

Standard ID	Standard Text	Edgenuity Lesson Name
R	<b>Reading</b>	
RL	Literature	
	Key Ideas and Details	
RL.CCR.1	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.	
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>Epic: from Beowulf, Part I</p> <p>Epic: from Beowulf, Part II</p> <p>Epic: from Beowulf, Part III</p> <p>Epic: from Book 22: The Death of Hector part 1</p> <p>Poem: The Seafarer</p> <p>Poem: The Wanderer</p> <p>Poem: The Wife's Lament</p> <p>Narrative Poem: The Prologue to the Canterbury Tales</p> <p>Narrative Poem: from The Pardoner's Tale</p> <p>Narrative Poem: from The Wife of Bath's Tale</p> <p>Short Story: Federigo's Falcon from the Decameron</p> <p>Romance Narrative: from Le Morte d'Arthur</p> <p>Romance Narrative: from Sir Gawain and the Green Knight</p> <p>Poem: The Passionate Shepherd to His Love</p> <p>Poem: The Nymph's Reply to the Shepherd</p> <p>Sonnet: Sonnet 18</p> <p>Sonnet: Sonnet 73</p> <p>Poem: A Valediction: Forbidding Mourning</p> <p>Poem: On My First Son</p> <p>Lecture: William Shakespeare</p> <p>Drama: Act I - Macbeth</p> <p>Drama: Act II - Macbeth</p> <p>Drama: Act III - Macbeth</p> <p>Drama: Act IV - Macbeth</p> <p>Drama: Act V - Macbeth</p>

Standard ID	Standard Text	Edgenuity Lesson Name
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. <i>(Cont'd.)</i>	Writing: Essay - Reporting Literary Research Mock Epic: from The Rape of the Lock Novel: from Don Quixote Novel: from Gulliver's Travels, Part I Novel: from Gulliver's Travels, Part II Elegy: Elegy Written in a Country Churchyard Writing: Essay - Literature Analysis Poem: The Tyger from Songs of Experience Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud Poem: The Rime of the Ancient Mariner Poem: Kubla Khan Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV Poem: Ode to the West Wind Poem: Ozymandias Poems: When I Have Fears and Ode on a Grecian Urn (Keats) T.S. Eliot: The Hollow Men William Butler Yeats: The Second Coming, Sailing to Byzantium Virginia Woolf: The Duchess and the Jeweller James Joyce: Araby Poem: The Moment Poem: Digging Poem: The Horses Short Story: Next Term, We'll Mash You Short Story: Games at Twilight Poem: The Lamb from Songs of Innocence Skills Lesson: World Literature India: Ramayana Czech/European: The Metamorphosis China: A Happy Excursion Spain: Life is a Dream

Standard ID	Standard Text	Edgenuity Lesson Name
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. <i>(Cont'd.)</i>	Jane Eyre: The Ideas of a Gothic Romance Novel Jane Eyre Plot: The Search for Identity and a Life More Meaningful Jane Eyre: Realization of Happiness Jane Eyre Conclusion
RL.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Lecture: Arthurian Legends Poem: The Nymph's Reply to the Shepherd Drama: Act I - Macbeth Drama: Act II - Macbeth Drama: Act III - Macbeth Drama: Act IV - Macbeth Drama: Act V - Macbeth Mock Epic: from The Rape of the Lock Novel: from Don Quixote Platform: from A Vindication of the Rights of Woman Novel: from Gulliver's Travels, Part I Novel: from Gulliver's Travels, Part II Biography: from the Life of Samuel Johnson Elegy: Elegy Written in a Country Churchyard Poem: The Tyger from Songs of Experience Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud Poem: The Rime of the Ancient Mariner Poem: Kubla Khan Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV Poem: Ode to the West Wind Poem: Ozymandias

