

Jefferson County High School
Course Syllabus

A. Course- ENGLISH 12

B. Department- English

C. Course Description- This course is designed to build grammar, literature, and composition skills with a focus on British and World literature.

D. Grade Term- Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s) *Elements of Literature Sixth Course: Literature of Britain with World Classics*

H. Other Required Reading

<https://docs.google.com/document/d/1TJVQ899TEdDnua6OFk-16lLvk0HM0UM2a8ghQSvwnro/edit?usp=sharing>

I. Other Resources

- a. Odysseyware

J. Major Assignments

- a.

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal

- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

M. Standards & Objectives

- a. I Can Statement Scope & Sequence

1 st Nine Weeks		Date Completed	
Reading: Literature			
ENGIV.RL.1	<p>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.</p> <hr/> <p>I can cite strong and thorough textual evidence to support analysis of what the text says explicitly. I can draw inferences from the text determining where the text leaves matter uncertain.</p>		
ENGIV.RL.2	<p>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.</p> <hr/> <p>I can 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 I can provide an objective summary of the text.</p>		
ENGIV.RL.3	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <hr/> <p>I can Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>		
ENGIV.RL.4	<p>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.)</p> <hr/> <p>I can determine the meaning of figurative and connotative meanings of words and phrases. I can analyze the impact of word choices on meaning and tone.</p>		
ENGIV.RL.5	<p>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.</p> <hr/> <p>I can analyze how an author's choices concerning how to structure a text contribute meaning an aesthetic impact.</p>		
ENGIV.RL.6	<p>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).</p>		

		I can analyze point of view by determining what is directly stated and what is meant in a text.		
ENGIV.RL.10		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. I can read and comprehend multiple genres of grade-appropriate literature.		
Reading: Informational				
ENGIV.RI.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. I can determine two or more central ideas of a text and analyze their development in the text. I can provide an objective summary of the text.		
ENGIV.RI.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. I can determine an author’s point of view in a text by examining the rhetoric. I can analyze how style and content contribute to the power of the text.		
ENGIV.RI.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. I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.		
Speaking and Listening				
ENGIV.SL.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. I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.		
ENGIV.SL.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. I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. I can assess the stance, premises, ideas, points of emphasis and tone being used.		

ENGIV.SL.4	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <hr/> <p>I can present information, findings, and evidence and convey a clear perspective. I can organize and develop information appropriate to purpose and audience.</p>		
ENGIV.SL.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <hr/> <p>I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.</p>		
Writing			
ENGIV.W.2	<p>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.</p> <hr/> <p>I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.</p>		
ENGIV.W.2a	<p>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.</p> <hr/> <p>I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.</p>		
ENGIV.W.2b	<p>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.</p> <hr/> <p>I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience's knowledge of the topic.</p>		
ENGIV.W.2c	<p>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.</p> <hr/> <p>I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.</p>		
ENGIV.W.2d	<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>		

		I can use precise language and vocabulary, metaphor, simile and analogy to write about a topic.		
Language				
	ENGIV.L1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. <hr/> I can apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.		
	ENGIV.L1b.	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. <hr/> I can 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.		
	ENGIV.L2a.	Observe hyphenation conventions. <hr/> I can observe hyphenation conventions.		
	ENGIV.L2b.	Spell correctly. <hr/> I can spell correctly.		
	ENGIV.L3.	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. <hr/> I can apply knowledge of language to understand how language functions in different contexts. I can make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
	ENGIV.L3a.	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. <hr/> I can vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. I can apply an understanding of syntax to the study of complex texts when reading.		
	ENGIV.L4a.	Use context as a clue to the meaning of a word or phrase. <hr/> I can use context as a clue to the meaning of a word or phrase.		
	ENGIV.L4b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. <hr/> I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.		
	ENGIV.L4c.	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.		

		I can 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.		
Standard			Complete (Check Boxes)	
2nd Nine Weeks				
Reading: Literature				
	ENGIV.RL.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.		
		I can determine two or more themes or central ideas of a text and analyze their development over the course of the text. I can determine how the themes interact and build on one another to produce a complex account; provide an objective summary of the text.		
Reading: Informational				
	ENGIV.RI.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.		
		I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. I can analyze and evaluate whether the structure makes points clear, convincing, and engaging.		
	ENGIV.RI.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.		
		I can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. I can analyze how style and content contribute to the power, persuasiveness, or beauty of the text.		
	ENGIV.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.		
		I can analyze 17th, 18th, and 19th century foundational US documents for their themes, purposes, and rhetorical features.		
Writing				
	ENGIV.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
		I can write arguments to support claims in an analysis of substantive topics or text. I can use valid reasoning and relevant and sufficient evidence to support claims.		

