

12th Grade Elective – Women’s Literature

Course Overview: This course will recognize the issues that women have confronted historically, economically, culturally, and stereotypically and will question various theories about the “role” of women. Students will be encouraged to compare their current attitudes of these issues through the selections that will be discussed throughout this year-long course. Emphasis on the various methods of analyzing literature—including feminism, racism, Marxism, gender bias, archetypal and historical criticisms—will enhance students’ critical thinking skills to become astute literary critics as they consider the links between women’s writing through the ages and feminist movements across cultures and throughout history. Upon completion, students will be able to write an argumentative essay and prepare a speech about the “new role” of women connecting it to one of the texts discussed from the course.

Month/ Unit Name	CCLS Standards	Content/ Guiding Questions	Skills	Suggested Assessments/ Activities	Key Vocabulary
September Setting the Stage: Women Then to Now	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RI.11-	Historical analysis of women’s struggle for equal rights Gender analysis of the status of women Role that Media plays in its <i>mis</i> -representation of women ----- In what ways are Men and Women be equal? How does the media perpetuate stereotypes and oppress the female gender? How do women give up their power?	Reading Annotate text for purpose: history of gender Jigsaw a study of an egalitarian society OR Webquest on Title IX and Women’s struggle for same playing field as men Research Women throughout history Acquire new vocabulary through context clues, dictionary use, and analysis View film through a feminist lens Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). Writing Guided <i>Rhetorical Précis</i> on “Gender in MesoAmerica” Group <i>Rhetorical Précis</i> on “Taking Sides” Research key events to add to	Reading Images of cave paintings, pottery, burial mounds <u>“Gender in Mesoamerica: Interpreting Gender Roles in Classic Maya Society”</u> ; <u>The Rights of Women</u> ; <u>“Taking Sides-Clashing Views on Controversial Issues in Anthropology”</u> ; <u>ORBattle of the Sexes: Billie Jean King vs Bobbie Riggs</u> Women throughout history; timeline of female writers throughout history; film: <u>Miss Representation</u> Writing Rubric for Rhetorical Précis Research of women’s historical analysis Cornell notes from group presentations Rhetorical précis of a commercial that incorporates	Connotation Ideology Egalitarian Gender Gender Bias Sex Misogyny Patriarchy Feminism Battle Role Stereotype Equality Vocabulary from Britannica Timeline Mis-(prefix) Hidebound Posit thesis