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RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <i>(Cont'd.)</i>	Poems: When I Have Fears and Ode on a Grecian Urn (Keats) T.S. Eliot: The Hollow Men Poem: The Moment Short Story: Next Term, We'll Mash You Short Story: Games at Twilight Poem: The Lamb from Songs of Innocence Jane Eyre: Definition of Themes both Gothic and Romantic
RL.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.11-12.3	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).	Epic: from Beowulf, Part I Epic: from Beowulf, Part II Epic: from Beowulf, Part III Epic: from Book 22: The Death of Hector part 1 Poem: The Seafarer Poem: The Wanderer Poem: The Wife's Lament Narrative Poem: The Prologue to the Canterbury Tales Narrative Poem: from The Pardoner's Tale Narrative Poem: from The Wife of Bath's Tale Short Story: Federigo's Falcon from the Decameron Romance Narrative: from Le Morte d'Arthur Romance Narrative: from Sir Gawain and the Green Knight Poem: The Passionate Shepherd to His Love Poem: The Nymph's Reply to the Shepherd Sonnet: Sonnet 18 Sonnet: Sonnet 73

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RL.11-12.3	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). <i>(Cont'd.)</i>	<p>Poem: A Valediction: Forbidding Mourning</p> <p>Poem: On My First Son</p> <p>Essay: Of Studies</p> <p>Lecture: Renaissance Theater</p> <p>Drama: Act I - Macbeth</p> <p>Drama: Act II - Macbeth</p> <p>Drama: Act III - Macbeth</p> <p>Drama: Act IV - Macbeth</p> <p>Drama: Act V - Macbeth</p> <p>Mock Epic: from The Rape of the Lock</p> <p>Novel: from Don Quixote</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Novel: from Gulliver's Travels, Part I</p> <p>Novel: from Gulliver's Travels, Part II</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Elegy: Elegy Written in a Country Churchyard</p> <p>Poem: The Tyger from Songs of Experience</p> <p>Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud</p> <p>Poem: The Rime of the Ancient Mariner</p> <p>Poem: Kubla Khan</p> <p>Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV</p> <p>Poem: Ode to the West Wind</p> <p>Poem: Ozymandias</p> <p>Poems: When I Have Fears and Ode on a Grecian Urn (Keats)</p> <p>T.S. Eliot: The Hollow Men</p> <p>William Butler Yeats: The Second Coming, Sailing to Byzantium</p> <p>Virginia Woolf: The Duchess and the Jeweller</p> <p>James Joyce: Araby</p> <p>Poem: The Moment</p>

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RL.11-12.3	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). ( <i>Cont'd.</i> )	Poem: Digging Poem: The Horses Short Story: Next Term, We'll Mash You Short Story: Games at Twilight Poem: The Lamb from Songs of Innocence Skills Lesson: World Literature India: Ramayana Czech/European: The Metamorphosis China: A Happy Excursion Spain: Life is a Dream Jane Eyre: The Ideas of a Gothic Romance Novel Jane Eyre Plot: The Search for Identity and a Life More Meaningful Jane Eyre: Realization of Happiness
Craft and Structure		
RL.CCR.4	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.	
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.	Epic: from Beowulf, Part I Epic: from Beowulf, Part II Epic: from Beowulf, Part III Epic: from Book 22: The Death of Hector part 1 Poem: The Seafarer Poem: The Wanderer Poem: The Wife's Lament Narrative Poem: The Prologue to the Canterbury Tales Narrative Poem: from The Pardoner's Tale Narrative Poem: from The Wife of Bath's Tale Short Story: Federigo's Falcon from the Decameron Romance Narrative: from Le Morte d'Arthur

Standard ID	Standard Text	Edgenuity Lesson Name
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. <i>(Cont'd.)</i>	Romance Narrative: from Sir Gawain and the Green Knight Poem: The Passionate Shepherd to His Love Poem: The Nymph's Reply to the Shepherd Sonnet: Sonnet 18 Sonnet: Sonnet 73 Poem: A Valediction: Forbidding Mourning Poem: On My First Son Psalm: Psalm 23 and Psalm 137 Drama: Act I - Macbeth Drama: Act II - Macbeth Drama: Act III - Macbeth Drama: Act IV - Macbeth Drama: Act V - Macbeth Mock Epic: from The Rape of the Lock Novel: from Don Quixote Novel: from Gulliver's Travels, Part I Novel: from Gulliver's Travels, Part II Elegy: Elegy Written in a Country Churchyard Writing: Essay - Literature Analysis Poem: The Tyger from Songs of Experience Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud Poem: The Rime of the Ancient Mariner Poem: Kubla Khan Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV Poem: Ode to the West Wind Poem: Ozymandias Poems: When I Have Fears and Ode on a Grecian Urn (Keats) Writing: Essay - Literary Analysis T.S. Eliot: The Hollow Men