ENGIV.W.1a.	<p>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.</p> <hr/> <p>I can introduce precise, knowledgeable claim(s). I can establish the significance of the claim(s). I can distinguish the claim(s) from alternate or opposing claims. I can create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>		
ENGIV.W.1b.	<p>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.</p> <hr/> <p>I can develop claim(s) and counterclaims fairly and thoroughly. I can supply 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.</p>		
ENGIV.W.1c.	<p>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 and evidence, and between claim(s) and counterclaims.</p> <hr/> <p>I can 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 and evidence, and between claim(s) and counterclaims.</p>		
ENGIV.W.1d.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <hr/> <p>I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>		
ENGIV.W.1e.	<p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <hr/> <p>I can provide a concluding statement or section that follows from and supports the argument presented.</p>		
ENGIV.W.2.	<p>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.</p> <hr/> <p>I can 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.</p>		

ENGIV.W.2e.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <hr/> <p>I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>			
ENGIV.W.7.	<p>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.</p> <hr/> <p>I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. I can narrow or broaden the inquiry when appropriate. I can synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			
Language				
ENGIV.L.4b.	<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <hr/> <p>I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>			
ENGIV.L.4d.	<p>Verify the preliminary determination of the meaning of a word or phrase.</p> <hr/> <p>I can verify the preliminary determination of the meaning of a word or phrase.</p>			
Number		Standard		Complete (Check Boxes)
3rd Nine Weeks				
Reading: Literature				
ENGIV.RL.6.	<p>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).</p> <hr/> <p>I can 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).</p>			
ENGIV.RL.9.	<p>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.</p> <hr/> <p>I can demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature.</p>			

		I can analyze how two or more texts from the same period treat similar themes or topics.		
Reading: Informational				
	ENGIV.RI.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. <hr/> I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective. I can analyze how style and content contribute to the power, persuasiveness, or beauty of the text.		
	ENGIV.RI.9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. <hr/> I can analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.		
Speaking and Listening				
	ENGIV.SL.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. <hr/> I can 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.		
Writing				
	ENGIV.W.2a.	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. <hr/> I can introduce a topic. I can 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.		
	ENGIV.W.2c.	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. <hr/> I can 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.		
	ENGIV.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		

		I can use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
	ENGIV.W.2f.	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). <hr/> I can 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).		
	ENGIV.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <hr/> I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	ENGIV.W.3a.	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. <hr/> I can engage and orient the reader by setting out a problem, situation, or observation and its significance. I can establish one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
	ENGIV.W.3b.	Use narrative techniques, such as dialogue, pacing description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <hr/> I can use narrative techniques, such as dialogue, pacing description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
	ENGIV.W.3c.	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. <hr/> I can 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.		
	ENGIV.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. <hr/> I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.		

ENGIV.W.3e.	<p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <hr/> <p>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
ENGIV.W.9a.	<p>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”.)</p> <hr/> <p>I can 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”.)</p>		
Language			
ENGIV.L.5a.	<p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <hr/> <p>I can interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>		
ENGIV.L.5b.	<p>Analyze nuances in the meaning of words with similar denotations.</p> <hr/> <p>I can analyze nuances in the meaning of words with similar denotations.</p>		
Number	Standard	Complete (Check Boxes)	
4th Nine Weeks			
Speaking and Listening			
ENGIV.SL.2.	<p>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <hr/> <p>I can integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.</p> <p>I can evaluate the credibility and accuracy of each source and noting any discrepancies among the data.</p>		
ENGIV.SL.4.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <hr/> <p>I can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning.</p>		

