



Gasconade R-2

Objective Course Curriculum Report for: AP English IV - Twelfth Grade

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Name

AP English IV Objective 1

Unit Objective

Access prior knowledge in pre-reading strategies of preview and prediction to aid comprehension of a reading selection.

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Sequence

1

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.01 Pre-reading

Objective used to assess students

Formative Assessment Activities

The students will be able to access prior knowledge from another genre, preview the text assigned, and predict with some text support or rationale, the anticipated outcome in the form of a well-developed paragraph.

Depth of Knowledge

80%

Learning Activity

The students will be presented information to introduce reading selections. The students will then analyze the data presented and work in groups to answer prompt questions, and the groups will present their anticipated outcomes with the class.

Research-based Instructional Strategies

- A. The teacher will present information regarding the the selected text.
- B. The teacher will model the background of the type of literature being introduced.
- C. The teacher will model the possible anticipated outcomes of the selected text.

Supporting Resources

Samples may include Frankenstein by Mary Shelley, Hamlet by William Shakespeare, Oedipus the King by Sophocles, and A Doll's House by Henrik Ibsen.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RI.3.3	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Craft and Structure	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	RL.10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Version

3

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 2

Unit Objective

Access prior knowledge to determine the meaning of unknown words, to question the text, and to infer.

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2

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.02 During reading

Objective used to assess students

Formative Assessment Activities

The students will use prior knowledge to determine the meaning of unknown words, question "why" in the text, and identify inferences when tested.

Depth of Knowledge

80%

Learning Activity

The students will participate in lessons as well as conduct necessary research to determine the meaning of unknown words, question "why" in the text, and how to identify inferences.

Research-based Instructional Strategies

The teacher will model lessons regarding how to determine the meaning of unknown words, question "why" in the text, and how to identify inferences.

Supporting Resources

Samples may include Hamlet by William Shakespeare, Oedipus the King by Sophocles, Canterbury Tales by Geoffrey Chaucer, Les Miserables by Victor Hugo, Frankenstein by Mary Shelley, Jane Eyre by Charlotte Bronte, and A Doll's House by Henrik Ibsen.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Craft and Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	RI.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Informational Text</p>	<p>Craft and Structure</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<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 (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>4.4.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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.</p>	<p>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.</p>	<p>4.4.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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.</p>	<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>4.4.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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.</p>	<p>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.</p>	<p>4.4.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	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).	6.6	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

3

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 3

Unit Objective

Access prior knowledge for comprehension and paraphrasing strategies.

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Sequence

3

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.03 During reading

Objective used to assess students

Formative Assessment Activities

The student will use prior knowledge as well as knowledge obtained during the reading of the selection to apply comprehension strategies for a selection and to write a paraphrase of a written selection.

Depth of Knowledge

80%

Learning Activity

The student will read selected materials and write essays and/or reports in which comprehension will be assessed as well as paraphrasing of the selected materials. This will be especially emphasized when students produce book reviews and analysis.

Research-based Instructional Strategies

The teacher will model strategies for reading comprehension and paraphrasing in a selection in a smartboard presentation as well as giving students examples of sample responses regarding comprehension and paraphrasing.

Supporting Resources

Samples may include Oedipus the King by Sophocles, Hamlet by William Shakespeare, and various sonnets and other poems.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.3.3	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 4

Unit Objective

Access prior knowledge for the post-reading skills in drawing conclusions.

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Sequence

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Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.04 Post-reading

Objective used to assess students

Formative Assessment Activities

The student will read the assigned selection(s). Then, the student will choose from a list of five, the most likely conclusion on an AP-styled multiple-choice test.

Depth of Knowledge

80%

Learning Activity

The students will read the assigned selection(s), and the most likely conclusions will be discussed. The student will then read other assigned selections and practice selecting the most likely conclusion. The class will discuss which conclusions were chosen and why each conclusion was chosen.

Research-based Instructional Strategies

- A. The teacher will model from a Smartboard activity how to draw conclusions.
- B. The teacher will read a short selection and work with the class regarding how to draw appropriate conclusions.
- C. The teacher will read a short selection along with the class and prompt the students regarding the conclusion.