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	<p>12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>How do we change the way women are perceived?</p>	<p>timeline Journal about perceived stereotypes of Women – locally, nationally, globally Vocabulary Development of Tier 3 words</p> <p>Speaking and Listening Socratic Seminar for “Gender in MesoAmerica” Take a side to analyze the debate of “Taking Sides” Discuss <i>Miss Representation</i> and create “your story”</p>	<p>gender stereotypes OR work in groups to pull images from magazines that engender stereotypes OR compile statistics of gender stereotypes OR write rhetorical précis of one episode of the Rachel Maddow show Critical Essay that synthesizes the changing/static /fluid role of women throughout time</p> <p>Speaking and Listening Collaboration on Jigsaw presentation Audience feedback and questions about presentation Present Section of Timeline Visual of representation of women</p>	
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<p>October- November</p> <p>Women in “Captivity”</p>	<p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Exclusion from the American Dream</p> <p>Comparison of women’s experiences based on race, culture, and economic class</p> <p>Powerlessness/submissiveness of a female character in relation to the leading male character</p> <p>Women’s challenges to moral and legal limitations placed on them</p> <p>-----</p> <p>In what ways are women captive? How do the texts illuminate the theme of women in captivity? How do women, in their captivity, survive or cope?</p>	<p>Reading</p> <p>Close Reading</p> <p>Analyze multiple interpretations of full-length works by authors who represent diverse world cultures</p> <p>Writing</p> <p>Ability to examine the identity an author creates for the central female character.</p> <p>Discuss how identity is gender and race specific, and if identity seems fixed, stable, fluid, contingent, or other.</p> <p>Writing Process</p> <p>Speaking and Listening</p> <p>Read fluently and with purpose in a dramatic role</p> <p>Interpret and present speeches and/or scenes using appropriate inflection and delivery techniques</p>	<p>Reading</p> <p>“On Being Brought from Africa to America” Phyllis Wheatley, Selected Chapters from <i>Incidents in the Life of a Slave Girl</i> Harriet Jacobs, Excerpts from <i>Rituals of Survival: A Woman’s Portfolio</i> by Nicholasa Mohr; <i>The Yellow Wallpaper</i> Charlotte Perkins Gilman; <i>Othello</i> (Desdemona) or <i>Macbeth</i> (<i>Lady Macbeth</i>); <i>Sweat</i>, Zora Neale Hurston with <i>Fences</i> (Rose) by August Wilson</p> <p>Writing</p> <p>Quick Writes/Formative Writings</p> <p>Quizzes & tests on readings/vocabulary</p> <p>Admit/Exit tickets</p> <p>Informative/explanatory essay examines and conveys the character development of a female character</p> <p>Speaking and Listening</p> <p>Authenticating the voice of a character in a play</p> <p>Glogster or Prezi of any of the female characters in unit</p>	<p>Positionality</p> <p>Race</p> <p>Contingent</p> <p>Captivity</p> <p>Authentic</p> <p>In Medias Res</p> <p>Resolution</p> <p>Allusion</p> <p>Characterization</p> <p>Antagonist</p> <p>Foil</p> <p>Denouement</p> <p>allegory</p> <p>voice</p> <p>Syntax</p> <p>Plaintive</p> <p>Heinous</p> <p>Puissant</p> <p>Redoubtable</p> <p>Retribution</p> <p>Restitution</p> <p>Ignoble</p> <p>Effete</p> <p>Hierarchy</p> <p>Ribald</p> <p>Supine</p> <p>Banal</p> <p>Historical Criticism</p>
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<p>November-December</p> <p>From Silence to Voice</p>	<p>CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</p>	<p>Conflict between personal goals and societal expectations of women</p> <p>Comparison of women’s experiences based on race, culture, and economic class</p> <p>Limits on language, voice, and identity</p> <p>-----</p> <p>How does society silence the female voice?</p> <p>What particular obstacles do women of color face?</p> <p>In what ways can a woman claim her voice?</p> <p>How does a Women’s voice differ from a Man’s voice?</p> <p>How do women engender language?</p>	<p>Reading</p> <p>Read several pieces of one female author to consider her writing style, key themes, and artistic techniques that recur in her work.</p> <p>Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p> <p>Writing</p> <p>Quick Write</p> <p>Annotated Bibliography of Unit Texts</p> <p>Write a fictional dialogue between two of the focal writers—Example: Virginia Woolf (<i>A Room of One’s Own</i>) and bell hooks (<i>“Talking Back”</i>), or Woolf and Alice Walker (<i>In Search of Our Mother’s Gardens</i>), or Walker and hooks—on the topic of women’s creative identity.</p> <p>OR</p> <p>Write a dialogue in which student talks to Woolf, hooks, or Walker, explaining what they learned from reading the focal writer and what student most wants to ask her.</p>	<p>Reading</p> <p>Art of Faith Ringgold, Georgia O’Keefe, Yayoi Kusama; Frida Kahlo</p> <p>Texts: <i>A Room of One’s Own</i>, Virginia Woolf; <i>“Talking Back”</i>, bell hooks; Various quotes from Adrienne Rich excerpted from <i>On Lies, Secrets, and Silence</i> <i>Saving the Life that is Our Own</i>, Alice Walker; <i>Silences</i>, Tillie Olsen</p> <p>Writing</p> <p>Response to Female Artist</p> <p>Self-portrait with original quote that describes portrait</p> <p>Demonstrate Ability to organize complex ideas in an Annotated Bibliography</p> <p>Rubric for Dialogue piece</p> <p>Provide an objective summary of Woolf, hooks, or Walker where students analyze how the author articulates the central idea of “voice,” and how their ideas interact to demonstrate how a woman claims her voice.</p> <p>Speaking and listening</p> <p>Students’ presentations are</p>	<p>Engender Voice</p> <p>feminist Style</p> <p>Diction</p> <p>Connotation</p> <p>Stream-of-Consciousness</p> <p>satire</p> <p>Persona</p> <p>Rhetorical Language</p> <p>Ethos</p> <p>Logos</p> <p>Pathos</p> <p>Intolerant</p> <p>Arrogate</p> <p>Tone</p> <p>Feminist Criticism</p> <p>Language Codes</p>
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	<p>quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period</p>		<p>Demonstrate knowledge of how literature from two or more texts treat similar themes or topics Vocabulary Development of Tier 2 and 3 words Speaking and Listening Discuss societal imposed silencing of the female gender. Talk about the various types of silencing: imposed, meditative, angry, joyful, fearful, oppressed Present dialogue orally with another student – oral presentation of author’s voice should be an authentic performance in author’s dress, tone, topic, philosophy, “voice” – OR Interview one of the female author’s studied in this unit. In a “Fishbowl” activity, participate as attentive, active, and constructively critical audience member to role play Woolf (or any female writer) in the center and other students as interviewers.</p>	<p>graded on ability to authenticate “voice” of female author(s). Self-evaluation to enhance presentation skills. Peer evaluation and audience participation</p>	
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	treat similar themes or topics.				
January-February Women as self, children, girlfriends, Wives, Mothers, and Grandmothers	<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant</p> <p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to</p>	<p>Different roles women play by choice or by force</p> <p>Cultural Conflicts between parent and child</p> <p>Role that “traditional” values play in maintaining women’s oppression</p> <p>Balance between family obligations and personal fulfillment</p> <p>Patterns of symbolism and other literary devices</p> <p>-----</p> <p>How do roles imprison women?</p> <p>How do we break free from roles?</p> <p>What role does a mother play in her daughter’s identity?</p>	<p>Reading</p> <p>Close read of complex poetry for implicit meaning</p> <p>Break into groups to read short stories assigned</p> <p>Read and comprehend prose and poetry of higher-end complexity independently and proficiently</p> <p>Writing</p> <p>SOAPSTone summary analysis of poem explaining the effect of one of the literary techniques used by the author</p> <p>Original poem that figuratively expresses one of the roles played by student</p> <p>Compare Chopin’s female characters</p> <p>Transform interview into a narrative essay of interview of student’s mother/grandmother/ OR of interview of father of his relationship with his mother</p> <p>Categorize key vocabulary and identify salient features</p> <p>Speaking and Listening</p> <p>Compare/contrast themes in poems by two different authors</p>	<p>Reading</p> <p>Various poems on theme <i>Manners</i>, Elizabeth Bishop (pp 792-798)*; <i>I Dwell in Possibility</i>, Emily Dickinson (p1062); <i>I Am Mirror</i>, Claribel Alegria (pp1301-1302); <i>Girl</i>, Jamaica Kincaid, <i>The Youngest Daughter</i>, Cathy Song; <i>Daddy</i>, Sylvia Plath; <i>Dusting and Ironing Their Clothes</i>, Julia Alvarez; Poetry any season</p> <p>Short Stories</p> <p>“Lust” Susan Minot, “The Mother” Julia Alvarez; “The Sky is Gray”(short story-also adapted to movie) Ernest Gaines; <i>Sweat</i> and/or <i>Keys to the Kingdom</i> by Zora Neale Hurston; <i>The Awakening</i> Kate Chopin; <i>Hell-Heaven</i>, Jhumpa Lahiri; <i>Everyday Use</i> Alice Walker; <i>I Stand Here Ironing</i> Tillie Olsen; <i>The Story of an Hour</i> Kate Chopin</p> <p>Interview</p> <p>A Mother Daughter Interview</p> <p>Writing</p> <p>Ability to express the author’s effect of poem’s</p>	<p>Prose</p> <p>Characterization</p> <p>Conflict</p> <p>Irony</p> <p>Symbolism</p> <p>Imagery</p> <p>Figurative lang</p> <p>Rhyme scheme</p> <p>Roles</p> <p>Perspective</p> <p>Colorism</p> <p>Verdant</p> <p>Indigenous</p> <p>Morass</p> <p>Mirage</p> <p>Vignette</p> <p>Benign</p> <p>Pallor</p> <p>Duplicitous</p> <p>Reader Response</p> <p>Criticisim</p> <p>Social Contruction</p> <p>Cultural Disotortion</p>