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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. <i>(Cont'd.)</i>	William Butler Yeats: The Second Coming, Sailing to Byzantium Virginia Woolf: The Duchess and the Jeweller James Joyce: Araby Grammar: Denotations and Connotations Poem: The Moment Poem: Digging Poem: The Horses Short Story: Next Term, We'll Mash You Short Story: Games at Twilight Poem: The Lamb from Songs of Innocence Skills Lesson: World Literature India: Ramayana Czech/European: The Metamorphosis China: A Happy Excursion Spain: Life is a Dream Word Analysis Word Structure
RL.CCR.5	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.	
RL.11-12.5	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.	Epic: from Beowulf, Part I Epic: from Beowulf, Part II Epic: from Beowulf, Part III Epic: from Book 22: The Death of Hector part 1 Poem: The Seafarer Poem: The Wanderer Poem: The Wife's Lament Narrative Poem: The Prologue to the Canterbury Tales Narrative Poem: from The Pardoner's Tale



Standard ID	Standard Text	Edgenuity Lesson Name
RL.11-12.5	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. <i>(Cont'd.)</i>	Narrative Poem: from The Wife of Bath's Tale Short Story: Federigo's Falcon from the Decameron Romance Narrative: from Le Morte d'Arthur Romance Narrative: from Sir Gawain and the Green Knight Poem: The Passionate Shepherd to His Love Poem: The Nymph's Reply to the Shepherd Sonnet: Sonnet 18 Sonnet: Sonnet 73 Poem: A Valediction: Forbidding Mourning Poem: On My First Son Drama: Act I - Macbeth Drama: Act II - Macbeth Drama: Act III - Macbeth Drama: Act IV - Macbeth Drama: Act V - Macbeth Mock Epic: from The Rape of the Lock Novel: from Don Quixote Novel: from Gulliver's Travels, Part I Novel: from Gulliver's Travels, Part II Elegy: Elegy Written in a Country Churchyard Poem: The Tyger from Songs of Experience Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud Poem: The Rime of the Ancient Mariner Poem: Kubla Khan Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV Poem: Ode to the West Wind Poem: Ozymandias Poems: When I Have Fears and Ode on a Grecian Urn (Keats)

Standard ID	Standard Text	Edgenuity Lesson Name
RL.11-12.5	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. <i>(Cont'd.)</i>	T.S. Eliot: The Hollow Men William Butler Yeats: The Second Coming, Sailing to Byzantium Virginia Woolf: The Duchess and the Jeweller James Joyce: Araby Poem: The Moment Poem: Digging Poem: The Horses Short Story: Next Term, We'll Mash You Short Story: Games at Twilight Poem: The Lamb from Songs of Innocence Skills Lesson: World Literature India: Ramayana Czech/European: The Metamorphosis China: A Happy Excursion Spain: Life is a Dream

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
RL.11-12.6	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).	Narrative Poem: from The Pardoner's Tale Narrative Poem: from The Wife of Bath's Tale Short Story: Federigo's Falcon from the Decameron Poem: On My First Son Drama: Act I - Macbeth Drama: Act II - Macbeth Drama: Act III - Macbeth Drama: Act IV - Macbeth Drama: Act V - Macbeth Lecture: Timeline Mock Epic: from The Rape of the Lock Novel: from Don Quixote Platform: from A Vindication of the Rights of Woman Novel: from Gulliver's Travels, Part I Novel: from Gulliver's Travels, Part II

