG 604	L.11-12.6			
	ORG 701		-write clearly and coherently for a variety of purposes		
	KLA 601		-use proper organization, transitions, and diction for purpose		
	KLA 603		-revise and edit, cater an argument to a particular purpose or audience		
	KLA 604		-connect to readers, use technology appropriately to advance purpose		
	SST 601				
	USG 602				
	USG 603				
	USG 702				
2	CLR 601*	R.11-12.1	-cite the text to support analysis	Test 1: Membean	Commonlit
	CLR 603*	R.11-12.2*		Test 2: MLK Essay	Membean
	CLR 605*	R.11-12.3*	-analyze multiple adaptations of a text as presented in different formats	Test 3:	Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive
	IDT 601*	R.11-12.4*	-integrate&evaluate sources on topic/ argument to address question/solve problem	Quizzes: Accountability	Quarterly terms PPT
	REL 601*	R.11-12.6*		Project Options:	
	REL 602*	R.11-12.7			
	REL 604*	R.11-12.8*			
	WME 601*	W.11-12.1*	-write arguments, informative texts, narratives		
	WME 602*	W.11-12.2			
	WME 603*	W.11-12.3*	-Draw logical conclusions using information from multiple portions of two literary narratives		
	TST 601*	W.11-12.4*	-ID purpose of word/phrase/sentence when purpose is subtle, or when the best choice is to delete the text		
	TST602*	W.11-12.5*	-Determine most logical place for a sentence in a fairly complex essay		
	PPV 601*	SL.11-12.1*	-Use most appropriate words/phrase when content is sophisticated		
	ARG 602*	L.11-12.1*	-correct weak conjunctions, run-ons, lack of parallelism		
	SYN 601	L.11-12.2*	-ensure subj-verb agreement when a phrase or clause between the subj. And verb suggests a different number for the verb		
	TOD 602	L.11-12.3*			
	TOD 702*	L.11-12.4*			
	ORG 602	L.11-12.5*			
	ORG 604*	L.11-12.6*			
	ORG 701*				
	KLA 601*				
	KLA 602*				
	KLA 604*				
	KLA 702				
	SST 602				
	USG 603*				
	USG 701				
3	CLR 602*	R.11-12.1*	-conduct research to answer a question or solve a problem	Test 1: Membean	Commonlit
	CLR 604*	R.11-12.2*		The Things They Carried	Membean
	CLR 605*	R.11-12.3*	-narrow or broaden inquiry as appropriate	Test 2:	
	IDT 602*	R.11-12.4*	-synthesize multiple sources on a subject	Test 3: Writing Assessment	Figurative language flow chart, definitions, explanations resources in Dept. Drive; definitions slides in drive
	REL 601*	R.11-12.5*		Quizzes: Accountability Quizzes	Calendar with Links in Dept. Drive
	REL 603*	R.11-12.6*	-gather relevant information	Project:	Departmental acronyms slides
	REL 605*	W.11-12.1*	-use advanced searches and assess strengths/limitations of sources		Grammar Book (DO NOT assign digitally. Print copies or have students complete on loose leaf)
	WME 601*	W.11-12.2*	-draw evidence from literary and informational texts to support analysis, reflection, and research		
	WME 602*	W.11-12.3*			
	WME 603*	W.11-12.4*			
	TST 601*	W.11-12.5*			
	TST 603*	W.11-12.6*			
	PPV 602	W.11-12.7	-analyze and synthesize sources		
	SYN 601*	W.11-12.8	-evaluate credibility and accuracy		
	TOD 603*	W.11-12.9	-note discrepancies in data		
	TOD 703	SL.11-12.1*			
	ORG 604*	SL.11-12.2	-present findings		
	ORG 701*	SL.11-12.3*			
	ORG 702*	SL.11-12.4	-make strategic use of digital media in presentations to enhance findings, reasoning, and evidence		
	KLA 602*	SL.11-12.5	-use digital media to add interest		
	KLA 604*	L.11-12.1*			
	KLA 701*	L.11-12.2*			
	USG 603*	L.11-12.3*			
	PUN 601	L.11-12.4*	-understand point of view in complex passages		
	PUN 602	L.11-12.5*	-use a word/phrase/sentence to accomplish complex purpose		
	PUN 603	L.11-12.6*	-use commas to avoid ambiguity		
	PUN 604		-use punctuation to set off a nonessential/nonrestrictive appositive or clause		
	PUN 701		-use apostrophes to form possessives, including with irregular plurals		
	PUN 702		-use semicolons to link closely related independent clauses		

4	CLR 602	R.11-12.1*		Test 1: Membean	Commonlit
	CLR 604	R.11-12.2*	In Complex Texts		
	CLR 605*	R.11-12.3*	-locate important details	Test 2: IS Essay?	Membean
	IDT 602	R.11-12.4*	-draw simple logical conclusions		
	REL 601*	R.11-12.5*	-summarize key ideas and details	Test 3: Narrative/ High School	Figurative
	REL 603	R.11-12.6*	-identify clear comparative and cause-effect	Memoir	language flow
	REL 605	R.11-12.7*	relationships		chart,
	WME 601*	R.11-12.9*	-analyze overall structure	Test 4:	definitions,
	WME 602*	W.11-12.1*			explanations
	WME 603*	W.11-12.2*	-Maintain consistent logical verb tense, voice,		resources in
	TST 601*	W.11-12.3*	person	Quizzes: Check-ins, rough	Dept. Drive;
	TST 603	W.11-12.4*	-ensure subject-verb agreement in challenging	drafts, revisions, accountability	definitions slides
	ARG 601*	W.11-12.5*	situations	quizzes	in drive
	SYN 601*	SL.11-12.1*	-use words/phrases/sentences to accomplish	Project options:	Quarterly terms
		L.11-12.1*	subtle purpose		PPT
	SST 701	L.11-12.2*	-provide sophisticated intro or conclusion		
	USG 601	L.11-12.3*	-transition within a paragraph or essay		
	TOD 603	L.11-12.4*	-delete redundant/wordy material that involves		Calendar with
	TOD 702*	L.11-12.5*	sophisticated language or complex concepts		Links in Dept.
	ORG 603*	L.11-12.6*			Drive
	ORG 604*				
	ORG 701*				Departmental
	ORG 702				acronyms slides
	KLA 602*				
	KLA 604*				Grammar Book
	KLA 701				(DO NOT assign
	USG 603*				digitally. Print
	USG 702*				copies or have