

## Grade 12 ELA Curriculum Guide: Scope and Sequence

Unit #	Duration	Unit Title	Common Core State Standard	Key Resources	Performance Assessment
Module 1: The Birth of English Literature					
1	3 weeks	The Birth of English Literature The Anglo-Saxons	<p><b>Reading</b></p> <p>RL 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).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 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.</p> <p>RL 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.</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 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.</p> <p>RL 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.</p> <p><b>Language</b></p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The Seafarer Translated by Burton Raffel From Legend to History 4-10 introductory history of the Anglo-Saxon Period. (Holt)</p> <p>“A History of the English Church and People” (Holt)</p> <p>“The Seafarer”</p> <p>Riddles #1 #29 #32</p> <p>Beowulf “The Coming of Grendel” “The Coming of Beowulf” “Unferth’s Taunt” “The Battle with Grendel” “The Battle with Grendel’s Mother” “The Fight with the Dragon” “The Burning of Beowulf’s Body” Mongrel Nation (Video) Medieval Lives Terry Jones (Video)</p>	<p>Create Anglo-Saxon Newspaper in which students will work with in a group of four to recreate each of the episodes of Beowulf. In addition, students will reflect the culture of the times through, advertisements, obituaries, editorials, want adds, personal adds, comics, and local events and news stories.</p> <p>End of Unit Test comprised of open response and multiple choice questions</p>

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			<p>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</p> <p>L 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.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)</p>		
2	3 Weeks	The Middle Ages: The Blossoming of an Age	<p><b>Reading Literature</b></p> <p>RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 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).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>Reading Informational Texts</b></p> <p>RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI 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</p>	<p>“The Medieval Period” (Holt)</p> <p>“Get Up and Bar the Door”</p> <p>“Lord Randle”</p> <p>“Hard Rain’s Gonna Fall” Bob Dylan</p> <p>“Sir Gawain and the Green Knight” <i>The Canterbury Tales</i> by Geoffrey Chaucer</p> <p>Selected Author Biographies: student choice (independent reading assignment)</p> <p>“A Hard Rain’s Gonna Fall” Bob Dylan</p> <p>Medieval Lives Terry Jones</p>	Multiple choice unit test with an open-response component. Web-quest focusing on the characteristics of the lives of the professions of the characters in <i>The Canterbury Tales</i> . Culminating in a group presentation

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		<p>RI 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> <p>RI 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.</p> <p><b>Writing</b></p> <p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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> <p>W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 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.</p> <p>W 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.</p> <p>W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language</b></p> <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.</p> <p>L 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.</p>		
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			<p>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.</p> <p>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.</p> <p>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).</p>		
3	3 Weeks	The Renaissance Man and His Daughter	<p><b>Reading Literature</b></p> <p>RL 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).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL7 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>RL 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.</p> <p><b>Reading Informational Texts</b></p> <p>RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p>“The Renaissance” (Holt) non-fiction          “The Passionate Shepherd to His Love” Christopher Marlowe          “The Nymph’s Reply to the Shepherd” Sir Walter Raleigh          Sonnet 18 William Shakespeare          Sonnet 29 William Shakespeare          Sonnet 130 William Shakespeare          Sonnet 73 William Shakespeare          “Shakespeare’s Theater” (Holt)          “To the Virgins, to Make Much of Time” Robert Herrik          “To Daffodils” Robert Herrik          Hamlet          Macbeth</p>	<p>Students will rewrite a speech from either Hamlet or Macbeth from their own perspective using modern diction, syntax, and colloquial expressions.</p> <p>Unit test comprised of multiple choice and open response questions</p> <p>Student’s will write an on-demand literary analysis essay based on a prompt that asks students to explore the flaws of the main character and how those flaws led to his downfall.</p>