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.7	<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>	
RL.11-12.7	<p>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>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588                      Debate: from Female Orations                      Psalm: Psalm 23 and Psalm 137                      Platform: from A Vindication of the Rights of Woman                      Political Statement: from the Universal Declaration of Human Rights                      Speech: from The Question of South Africa                      Speech: from Towards a True Refuge                      Skills Lesson: World Literature                      China: A Happy Excursion                      Spain: Life is a Dream</p>
RL.CCR.10	<p>Range of Reading and Level of Text Complexity</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	
RL.11-12.10	<p>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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>Lecture: Timeline                      Lecture: Historical Period                      Epic: from Beowulf, Part I                      Epic: from Beowulf, Part II                      Epic: from Beowulf, Part III                      Epic: from Book 22: The Death of Hector part 1                      Lecture: Introduction                      Poem: The Seafarer                      Poem: The Wanderer                      Poem: The Wife's Lament                      Lecture: Historical Period                      Narrative Poem: The Prologue to the Canterbury Tales</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.11-12.10	<p>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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (Cont'd.)</p>	<p>Narrative Poem: from The Pardoner's Tale            Narrative Poem: from The Wife of Bath's Tale            Short Story: Federigo's Falcon from the Decameron            Lecture: Arthurian Legends            Romance Narrative: from Le Morte d'Arthur            Romance Narrative: from Sir Gawain and the Green Knight            Lecture: Timeline            Lecture: Historical Period            Poem: The Passionate Shepherd to His Love            Poem: The Nymph's Reply to the Shepherd            Sonnet: Sonnet 18            Sonnet: Sonnet 73            Poem: A Valediction: Forbidding Mourning            Poem: On My First Son            Psalm: Psalm 23 and Psalm 137            Lecture: Renaissance Theater            Lecture: William Shakespeare            Drama: Act I - Macbeth            Drama: Act II - Macbeth            Drama: Act III - Macbeth            Drama: Act IV - Macbeth            Drama: Act V - Macbeth            Lecture: Timeline            Mock Epic: from The Rape of the Lock            Novel: from Don Quixote            Novel: from Gulliver's Travels, Part I            Novel: from Gulliver's Travels, Part II            Elegy: Elegy Written in a Country Churchyard            Lecture: Timeline</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.11-12.10	<p>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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (Cont'd.)</p>	<p>Lecture: Historical Period  Lecture: Introduction  Poem: The Tyger from Songs of Experience  Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud  Poem: The Rime of the Ancient Mariner  Poem: Kubla Khan  Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV  Poem: Ode to the West Wind  Poem: Ozymandias  Poems: When I Have Fears and Ode on a Grecian Urn (Keats)  Lecture: Timeline  Lecture: Historical Period  T.S. Eliot: The Hollow Men  William Butler Yeats: The Second Coming, Sailing to Byzantium  Virginia Woolf: The Duchess and the Jeweller  James Joyce: Araby  Lecture: Timeline  Lecture: Historical Period  Poem: The Moment  Poem: Digging  Poem: The Horses  Short Story: Next Term, We'll Mash You  Short Story: Games at Twilight  Poem: The Lamb from Songs of Innocence  Skills Lesson: World Literature  India: Ramayana  Czech/European: The Metamorphosis  China: A Happy Excursion</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.11-12.10	<p>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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (Cont'd.)</p>	<p>Spain: Life is a Dream  Jane Eyre: Background  Jane Eyre: The Ideas of a Gothic Romance Novel  Jane Eyre Plot: The Search for Identity and a Life More Meaningful  Jane Eyre: Definition of Themes both Gothic and Romantic  Jane Eyre: Realization of Happiness  Jane Eyre Conclusion</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RI	<p><b>Informational Text</b> Key Ideas and Details</p>	
RI.CCR.1	<p>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.</p>	