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	<p>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences CCSS.ELA-Literacy.SL.11-12.1c 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. Knowledge of Language CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-Literacy.L.11-12.5a Interpret figures of</p>		<p>Analyze how symbols represent deeper meanings and explain the effectiveness of the metaphoric content Oral presentation of a poem- diction, eye contact, annunciation, knowledge of audience Research time period of interviewee and Develop open-ended questions, ask follow-up questions, take notes, interview mother, grandmother, or father about their relationship with their own mothers.</p>	<p>literary technique in a sophisticated response Original Poem demonstrates metaphoric meaning of significant role in student’s life Peer SOAPStone Character development essay comparing Hurston’s and Wilson’s female characters Research essay comparing student’s life to life of mother or female ancestor</p> <p>Speaking and Listening Discussion of mother-daughter relationships in <i>Dusting</i> and <i>The Youngest Daughter</i> Deliberate the metaphoric meaning of the symbols in the poems Presentation of Original Poem Quality of questions to create an authentic interview</p>	
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	speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.				
March-April Identity and Difference: Book Circles	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Relationship of style to audience and purpose Response to literary criticism or a critical theory of a work How does an author illuminate the themes of identity and difference?	Reading Analyze a developing theme or central idea of a text Determine implicit and multiple meaning of words and phrases: Figurative, Connotative meanings, and the impact of these words on meaning and tone Reading Groups select text to respond and develop innovative perspectives Annotate critical theory of novel Writing Graphic Organizer to capture understanding of identity in multi-cultural texts Respond to various literature circle roles in order to contribute to group discussion Vocabulary development of tier 2 words Speaking and Listening Literature Circle for Lee and	Reading Def Poetry: <i>Pretty</i> , Katie Makkai Excerpts from <i>Claiming an Identity They Taught Me To Despise</i> , Michelle Cliff Language, Gender, and Identity in the Works of Louise Bennett and Michelle Cliff <u>Short Stories</u> <i>Anthropology</i> , Andrea Lee <i>“The Trip,” From Persepolis</i> , Marjane Satrapi “The Cutting Of My Long Hair,” Zitkala-Sa <i>Cheers</i> , Jayne Anne Phillips Novel Study of <i>Beloved</i> , Toni Morrison OR <u>Literature Circles (suggested)</u> <ul style="list-style-type: none"> • <i>Jane Eyre</i> • <i>Frankenstein</i> • <i>Their Eyes Were Watching God</i> • <i>The Color Purple</i> 	Critical Theory Identity Theme Plot Antagonist Motif Archetypal Archetype Colloquialism Vernacular Suspense denotation Flashback foreshadowing Figurative Lang Connotative Implicit meaning Thesis Statement Point-of-view Insightful Intuitive Insolent impartial