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			<p>analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RI 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p><b>Writing</b> W 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.</p> <p><b>Language</b> L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>Speaking and Listening</b> SL 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. 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. 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.</p>		
4	2 Weeks	Emotion, Passion, and Reason (The Restoration and the Romantic Periods)	<p><b>Reading Literature</b></p> <p>RL 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).</p> <p>RL 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</p>	"Romanticism as a Period and a Concept" Introduction to the chapter in Adventures in English Literature The World is Too Much With Us William Wordsworth We Are Seven William Wordsworth	Students will create a narrative captain's log based on the events of "The Rime of the Ancient Mariner" by Coleridge. Students will write a seven-part captain's log depicting the ancient Mariner's journey into a supernatural world

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			<p>particularly fresh, engaging, or beautiful.</p> <p>RL7 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>RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Reading Informational Texts</b></p> <p>RI 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.</p> <p>RI 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> <p><b>Writing</b></p> <p>W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 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.</p> <p><b>Language</b></p> <p>L 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.</p> <p>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.</p>	<p>The Rime of the Ancient Mariner and Kubla Khan Samuel Taylor She Walks in Beauty Lord Byron Ozymandias Shelley Ode on a Grecian Urn Keats “A Modest Proposal” Jonathan Swift”</p>	<p>of emerald ice floes, hot copper skies, omens, ghost ships, and spirits.</p>
5	2 Weeks	The Perils of Progress (The Victorian Period)	<p><b>Reading Literature</b></p> <p>RL 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).</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze</p>	<p>Non-Fiction – “The Victorian Age 1832-1900” <a href="#">Adventures in English Literature</a></p> <p>Tennyson – “Ulysses”</p> <p>Browning – “My Last Dutchess”</p>	<p>Students will assume the role of Telemachus and write either a dramatic monologue about his view of life or a letter</p>

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		<p>the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 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.</p> <p><b>Reading Informational Texts</b></p> <p>RI 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 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 .</p> <p>RI 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>Language</b></p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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</p> <p>L 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.</p> <p>L 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<p>Arnold – “Dover Beach”</p> <p>Housman – “To an Athlete Dying Young”, “On Wenlock Edge”</p> <p>Bronte – “We Are Seven” – “Remembrance”</p> <p>Elizabeth Barrett Browning – “Sonnet 43”</p> <p>Excerpt from Jane Eyre by Bronte</p>	<p>to Ulysses defending his way of life.</p> <p>Unit test comprised of multiple choice questions and open response questions.</p>
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			<p>pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p><b>Speaking and Listening</b></p> <p>SL 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.</p> <p>SL 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.</p> <p>SL 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 or formal and informal tasks.</p> <p>SL 5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
6	4 Weeks	The Birth of the Future (The Modern Period)	<p><b>Reading Literature</b></p> <p>RL 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.</p> <p>RL 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 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)</p>	<p>“The Second Coming” William Butler Yeats “The Hollow Men” T.S. Eliot “Musee des Beaux Arts” W.H. Auden “Shooting and Elephant” George Orwell (Non-Fiction) “Dulce et Decorum Est” by Wilfred Owen “Wartime Speech” Winston Churchill (Non-Fiction) “Defending Nonviolent Resistance” Mohandas K. Gandhi (Non-Fiction)</p>	<p>Students will write a composition comparing, contrasting, and evaluating the themes and characteristics of “The Second Coming” by W.B Yeats, and “Dulce et Decorum Est” by Wilfred Owen and explaining how the themes and style represent the ideals of the Modernist movement.</p>

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			<p>contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really stated.</p> <p>RL 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.</p> <p>R L 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.</p> <p><b>Reading Informational Texts</b></p> <p>RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI 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.</p> <p>RI 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI 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>	<p>“Araby” James Joyce          “Do Not Go Gentle into That Good Night” Dylan Thomas          “A Room of One’s Own” Virginia Woolf          Independent reading book of fiction from time period  <u>Things Fall Apart</u> by Chinua Achebe</p>	<p>Unit test comprised of multiple choice and open response questions.</p> <p>Independent reading book of fiction from time period</p>
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			<p>RI 8 Delineate and evaluate the reasoning in seminal texts.</p> <p>RI 9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>RI 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.</p> <p><b>Language</b></p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p> <p>L 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.</p> <p>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.</p> <p>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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p>L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L6 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>		
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