RI.11-12.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Lecture: Timeline                      Lecture: Historical Period                      Lecture: Historical Period                      Lecture: Arthurian Legends                      Lecture: Timeline                      Lecture: Historical Period                      Essay: Of Studies                      Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588                      Debate: from Female Orations                      Lecture: Renaissance Theater                      Lecture: William Shakespeare                      Lecture: Timeline                      Platform: from A Vindication of the Rights of Woman                      Biography: from the Life of Samuel Johnson                      Lecture: Timeline                      Lecture: Historical Period                      Lecture: Timeline                      Lecture: Historical Period                      Political Statement: from the Universal Declaration of Human Rights                      Speech: from The Question of South Africa                      Speech: from Towards a True Refuge                      Budgeting for Beginners                      How Credit Works                      Weather and Emotions                      Addicted to Oil                      Habitat for Humanity                      Teach for America</p>
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Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
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>Essay: Of Studies</p> <p>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588</p> <p>Debate: from Female Orations</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Communication: Debate</p> <p>Political Statement: from the Universal Declaration of Human Rights</p> <p>Speech: from The Question of South Africa</p> <p>Speech: from Towards a True Refuge</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p>Lecture: Timeline</p> <p>Lecture: Historical Period</p> <p>Lecture: Historical Period</p> <p>Lecture: Arthurian Legends</p> <p>Lecture: Timeline</p> <p>Lecture: Historical Period</p> <p>Essay: Of Studies</p> <p>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588</p> <p>Debate: from Female Orations</p> <p>Lecture: Renaissance Theater</p> <p>Lecture: William Shakespeare</p> <p>Writing: Essay - Reporting Literary Research</p> <p>Lecture: Timeline</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Lecture: Timeline</p> <p>Lecture: Historical Period</p> <p>Lecture: Timeline</p> <p>Lecture: Historical Period</p> <p>Political Statement: from the Universal Declaration of Human Rights</p> <p>Speech: from The Question of South Africa</p> <p>Speech: from Towards a True Refuge</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure	
RI.CCR.4	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.	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Narrative Poem: from The Pardoner's Tale Essay: Of Studies Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588 Debate: from Female Orations Drama: Act V - Macbeth Platform: from A Vindication of the Rights of Woman Biography: from the Life of Samuel Johnson Grammar: Denotations and Connotations Political Statement: from the Universal Declaration of Human Rights Speech: from The Question of South Africa Speech: from Towards a True Refuge Budgeting for Beginners How Credit Works Habitat for Humanity Teach for America Word Analysis Word Structure

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.5	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.	
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>Essay: Of Studies</p> <p>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588</p> <p>Debate: from Female Orations</p> <p>Mock Epic: from The Rape of the Lock</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Communication: Debate</p> <p>T.S. Eliot: The Hollow Men</p> <p>Political Statement: from the Universal Declaration of Human Rights</p> <p>Speech: from The Question of South Africa</p> <p>Speech: from Towards a True Refuge</p>
RI.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
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.	<p>Essay: Of Studies</p> <p>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588</p> <p>Debate: from Female Orations</p> <p>Mock Epic: from The Rape of the Lock</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Political Statement: from the Universal Declaration of Human Rights</p> <p>Speech: from The Question of South Africa</p> <p>Speech: from Towards a True Refuge</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.7	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Budgeting for Beginners How Credit Works Weather and Emotions Addicted to Oil Habitat for Humanity Teach for America
RI.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.11-12.8	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RI.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	

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	Range of Reading and Level of Text Complexity	
RI.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.	
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	
		Essay: Of Studies Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588 Debate: from Female Orations Platform: from A Vindication of the Rights of Woman Biography: from the Life of Samuel Johnson Political Statement: from the Universal Declaration of Human Rights Speech: from The Question of South Africa Speech: from Towards a True Refuge Budgeting for Beginners How Credit Works Weather and Emotions Addicted to Oil Habitat for Humanity Teach for America

<b>W</b>	<b>Writing</b>	
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	Text Types and Purposes	
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Writing: Essay - Reporting Literary Research Writing: Essay - Compare and Contrast Writing: Essay - Persuasive Writing: Essay - Persuasive

Standard ID	Standard Text	Edgenuity Lesson Name
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Persuasive</p> <p>Writing: Essay - Persuasive</p>
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p>Grammar: Adverb and Adjective Clauses</p> <p>Writing: Essay - Reporting Literary Research</p> <p>Grammar: Prepositions, Conjunctions and Interjections</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Persuasive</p> <p>Writing: Essay - Persuasive</p>
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Persuasive</p> <p>Writing: Essay - Persuasive</p>
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	<p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Persuasive</p> <p>Writing: Essay - Persuasive</p>