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	<p>CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.1d 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>CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence</p>		<p>Satrap stories</p> <p>Collaborate with group members to facilitate discussion of book through different literature circle roles</p> <p>Compare characters of various novels</p> <p>Discuss point of view, characterization techniques</p>	<ul style="list-style-type: none"> • <i>Joy Luck Club</i> • <i>Abeng</i> • <i>Sula or The Bluest Eye</i> <p>Critical Theory of selected novel</p> <p>Writing</p> <p>Blog Discussion of <i>Claiming an Identity</i></p> <p>Annotation of “Language, Gender...”</p> <p>Reader Response</p> <p>Journal/Dialectical Journal</p> <p>Speaking and Listening</p> <p>Gallery Walk of Poems from <i>Claiming an Identity They Taught Me To Despise</i></p> <p>Literature Panels for Group Novels</p> <p>Glogster© or Prezi© to present Novel</p> <p>Oral interpretation of selected readings</p>	
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	and to add interest. CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies				
May-June Resistance and Transformation	CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CCSS.ELA-Literacy.SL.11-	Psychological analysis of oppression Transcending prejudice, stereotyping, and other limitations to success and fulfillment How does a picture express resistance? How do words promote social justice for women? What role are we willing to play in order to present a world view of an egalitarian society?	Reading Review images to find examples of transformation Close Read of M. Yousafzai’s Speech, Note-catcher for speech Jigsaw stories in <i>Half the Sky</i> Writing Organize series of photos to develop an organized essay that clearly shows individual’s resistance to an injustice or a transformation as a result of an injustice SOAPSTONE Summary of M. Yousafzai’s speech Identify elements of an editorial Research current women’s rights issue (local, national, or global) Varied syntax Speech - Writing Process – publish a final product for intended audience	Reading Photo Essay - response to one person’s point of view through a critical lens Article: Malala Yousafzai’s Shooting Could Be Turning Point in Pakistan <i>Malala Yousafzai’s Speech at the United Nations,</i> <i>Egypt needs a revolution against sexual violence,</i> Mona Eltahawy <i>Half the Sky,</i> Nicholas D Kristof and Sheryl WuDunn; Writing Photo Essay (IMovie, Photo Story) that demonstrates Resistance or Transformation Editorial that opines the oppression faced by women Course Portfolio with reflective introduction and varied writing samples	Rhetoric Trenchant Anaphora allusion Thesis Statement Parallel Structure Idealistic Caterwaul Chimerical Fait accompli Absolve Eminent Acquisitive Substantiate Ephiphany Egalitarian Social justice

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	<p>12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.) CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, apply an understanding of syntax to the study of complex texts when reading. CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Peer Editing</p> <p>Speaking and Listening Command of audience Rhetorical language to inform or persuade</p>	<p>Reflection about Course Post-Assessment</p> <p>Speaking and Listening Present essay in speech format to community leaders</p>	
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*Selections from The Bedford Introduction To Literature-9th Edition