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## English 11

# Course Syllabus

## Fall/Spring Semester

**Mrs. Kokes**

### Mission

The mission of Avon School District is to ensure that all students successfully reach their potential (1[[1]](#endnote-1)).

### Vision

The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff (1).

### Course Description/Overview

“Literature opens minds. It should also open doors to a student’s future. This course is a comprehensive literacy program that teaches students to become better readers, better writers, and better thinkers so they’re better prepared for college, careers, and beyond” (*Prentice Hall* *Literature* CC2).

### Course Learning Objectives (Essential Questions)

How does literature shape or reflect society?

1. A Gathering of Voices: Literature of Early America (Beginnings-1800)
2. A Growing Nation: Literature of the American Renaissance (1800-1870)
3. Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914)
4. Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945)
5. Prosperity and Protest: Literature of the Post War (!945-1970)
6. New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present)

### English/Language Arts Common Core Standards

LITERATURE (FICTION)

**Key Ideas and Details**

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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).

* Unit Two
* Unit Three
* Unit Four
* Unit Five

**Craft and Structure**

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.)

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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.

* Unit Four
* Unit Five
* Unit Six

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 (e.g., satire, sarcasm, irony, or understatement).

* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

**Integration of Knowledge and Ideas**

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

* Unit Two
* Unit Four
* Unit Five

RL.11-12.8. (Not applicable to literature)

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 treat similar themes or topics.

* Unit Two
* Unit Three
* Unit Four

**Range of Reading and Level of Text Complexity**

RL.11-12.10. 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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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.

INFORMATIONAL TEXT (NONFICTION)

\*All informational standards will be met throughout the course when reading historical background of fictional pieces. Students will specifically focus on informational standards in the *Right to be Free* section of the textbook.

**Key Ideas and Details**

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.

* Unit One
* Unit Two
* Unit Three
* Unit Five
* Unit Six

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.

* Unit One
* Unit Three
* Unit Five
* Unit Six

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.

* Unit One
* Unit Two
* Unit Three
* Unit Five
* Unit Six

**Craft and Structure**

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).

* Unit One
* Unit Four
* Unit Five
* Unit Six

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.

* Unit One
* Unit Two
* Unit Five
* Unit Six

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five

**Integration of Knowledge and Ideas**

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.

* Unit One
* Unit Five

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).

* Unit One
* Unit Five

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.

* Unit One
* Unit Three

**Range of Reading and Level of Text Complexity**

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five

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.

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WRITING-Met through a variety of in class activities

**Text Types and Purposes**

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.

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.

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.

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.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

* Unit One
* Unit Two
* Unit Three
* Unit Five

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.

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.

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.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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).

* Unit One
* Unit Four
* Unit Five
* Unit Six

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.

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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

* Unit One
* Unit Six

**Production and Distribution of Writing**

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

* Unit One
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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.

* Unit One

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.

* Unit One
* Unit Two
* Unit Three

**Research to Build and Present Knowledge**

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.

* Unit One
* Unit Two
* Unit Three

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 overreliance on any one source and following a standard format for citation.

* Unit One

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply g*rades 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”).

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]”).

* Unit One
* Unit Three
* Unit Four

**Range of Writing**

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.

* Unit One
* Unit Five
* Unit Six

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SPEAKING AND LISTENING- Met through classroom/small group discussions and student created (PowerPoint) presentations

**Comprehension and Collaboration**

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.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

* Unit One

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.

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.

**Presentation of Knowledge and Ideas**

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.

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.

* Unit One

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

* Unit One

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LANGUAGE - Met through Daily Oral Language (DOL) activity and various classroom writing activities

**Conventions of Standard English**

L.11-12.1. 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.

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

* Unit One
* Unit Six

**Knowledge of Language**

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.

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.

* Unit One
* Unit Three

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.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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.

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).

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

L.11-12.5. 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.

Analyze nuances in the meaning of words with similar denotations.

* Unit One
* Unit Two
* Unit Four
* Unit Five
* Unit Six

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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

### Course Resources

**Course Website(s)**

* Mrs. Kokes Website <http://lk115.k12.sd.us/> (Also accessible through Avon School site)

#### Required Course Text

* *Prentice Hall Literature* (2012)

#### Course Supplies

* Notebook/paper
* Folder
* Writing utensil (pencil or blue/black ink pen)
* Whiteout/red pen (as needed)
* Textbook/Novel
* Computer/internet (class time will be provided as needed)

### Grading

#### Criteria

#### All assignments are weighted equally, but will be given varying point value. Daily work will range between 5-25 points per assignment. Tests and Projects will range from 25- 100 points. Semester grade is determined by 40% first quarter, 40% second quarter, and 20% semester exam. Not all students will take the semester exam. (See Semester Examinations Policy page 14.)

#### Late Assignments

Daily work and projects are created by teachers in order to see which concepts you fully understand and which areas you still need to review. If you do not understand an assignment, you need to see Mrs. Kokes before/after school, during study hall, or set up another time that works for **your** schedule. Late work will not be tolerated. If you fail to hand in an assignment you will attend 8th Period after school until the assignment is completed with quality. (Quality means 60% or more of the answers must be correct.) You will lose 25% of your original grade for any assignment turned in after the due date. If you do not understand the assignment, seek extra help or ask questions. Not handing in your assignment is NOT a wise option.

If you are absent, the district makeup policy will be followed. You will receive one school day for each day missed. For example, if you miss 3 days of school, you receive 3 days to make up the work. (See page 3 of the handbook.)