Standard ID	Standard Text	Edgenuity Lesson Name
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
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.	
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Literature Analysis</p> <p>Writing: Essay - Literary Analysis</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Research Paper</p>
W.11-12.2.b	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>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Literature Analysis</p> <p>Writing: Essay - Literary Analysis</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Research Paper</p>
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Literature Analysis</p> <p>Writing: Essay - Literary Analysis</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Research Paper</p>
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<p>Writing: The Six-Traits</p> <p>Writing: Essay - Reporting Literary Research</p> <p>Writing: Essay - Literature Analysis</p> <p>Writing: Essay - Literary Analysis</p> <p>Writing: Essay - Compare and Contrast</p> <p>Writing: Essay - Research Paper</p>



Standard ID	Standard Text	Edgenuity Lesson Name
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: The Six-Traits Writing: Essay - Reporting Literary Research Writing: Essay - Literature Analysis Writing: Essay - Literary Analysis Writing: Essay - Compare and Contrast Writing: Essay - Research Paper
W.11-12.2.f	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).	Writing: Essay - Reporting Literary Research Writing: Essay - Literature Analysis Writing: Essay - Literary Analysis Writing: Essay - Compare and Contrast Writing: Essay - Research Paper
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3.a	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.	Writing: Essay - Descriptive Writing: Essay - Literary Analysis Writing: Essay - Reflective
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Writing: Essay - Descriptive Writing: Essay - Literary Analysis Writing: Essay - Reflective
W.11-12.3.c	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).	Writing: Essay - Descriptive Writing: Essay - Literary Analysis Writing: Essay - Reflective

Standard ID	Standard Text	Edgenuity Lesson Name
W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Writing: Essay - Descriptive Writing: Essay - Literary Analysis Writing: Essay - Reflective
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing: Essay - Descriptive Writing: Essay - Literary Analysis Writing: Essay - Reflective
W.CCR.4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	The Writing Process Writing: The Six-Traits Grammar: Transitions - Connecting Ideas Writing: Essay - Descriptive Writing: Essay - Reporting Literary Research Writing: Essay - Literature Analysis Writing: Essay - Literary Analysis Writing: Essay - Reflective Writing: Essay - Compare and Contrast Writing: Essay - Persuasive Writing: Essay - Persuasive Writing: Essay - Research Paper Develop a Thesis

Standard ID	Standard Text	Edgenuity Lesson Name
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Writing Process Writing: The Six-Traits Writing: Essay - Descriptive Writing: Essay - Reporting Literary Research Writing: Essay - Literature Analysis Writing: Essay - Literary Analysis Writing: Essay - Reflective Writing: Essay - Compare and Contrast Writing: Essay - Persuasive Writing: Essay - Persuasive Writing: Essay - Research Paper Develop a Thesis
W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
W.11-12.6	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.	The Writing Process Writing: The Six-Traits Writing: Essay - Descriptive Writing: Essay - Reporting Literary Research Writing: Essay - Literature Analysis Writing: Essay - Literary Analysis Writing: Essay - Reflective Writing: Essay - Compare and Contrast Writing: Essay - Persuasive Writing: Essay - Persuasive Writing: Essay - Research Paper

Standard ID	Standard Text	Edgenuity Lesson Name
	Research to Build and Present Knowledge	
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		Writing: Essay - Research Paper
		Develop a Thesis
		Research
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	
		Writing: Essay - Research Paper
		Research
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.11-12.9.a	Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	
		Epic: from Beowulf, Part I
		Epic: from Book 22: The Death of Hector part 1
		Poem: The Seafarer
		Poem: The Wanderer
		Narrative Poem: The Prologue to the Canterbury Tales
		Narrative Poem: from The Pardoner's Tale
		Narrative Poem: from The Wife of Bath's Tale
		Short Story: Federigo's Falcon from the Decameron
		Writing: Essay - Reporting Literary Research

Standard ID	Standard Text	Edgenuity Lesson Name
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W.11-12.9.b Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Poem: The Wife's Lament  
 Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588  
 Debate: from Female Orations  
 Writing: Essay - Literature Analysis  
 Communication: Political Office Speech