		<p>I can present findings so that alternative or opposing perspectives are addressed.</p> <p>I can present so that the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		
	ENGIV.SL.5.	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <hr/> <p>I can make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		
Writing				
	ENGIV.W.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <hr/> <p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
	ENGIV.W.5.	<p>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.</p> <hr/> <p>I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I can focus on addressing what is most significant for a specific purpose and audience.</p>		
	ENGIV.W.6.	<p>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.</p> <hr/> <p>I can use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.</p> <p>I can include new arguments or information.</p>		
#		Standard		Complete (Check Boxes)
Bridged Standards (all four Nine Weeks)				
Reading: Literature				
	ENGIV.RL.4.	<p>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.</p> <hr/> <p>I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>I can 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.</p>		

ENGIV.RL.10b.	<p>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.</p> <hr/> <p>I can read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>		
Reading: Informational			
ENGIV.RI.4.	<p>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.</p> <hr/> <p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>		
ENGIV.RI.10b.	<p>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.</p> <hr/> <p>I can 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.</p>		
Speaking and Listening			
ENGIV.SL.1.	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <hr/> <p>I can initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues. I can build on others’ ideas and expressing their own clearly and persuasively.</p>		
ENGIV.SL.1a.	<p>Come to discussions prepared, having read or 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.</p> <hr/> <p>I can come to discussions prepared, having read or researched material under study. I can 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.</p>		
ENGIV.SL.1b.	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		

		<p>I can work with peers to promote civil, democratic discussions and decision-making.</p> <p>I can set clear goals and deadlines, and establish individual roles as needed.</p>		
	ENGIV.SL.1c.	<p>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.</p> <hr/> <p>I can propel conversations by posing and responding to questions that probe reasoning and evidence.</p> <p>I can ensure a hearing for a full range of positions on a topic or issue.</p> <p>I can clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>		
	ENGIV.SL.1d.	<p>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.</p> <hr/> <p>I can respond thoughtfully to diverse perspectives.</p> <p>I can synthesize comments, claims, and evidence made on all sides of an issue.</p> <p>I can resolve contradictions when possible.</p> <p>I can determine what additional information or research is required to deepen the investigation or complete the task.</p>		
	ENGIV.SL.4.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <hr/> <p>I can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning.</p> <p>I can present so that alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		
	ENGIV.SL.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.</p> <hr/> <p>I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.</p>		
Writing				
	ENGIV.W.5.	<p>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.</p>		

		<p>I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I can focus on addressing what is most significant for a specific purpose and audience.</p>		
ENGIV.W.7.		<p>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.</p> <hr/> <p>I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p> <p>I can narrow or broaden the inquiry when appropriate.</p> <p>I can synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
ENGIV.W.8.		<p>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.</p> <hr/> <p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p>I can assess the strengths and limitations of each source in terms of the task, purpose, and audience.</p> <p>I can 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.</p>		
ENGIV.W.9.		<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <hr/> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
Language				
ENGIV.L.1.		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <hr/> <p>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
ENGIV.L.2.		<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <hr/> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
ENGIV.L.3.		<p>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.</p>		

		<hr/> I can 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.		
ENGIV.L.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. <hr/> I can 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.		
ENGIV.L.5.		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <hr/> I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ENGIV.L.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. <hr/> I can 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. I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

ENGLISH 12		
AP English Literature	Honors English Literature	Standard English Literature
<p>Major Works/Novels</p> <p>Chaucer, exc. from <i>The Canterbury Tales</i></p> <p>Dante, exc. from <i>The Inferno</i></p> <p>Kafka, <i>Metamorphosis</i></p> <p>Orwell, <i>1984</i></p> <p>Gaarder, <i>Sophie's World</i></p> <p>McCarthy, <i>The Road</i></p> <p>Hosseini, <i>The Kite Runner</i></p> <p>(Optional)</p> <p>John Irving, <i>Prayer for Owen Meany</i></p> <p>John Gardner, <i>Grendel</i></p>	<p>Major Works/Novels</p> <p><i>Beowulf</i></p> <p>Chaucer, exc. <i>The Canterbury Tales</i></p> <p>Milton, exc. <i>Paradise Lost</i></p> <p>Pope, exc. <i>Rape of the Lock</i></p> <p>Swift, exc. <i>Gulliver's Travels</i></p> <p>Choose two of the following novels:</p> <p>Orwell, <i>1984</i></p> <p>Hardy, <i>Tess of the D'Urbervilles</i></p> <p>Bronte, <i>Wuthering Heights</i></p> <p>Eliot, <i>Silas Marner</i></p>	<p>Major Works/Novels</p> <p><i>Beowulf</i></p> <p>Chaucer, exc. <i>The Canterbury Tales</i></p> <p>Milton, exc. <i>Paradise Lost</i></p> <p>Pope, exc. <i>Rape of the Lock</i></p> <p>Swift, exc. <i>Gulliver's Travel</i></p> <p>Choose one of the following novels:</p> <p>Orwell, <i>1984</i></p> <p>Hardy, <i>Tess of the D'Urbervilles</i></p> <p>Eliot, <i>Silas Marner</i></p> <p>Levi, <i>Survival in Auschwitz</i></p>
Drama	Drama	Drama