Supporting Resources

Samples may include previously released AP tests from the College Board website.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 5

Unit Objective

Access prior knowledge for the process of how to compare, contrast, analyze, and evaluate connections

- A. Text to text
- B. Text to self
- C. Text to world

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Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.05 Making connections

Objective used to assess students

Formative Assessment Activities

A. The students will access prior knowledge to compare, contrast, analyze, and evaluate connections from text to text orally with other students in class.

B. The students will compare, contrast, analyze, and evaluate connections from text to self by writing book analysis.

C. The students will compare, contrast, analyze, and evaluate from text to world by writing book analysis written through a variety of lenses.

Depth of Knowledge

80%

Learning Activity

The students will recall the meaning of each term and apply the terms in class discussions and book analysis in regard to text to text, text to self, and text to world.

Research-based Instructional Strategies

A. The teacher will present two literary selections and discuss how information and relationships in the two selections can be compared, contrasted, analyzed, and evaluated. The teacher will review the meaning of each term.

B. The teacher will model the relationship between the two selections which is utilizing a text to text comparison.

C. The teacher will present the class with materials regarding various critical lenses and how each lens allows selections to be compared, contrasted, analyzed, and evaluated differently.

D. The teacher will present selections to the class which will be compared, contrasted, analyzed, and evaluated using a variety of lenses which will incorporate text to self and text to world.

Supporting Resources

Samples may include Critical Lens packets, Book Analysis requirements (included in AP syllabus), and Novel List for AP Book Analysis (included in AP syllabus).

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.7.7	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	RI.7.7	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Informational Text</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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.</p>	<p>RI.10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Informational Text</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>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.</p>	<p>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	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”).	9.9.b	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 6

Unit Objective

Demonstrate knowledge of literary techniques such as figurative language, sound devices, and contrast. A. Figurative Language - simile, metaphor, personification, analogy, synecdoche, metonymy, allusion B. Sound Devices - meter, iambic, trochaic, anapestic, monometer, dimeter, trimeter, tetrameter, pentameter, hexameter, rhyme, assonance, consonance, alliteration, onomatopoeia C. Highlighted Contrast, Overstatement, or Negation - irony, hyperbole, antithesis, oxymoron, paradox, litotes

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6

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.06 Literary techniques

Objective used to assess students

Formative Assessment Activities

The students will apply prior knowledge of literary techniques and terms including figurative language, sound devices, and contrast on an AP-style test which includes multiple choice and essay prompts. In addition, figurative language devices will be demonstrated through student-created poetry presentations where application of all types of techniques and terms must be applied.

Depth of Knowledge

80%

Learning Activity

The student will practice, from a variety of activities, the way to identify, explain, analyze, and evaluate various literary techniques including figurative language, sound devices, and satire.

Research-based Instructional Strategies

The teacher will present lessons, which will include the Smartboard, reviewing literary techniques showing how to identify, explain, analyze, and evaluate literary techniques which stress figurative language, sound devices, and satire.

Supporting Resources

Samples may include the AP Syllabus, Bedford's Literary Terms, and the internet.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	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).	RI.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Craft and Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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).	5.5.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	5.5.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Analyze nuances in the meaning of words with similar denotations.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.	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.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>1.1.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>	<p>1.1.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>	<p>2.2</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		<p>3.3</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.		4.4	College- and Career-Readiness Standards and K-12 English Language Arts
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<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>		<p>5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

4

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 7

Unit Objective

- A. Analyze character, plot, setting, point of view
- B. Analyze the development of a theme across genres
- C. Evaluate the effect of tone on the overall meaning of work

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Sequence

7

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.07 Literary elements

Objective used to assess students

Formative Assessment Activities

A. Students will use prior knowledge to analyze character, plot, setting, and point of view in relationship to text in the form of AP-style multiple choice questions from fiction, poetry, and drama.

B. Students will analyze the development of various themes across genres from text in the form of AP-style multiple choice and essay questions from fiction, poetry, and drama.