Range of Writing  
 W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Communication: Interview  
 Communication: Impromptu Speech  
 Writing: Essay - Descriptive  
 Writing: Essay - Reporting Literary Research  
 Writing: Essay - Literature Analysis  
 Communication: Informative Speech  
 Writing: Essay - Literary Analysis  
 Communication: Persuasive Speech  
 Writing: Essay - Reflective  
 Communication: Political Office Speech  
 Writing: Essay - Compare and Contrast  
 Writing: Essay - Persuasive  
 Communication: Special Occasion Speech  
 Writing: Essay - Persuasive  
 Writing: Essay - Research Paper

Standard ID	Standard Text	Edgenuity Lesson Name
SL	<b>Speaking and Listening</b> Comprehension and Collaboration	
SL.CCR.1	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.	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SL.11-12.1.a	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.	Communication: Debate Effective Group Work
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Effective Group Work
SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Communication: Interview Communication: Debate Effective Group Work
SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Effective Group Work

Standard ID	Standard Text	Edgenuity Lesson Name
SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
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.	
		Communication: Visual Media Analysis Communication: Interview Communication: Impromptu Speech Communication: Informative Speech Communication: Persuasive Speech Communication: Political Office Speech Communication: Special Occasion Speech Writing: Essay - Research Paper Communication: Media Impact - The Democratic Process
SL.CCR.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
		Communication: Interview Debate: from Female Orations Communication: Impromptu Speech Platform: from A Vindication of the Rights of Woman Communication: Debate Communication: Informative Speech Communication: Persuasive Speech Communication: Political Office Speech Speech: from The Question of South Africa Speech: from Towards a True Refuge Communication: Special Occasion Speech Communication: Media Impact - The Democratic Process

Standard ID	Standard Text	Edgenuity Lesson Name
	Presentation of Knowledge and Ideas	
SL.CCR.4	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.	
SL.11-12.4	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.	
		Communication: Impromptu Speech
		Communication: Informative Speech
		Communication: Persuasive Speech
		Communication: Political Office Speech
		Communication: Special Occasion Speech
SL.CCR.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
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 and to add interest.	
		Communication: Visual Media Analysis
		Communication: Media Impact - The Democratic Process
SL.CCR.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
		Communication: Interview
		Communication: Impromptu Speech
		Communication: Informative Speech
		Communication: Persuasive Speech
		Communication: Political Office Speech
		Communication: Special Occasion Speech



Standard ID	Standard Text	Edgenuity Lesson Name
L	<b>Language</b>	
	Conventions of Standard English	
L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	

- Grammar: Verb Tense Consistency
- Grammar: Dangling Modifiers
- Grammar: Active-Voice Verbs and Passive-Voice Verbs
- Grammar: Transitions - Connecting Ideas
- Grammar: Adverb and Adjective Clauses
- Grammar: Verbs - Recognizing Mood
- Grammar: Effective Sentences: Parallelism
- Grammar: Writing for Inclusiveness
- Grammar: Prepositions, Conjunctions and Interjections
- Grammar: Noun Clauses
- Grammar: Compound and Complex Sentences

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

- Grammar: Verb Tense Consistency
- Grammar: Dangling Modifiers
- Grammar: Active-Voice Verbs and Passive-Voice Verbs
- Grammar: Transitions - Connecting Ideas
- Grammar: Adverb and Adjective Clauses
- Grammar: Verbs - Recognizing Mood
- Grammar: Effective Sentences: Parallelism
- Grammar: Writing for Inclusiveness
- Grammar: Prepositions, Conjunctions and Interjections
- Grammar: Noun Clauses
- Grammar: Compound and Complex Sentences

Standard ID	Standard Text	Edgenuity Lesson Name
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.11-12.2.a	Observe hyphenation conventions.	Grammar: Punctuation
L.11-12.2.b	Spell correctly.	Grammar: Spelling Strategies
	Knowledge of Language	
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Grammar: Transitions - Connecting Ideas
		Grammar: Effective Sentences: Parallelism
		Grammar: Compound and Complex Sentences
	Vocabulary Acquisition and Use	
L.CCR.4	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.	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	
L.11-12.4.a	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.	Poem: Ode to the West Wind
		Poem: Ozymandias
		Grammar: Denotations and Connotations
		Grammar: Analogies
		Word Analysis