**Grading Scale**Percentage GPA Points

A+ . . . 100 Superior 4.00   
A . . . 95 - 99 Superior 4.00   
A- . . . 93 - 94 Superior 3.67   
B+ . . . 91 - 92 Above Average 3.33   
B . . . 88 - 90 Above Average 3.00   
B- . . . 86 - 87 Above Average 2.67   
C+ . . . 83 - 85 Average 2.33   
C . . . 78 - 82 Average 2.00   
C- . . . 75 - 77 Average 1.67   
D+ . . . 72 - 74 Passing, Below Average 1.33   
D . . . 63 - 71 Passing, Below Average 1.00   
D- . . . 60 - 62 Passing, Below Average 0.67   
F . . . 59 & Below Failing 0.00

### Course/District Policies

* Cheating – **AVON SCHOOL DISTRICT 4-1 CHEATING POLICY** (19)
  + Definition of cheating: Soliciting, acquiring, supplying or use of answers on

tests, quizzes, study guides or other assignments. Any type of plagiarism and/or copyright infringement on work turned-in is in violation of the cheating policy.

* + Punishment:
    - 1st Offense: Inform Parents; 1 day in-school suspension; Mandatory Semester

tests, 1 hour Saturday detention, "0" credit for the assignment.

* + - 2nd Offense: Inform Parents; 2 day in-school suspension; mandatory semester tests throughout high school; 3 hour Saturday detention;

"0" credit for assignment; Not eligible for the honor roll for the remainder of the year.

* + - 3rd Offense: Meeting with parents; 3 day out-of-school suspension; loss of credit for the class.
  + The classroom teacher will bear the responsibility to verify any and all cheating.
  + Only the classroom teacher and/or the secondary principal may impose the punishment.
* Cell Phones- See revised Avon School Policy 2012-13
* Food- Candy and gum chewing is allowed if it is done in a proper manner. HOWEVER, individual teachers may ask students not to eat candy or chew gum in their classrooms or study hall. There will be NO POP OR FOOD allowed in classrooms without prior approval from the administration (6).
* Classroom Disruptions/Behaviors- refer to the Disciple Grid on pages 6-7 in handbook.

### Course Schedule (Tentative)

*Week of*

*Aug 19*  Unit One – A Gathering of Voices: Literature of Early America (Beginnings-1800)

*Aug 26* Unit One – A Gathering of Voices: Literature of Early America (Beginnings-1800)  
  
*Sep 2* Unit One – A Gathering of Voices: Literature of Early America (Beginnings-1800)

*Sep 9* Unit One – A Gathering of Voices: Literature of Early America (Beginnings-1800)

*Sep 16* Unit One – A Gathering of Voices: Literature of Early America (Beginnings-1800)  
  
**Midterm Wednesday, September 18**

*Sep 23* Unit Two-A Growing Nation: Literature of the American Renaissance (1800-1870)

*Sep 30* Unit Two- A Growing Nation: Literature of the American Renaissance (1800-1870)

*Oct 7* Unit Two- A Growing Nation: Literature of the American Renaissance (1800-1870)

*Oct 14* Unit Two- A Growing Nation: Literature of the American Renaissance (1800-1870)

**End of the First Quarter Thursday, October 17**

*Oct 21* Unit Two- A Growing Nation: Literature of the American Renaissance (1800-1870)

*Oct 28* Unit Two- A Growing Nation: Literature of the American Renaissance (1800-1870)

*Nov 4* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

*Nov 11* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

*Nov 18* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

##### Midterm Monday, November 18

*Nov 25* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

*Dec 2* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

*Dec 9* Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

*Dec 16*  Unit Three- Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850-1914) & *Red Badge of Courage*

**Semester Test TBA (Thursday, December 19 or Friday, December 20)**

*Jan 6* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & *The Great Gatsby*

*Jan 13* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & *The Great Gatsby*

*Jan 20* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & *The Great Gatsby*

*Jan 27* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & *The Great Gatsby*

*Feb 3* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & *The Great Gatsby*

**Midterm Wednesday, February 5**

*Feb 10* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & John Steinbeck’s *Of Mice and Men* and *The Pearl*

*Feb 17* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & John Steinbeck’s *Of Mice and Men* and *The Pearl*

*Feb 24* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & John Steinbeck’s *Of Mice and Men* and *The Pearl*

*March 3* Unit Four- Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914-1945) & John Steinbeck’s *Of Mice and Men* and *The Pearl*

**End of the Third Quarter Tuesday, March 11**

*March 10* Unit Five- Prosperity and Protest: Literature of the Post War (1945-1970) & Dakota STEP Review

*March 17* Unit Five- Prosperity and Protest: Literature of the Post War (1945-1970) & Dakota STEP Review

*March 24* Unit Five- Prosperity and Protest: Literature of the Post War (1945-1970) & Dakota STEP Review

*March 31* Unit Five- Prosperity and Protest: Literature of the Post War (1945-1970) & Dakota STEP Review

*April 7* Unit Five- Prosperity and Protest: Literature of the Post War (1945-1970) & Dakota STEP Testing

**Midterm Monday, April 14** *April 14*  Unit Six- New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present) &

Dakota STEP testing

*April 21* Unit Six- New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present) & Dakota STEP Testing

*April 28* Unit Six- New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present)

*May 5* Unit Six- New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present)

*May 12*Unit Six- New Voices, New Frontiers: Literature of the Contemporary Period (1970-Present)

**Semester Test TBA (Tuesday, May 20 or Wednesday, May 21)**

1. *Cited handbook pages can be accessed through the “Handbook” link on the Avon School Website or through the Avon School Main Office* [**www.avon.k12.sd.us**](http://www.avon.k12.sd.us) [↑](#endnote-ref-1)