C. Students will evaluate the effect of tone on the overall meaning of selected works in the form of AP-style multiple choice and essay questions from fiction, poetry, and drama. D. Students will demonstrate understanding of tone by creating and presenting tone videos regarding selected poems.

Depth of Knowledge

80%

Learning Activity

The student will use prior knowledge to follow all classroom activities and participate in class discussion, as well as practice Advanced Placement exams, regarding how to analyze character, plot, setting, point of view, development of themes across genres, and evaluate the effect of tone on the overall meaning of a work

Research-based Instructional Strategies

Using a variety of classroom activities, which will include Smartboard activities, the teacher will model how to analyze character, plot, setting, point of view, development of themes across genres, and evaluate the effect of tone on the overall meaning of selected works.

Supporting Resources

Samples may include selected poems, tone presentation (YouTube videos), tone worksheets, and released AP tests.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.2.2	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Key Ideas and Details</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<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>	<p>RL.3.3</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Key Ideas and Details</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RL.5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<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>	<p>RL.10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Reading	Literature	Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.2.2	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	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.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<p>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.</p>	<p>2.2</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>4.4</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

4

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 8

Unit Objective

Access prior knowledge for the details from argumentative text

- A. Analyze and evaluate the organizational patterns
- B. Identify and analyze faulty reasoning and unfounded inferences
- C. Evaluate proposed solutions
- D. Evaluate effect of tone on the overall meaning of work
- E. Analyze and evaluate point of view
- F. Analyze and evaluate the type of appeal (emotional, ethical, or logical)

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Sequence

8

Assessment Methods

Essential Questions

Course

AP English IV

Unit

1.08 Text structures

Objective used to assess students

Formative Assessment Activities

The students will use prior knowledge for analyzing and evaluating organizational patterns, faulty reasoning and unfounded inferences, proposed solutions, effect of tone on the overall meaning of a work, point of view, and type of appeal (emotional, ethical, or logical) from an argumentative text.

Depth of Knowledge

80%

Learning Activity

The student, using prior knowledge, will participate in activities in review of the areas of analyzing and evaluating organization patterns, faulty reasoning, unfounded inferences, proposed solutions, effect of tone on the overall meaning of a work, point of view, and type of appeal (emotional, ethical, or logical) from an argumentative text.

Research-based Instructional Strategies

The teacher will model a short review of analyzing and evaluating organizational patterns, faulty reasoning, unfounded inferences, proposed solutions, the effect of tone on the overall meaning of a work, point of view, and the type of appeal (emotional, ethical, or logical) from an argumentative text.

Supporting Resources

Samples may include Oedipus the King by Sophocles, Hamlet by William Shakespeare, Les Miserables by Victor Hugo, Jane Eyre by Charlotte Bronte, and A Doll's House by Henrik Ibsen.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<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>	<p>RI.1.1</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.5.5	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 9

Unit Objective

Access prior knowledge for composing a writing

A. Showing an awareness of audience

B. Choosing a format and point of view appropriate to purpose and audience

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Sequence

9

Assessment Methods

Essential Questions

Course

AP English IV

Unit

2.01 Audience and purpose

Objective used to assess students

Formative Assessment Activities

Students will show an awareness of audience in a variety of writing activities which will include short answer, in-class timed essays, and out-of-class writing assignments. For of each type of writing, students will choose a format and point of view that is appropriate to the purpose and the audience of the assigned writing.

Depth of Knowledge

80%

Learning Activity

Students will follow a variety of classroom activities during which the students will learn the steps for awareness of audience and how to choose a format and point of view appropriate to purpose and audience. These activities will include in-class timed writings, out-of-class writings, and short answers.

Research-based Instructional Strategies

The teacher will model a variety of activities, which will include Smartboard lessons, how to assess the requirements of various writing assignments with various audiences and how to choose a format and point of view appropriate to specific purposes and audiences.