Standard ID	Standard Text	Edgenuity Lesson Name
L.11-12.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Grammar: Verb Tense Consistency Word Analysis Word Structure
L.11-12.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Word Analysis Word Structure
L.11-12.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Word Analysis Word Structure

Standard ID	Standard Text	Edgenuity Lesson Name
L.CCR.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<p>Narrative Poem: from The Pardoner's Tale  Drama: Act V - Macbeth  Mock Epic: from The Rape of the Lock  Novel: from Don Quixote  Platform: from A Vindication of the Rights of Woman  Novel: from Gulliver's Travels, Part I  Novel: from Gulliver's Travels, Part II  Biography: from the Life of Samuel Johnson  Elegy: Elegy Written in a Country Churchyard  Poem: The Tyger from Songs of Experience  Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud  Poem: The Rime of the Ancient Mariner  Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV  Poem: Ode to the West Wind  Poem: Ozymandias  Poems: When I Have Fears and Ode on a Grecian Urn (Keats)  Poem: Digging  China: A Happy Excursion</p>
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.	<p>Grammar: Denotations and Connotations  Word Analysis</p>

Standard ID	Standard Text	Edgenuity Lesson Name
L.CCR.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	
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>Epic: from Beowulf, Part I</p> <p>Epic: from Beowulf, Part II</p> <p>Epic: from Beowulf, Part III</p> <p>Epic: from Book 22: The Death of Hector part 1</p> <p>Poem: The Seafarer</p> <p>Poem: The Wanderer</p> <p>Poem: The Wife's Lament</p> <p>Narrative Poem: The Prologue to the Canterbury Tales</p> <p>Narrative Poem: from The Pardoner's Tale</p> <p>Narrative Poem: from The Wife of Bath's Tale</p> <p>Short Story: Federigo's Falcon from the Decameron</p> <p>Romance Narrative: from Le Morte d'Arthur</p> <p>Romance Narrative: from Sir Gawain and the Green Knight</p> <p>Poem: The Passionate Shepherd to His Love</p> <p>Poem: The Nymph's Reply to the Shepherd</p> <p>Sonnet: Sonnet 18</p> <p>Sonnet: Sonnet 73</p> <p>Essay: Of Studies</p> <p>Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588</p> <p>Debate: from Female Orations</p> <p>Drama: Act I - Macbeth</p> <p>Drama: Act III - Macbeth</p> <p>Drama: Act IV - Macbeth</p> <p>Drama: Act V - Macbeth</p> <p>Mock Epic: from The Rape of the Lock</p>

Standard ID	Standard Text	Edgenuity Lesson Name
L.11-12.6	<p>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. (<i>Cont'd.</i>)</p>	<p>Novel: from Don Quixote  Platform: from A Vindication of the Rights of Woman  Novel: from Gulliver's Travels, Part I  Novel: from Gulliver's Travels, Part II  Poem: The Tyger from Songs of Experience  Poem: The Rime of the Ancient Mariner  Poem: Kubla Khan  Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV  Poem: Ode to the West Wind  Poem: Ozymandias  Poems: When I Have Fears and Ode on a Grecian Urn (Keats)  T.S. Eliot: The Hollow Men  William Butler Yeats: The Second Coming, Sailing to Byzantium  Virginia Woolf: The Duchess and the Jeweller  James Joyce: Araby  Grammar: Denotations and Connotations  Poem: The Moment  Poem: Digging  Poem: The Horses  Political Statement: from the Universal Declaration of Human Rights  Speech: from The Question of South Africa  Speech: from Towards a True Refuge  Short Story: Next Term, We'll Mash You  Short Story: Games at Twilight  Grammar: Analogies  India: Ramayana  Czech/European: The Metamorphosis</p>

Standard ID	Standard Text	Edgenuity Lesson Name
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. <i>(Cont'd.)</i>	Spain: Life is a Dream Word Analysis Word Structure