College and Career Reading:

Grade Level:	11-12
Length:	1/2 Year
Period(s) Per Day:	1

ESSENTIAL UNDERSTANDING:

This course is designed to facilitate the student's love of reading. Furthermore, the purpose of the format of the course is to afford the student the opportunity to explore various authors and types of literature not normally offered in other literature classes. This course is intended to provide students with a chance to explore reading in an independent fashion. Guidance will be provided by the instructor to enhance choice selections and to promote understanding of the materials that the student is reading. A daily reading journal will be required and individual conferences will be held. In addition, the student and the instructor will set quantitative goals for the level and amount of reading. One full-length essay will be written each quarter and a cumulative final will be assessed at the end of the semester.

Course Objectives and Expectations:

1.) Journal Writing (one entry per day)

2.) Reading (silent, every class period)

3.) Conference with instructor (about every two weeks)

4.) Essay writing (one major essay per quarter)

Student Objectives:

Upon completion of College and Career Reading, students will:

1.) Reflect upon various authors and types of literature.

2.) Evaluate various authors and types of literature.

3.) Respond to various authors and types of literature.

4.) Discuss reactions to various authors and types of literature.

Pacing Guide:

Rough course outline:

Weeks 1-2

Reading and analyzing literature

Weeks 3-4

Reading and analyzing literature

Weeks 5-6

Reading and analyzing literature

Weeks 6-7

Reading and analyzing literature

Weeks 8-9

Reaction Paper

Weeks 10-11

Reading and analyzing literature

Weeks 12-13

Reading and analyzing literature

Weeks 14-15

Reading and analyzing literature

Weeks 16-18

Comparative Essay

Montana Content Standards

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").

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, American Indian Policies]").

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.

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.

RI.11- 12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of 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.

RL.11-12.2 Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

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.

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.

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.
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.

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.

Resources