Supporting Resources

Samples may include released AP writing prompts and Critical Lens packet.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 10

Unit Objective

Access prior knowledge in composing a writing with

- A. A strong controlling idea
- B. Relevant/specific details
- C. Complex ideas
- D. Freshness of thought

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Sequence

Assessment Methods**Essential Questions****Course**

AP English IV

Unit

2.02 Ideas and content

Objective used to assess students**Formative Assessment Activities**

Students will demonstrate an understanding of a strong controlling idea, relevant/specific details, complex ideas, and freshness of thought in the form of a selected response evaluation.

Depth of Knowledge

80%

Learning Activity

Students will participate in classroom activities that review strong controlling idea, relevant/specific details, complex ideas, and freshness of thought. Review of AP exam essay items will be utilized throughout the year which will implement these strategies.

Research-based Instructional Strategies

The teacher will present a variety of lessons that will model required components of composing a writing that has a strong controlling idea, relevant/specific details, complex ideas, and freshness of thought. In addition to in-class and out-of-class writing assignments, lessons will also be presented specifically geared toward how these components relate to the AP essay exam.

Supporting Resources

Samples may include released AP exam items and Critical Lens packet.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Text Types and Purposes</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<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>	<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>	<p>3.3.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Text Types and Purposes</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>1.1.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Knowledge of Language	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.	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.	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 11

Unit Objective

Access prior knowledge in composing a writing with

- A. Effective beginning, middle, and end
- B. Logical order
- C. Effective paragraphing
- D. Cohesive devices
- E. Varied sentence structure
- F. Clarity of expression
- G. Active voice

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Shirlie Wright

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Sequence

11

Assessment Methods

Essential Questions

Course

Unit

2.03 Organization and sentence structure

Objective used to assess students

Formative Assessment Activities

Students will demonstrate their understanding of the organizational parts of writing and sentence structure in the form of a selected response evaluation.

Depth of Knowledge

80%

Learning Activity

Students will participate in smartboard lessons to review the organizational concepts in writing as well as sentence structure.

Research-based Instructional Strategies

The teacher will model, using Smartboard lessons, how to write effective paragraphs, use cohesive devices, utilize various sentence structures, and include clarity of expression and active voice.

Supporting Resources

Samples may include released AP exam items, list of transitional words and phrases, and notes over the format for outlines.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	2.2.e	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.2.f	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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).	3.3.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	3.3.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<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>		<p>1.1.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

4

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 13

Unit Objective

Compose a poem for a specific purpose.

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Sequence

12

Assessment Methods

Essential Questions

Course

AP English IV

Unit

2.04 Forms/Types/Modes of writing

Objective used to assess students

Formative Assessment Activities

Students will compose Shakespearean sonnets.

Depth of Knowledge

80%

Learning Activity

Students will participate in activities related to Shakespearean sonnets from the textbook and from Smartboard presentations regarding the components of this type of sonnet and how to create a sonnet of their own.

Research-based Instructional Strategies

The teacher will provide examples of Shakespearean sonnets to the class and analyze the components of the sonnets. The teacher will model how to create a Shakespearean sonnet through a variety of activities.

Supporting Resources

Samples may include sonnets written by William Shakespeare.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		7.7	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<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>		<p>8.8</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<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 over reliance on any one source and following a standard format for citation.</p>		<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Writing	Range of Writing	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.	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.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 14

Unit Objective

Compose a literary analysis writing.

Created By

System

Creation Date

5/19/2013 7:18:45 PM +00:00

Modified By

Shirlie Wright

Modification Date

5/31/2013 7:06:20 PM +00:00

Sequence

13

Assessment Methods

Essential Questions

Course

AP English IV

Unit

2.05 Forms/Types. Modes of writing

Objective used to assess students

Formative Assessment Activities

The student will write literary analysis using critical lenses on book reviews and AP-style exam questions.

Depth of Knowledge

80%

Learning Activity

Students will participate in a variety of activities regarding critical lenses and how to create a literary analysis writing.

Research-based Instructional Strategies

The teacher will model and provide examples of various types of critical lenses and literary analysis writings to demonstrate to the students how to create a literary analysis writing.