<p>Sophocles, <i>Oedipus Rex</i></p> <p>Shakespeare, <i>Hamlet</i></p> <p>Wilde, <i>The Importance of Being Earnest</i></p> <p>Stoppard, <i>Rozencrantz and Guildenstern Are Dead</i></p>	<p>Shakespeare, <i>Macbeth</i></p> <p>Wilde, <i>The Importance of Being Earnest</i></p> <p>Optional:</p> <p>Shaw, <i>Pygmalion</i></p>	<p>Shakespeare, <i>Macbeth, Hamlet</i></p> <p>Optional:</p> <p>Wilde, <i>Importance of Being Earnest</i></p> <p>Shaw, <i>Pygmalion</i></p>
	<p>Short Stories</p> <p>Exc. from Grendel</p> <p>Mallory, "Le Morte D'Authur"</p> <p>Wilde, "The Nightingale and the Rose"</p> <p>Joyce, "Araby"</p> <p>Lawrence, "The Rocking Horse Winner"</p>	<p>Short Stories</p> <p>Exc. from Grendel</p> <p>Mallory, "Le Morte D'Authur"</p> <p>Wilde, "The Nightingale and the Rose"</p> <p>Joyce, "Araby"</p> <p>Lawrence, "The Rocking Horse Winner"</p>
	<p>Poetry</p> <p>"The Seafarer"</p> <p>Early English and Scottish Ballads</p> <p>Selected Sonnets (Elizabethan, Romantic, Victorian)</p> <p>Grey, "Elegy Written in a Country</p>	<p>Poetry</p> <p>"The Seafarer"</p> <p>Exc. from "Sir Gawain and the Green Knight"</p> <p>Early English and Scottish Ballads</p>

	<p>Churchyard”</p> <p>Wordsworth, “Lines Composed a Few Miles Above Tintern Abbey”</p> <p>Coleridge, “The Rime of the Ancient Mariner”</p> <p>Selected odes (Romantics)</p> <p>Keats, “La Belle Dame Sans Merci”</p> <p>Tennyson, “Ulysses,” “The Lady of Shalott”</p> <p>Arnold, “Dover Beach”</p> <p>Browning, “My Last Duchess”</p> <p>Eliot, “The Hollow Men”</p> <p>Thomas, “Fern Hill,” “Do Not Go Gentle into That Good Night”</p>	<p>Selected Sonnets (Elizabethan, Romantic, Victorian)</p> <p>Grey, “Elegy Written in a Country Churchyard”</p> <p>Wordsworth, “Lines Composed a Few Miles Above Tintern Abbey”</p> <p>Coleridge, “The Rime of the Ancient Mariner”</p> <p>Selected odes (Romantics)</p> <p>Keats, “La Belle Dame Sans Merci”</p> <p>Tennyson, “Ulysses,” “The Lady of Shalott”</p> <p>Arnold, “Dover Beach”</p> <p>Browning, “My Last Duchess”</p> <p>Eliot, “The Hollow Men”</p> <p>Thomas, “Fern Hill,” “Do Not Go Gentle into That Good Night”</p>
	<p>Nonfiction</p> <p>“Life in 999: A Grim Struggle”</p> <p>Donne, “Meditation 17”</p>	<p>Nonfiction</p> <p>“Life in 999: A Grim Struggle”</p> <p>Donne, “Meditation 17”</p>

	Exc., "On the Knocking at the Gate in <i>Macbeth</i> " Swift, Exc. "A Modest Proposal"	Exc., "On the Knocking at the Gate in Gate in <i>Macbeth</i> " Swift, Exc. "A Modest Proposal"
Wrtiting	Writing	Writing

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