Supporting Resources

Samples may include released AP exams, Critical Lens packet, and the novel list for AP English IV.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<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>		<p>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<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>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Writing	Range of Writing	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.	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.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 17

Unit Objective

Compose a reflective writing.

Created By

System

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Shirlie Wright

Modification Date

5/31/2013 7:15:05 PM +00:00

Sequence

14

Assessment Methods

Essential Questions

Course

AP English IV

Unit

2.06 Forms/Types/Modes of writing

Objective used to assess students

Formative Assessment Activities

Students will compose a reflective writing which will be used in book reviews.

Depth of Knowledge

80%

Learning Activity

Students will participate in a variety of activities to learn the process necessary for creating a reflective writing.

Research-based Instructional Strategies

The teacher will provide a variety of activities and information to the class regarding how to create a reflective writing.

Supporting Resources

Samples may include the novel list for AP English IV, book analysis requirements (in AP syllabus), and a copy of a sample writing for reference.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	3.3.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	3.3.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	3.3.d	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	3.3.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Range of Writing	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.	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.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 18

Unit Objective

Compose a research paper.

Created By

System

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Shirlie Wright

Modification Date

5/31/2013 7:20:21 PM +00:00

Sequence

15

Assessment Methods

Essential Questions

Course

AP English IV

Unit

2.07 Forms/Types/Modes of writing

Objective used to assess students

Formative Assessment Activities

Students will compose a research paper.

Depth of Knowledge

80%

Learning Activity

Students will participate in classroom activities and review the process necessary for creating a research paper.

Research-based Instructional Strategies

The teacher will model and provide necessary information to the students regarding how to create a research paper.

Supporting Resources

Samples may include handout with research requirements (included in the AP syllabus), MLA format from the Purdue OWL, and the novel list for AP English IV (included in the AP syllabus).

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	9.9.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	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”).	9.9.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Writing	Range of Writing	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.	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.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 19

Unit Objective

Access prior knowledge in the discussion and presentation

- A. Create concise presentations on the topic assigned
- B. Incorporate appropriate media or technology
- C. Respond to feedback
- D. Defend ideas
- E. Demonstrate poise and self-control

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System

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5/19/2013 7:18:46 PM +00:00

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Shirlie Wright

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Sequence

16

Assessment Methods

Essential Questions

Course

AP English IV

Unit

3.01 Discussion and presentation

Objective used to assess students

Formative Assessment Activities

Students will participate in presentations, demonstrating poise and self-control, regarding information obtained in a selected novel. In addition, students will participate in peer evaluation of AP-style essays and provide explicit feedback to defend evaluations of those essays.

Depth of Knowledge

80%

Learning Activity

Students will research and discuss information discovered in a chosen poems. In addition, students will read AP-style essays of their peers and provide concise and well-organized feedback regarding evaluations of these essays.

Research-based Instructional Strategies

The teacher will model how to create a classroom presentation regarding their selected poems. Also, the teacher will provide examples of previously scored essays for the students to use as benchmarks when evaluating and then discussing AP-style essays.

Supporting Resources

Samples may include list of poetry terms (included in AP syllabus), tone presentation, and AP exam released items.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.	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.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>1.1.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>	<p>1.1.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<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>	<p>3.3</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>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.</p>		<p>4.4</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<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>	<p>5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

3

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

AP English IV Objective 20

Unit Objective

Access prior knowledge for the development of investigation and research for locating multiple primary and secondary sources, for evaluate reliability of sources and for recording information.

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Shirlie Wright

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Sequence

17

Assessment Methods

Essential Questions

Course

AP English IV

Unit

4.01 Research Plan

Objective used to assess students

Formative Assessment Activities

Students will create an outline from multiple media sources (primary and secondary), evaluate the sources for reliability, and record notes following MLA format. This information will be utilized in the development and creating of the research paper.

Depth of Knowledge

80%

Learning Activity

Students will participate in classroom activities regarding MLA formatting regarding how to create a research plan.

Research-based Instructional Strategies

The teacher will provide classroom presentations regarding the process for creating a research plan.

Supporting Resources

Samples may include MLA format from Purdue OWL and outline requirements provided by teacher.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement