

12th Grade (Honors and College Prep) Scope and Sequence ELA

Unit of Study	Big Idea	Essential Questions	Resources	Standards
<p>Unit 1-The Old English (Anglo-Saxon Period) 449-1066</p> <p>First Semester September/October 3-4 weeks</p> <p>Second Semester February/March 3-4 weeks</p>	<p>Poetry (lyric poetry, elegy, epic, oral tradition, figurative language)</p>	<p>What is the relationship between literature and place? How did English writers respond to their island geography?</p> <p>How does Old English literature shape or reflect society of the Anglo-Saxons?</p> <p>What is the relationship of the writer to tradition? How did writers memorialize the vanishing world of tribes and clans?</p>	<p><u>Pearson Common Core Literature-The British Tradition</u></p> <p>-“The Seafarer”-p.21</p> <p>-“The Wanderer”-p.27</p> <p>-“The Wife’s Lament”-p.30</p> <p>-<i>Beowulf</i>-p.40</p> <p><u>Grendel (J. Gardner)-Chapter 12</u></p> <p><u>Assessments</u></p> <p>-Unit 1 Introduction (All in One Workbook) pp.1-4</p> <p>-Understand the Historical Context (All in One Workbook) p.7</p> <p>-Anglo-Saxon Lyrics (Reading Kit) pp. 14-15</p> <p>-Epic (Reading Kit) pp. 72-73</p> <p>-Unit 1 test</p> <p>-Boast Writing project</p> <p>-Writing prompt (Compare/Contrast) versions of <i>Beowulf</i> (text and film)</p>	<p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of text, including the development and interaction of the central ideas; provide an objective summary of text.</p> <p>CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.G 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>CC1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

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<p>Unit 2-The Middle Ages (Medieval Period) 1066-1485</p> <p>First Semester October/ November 3-4 weeks</p> <p>Second Semester March/April 3-4 weeks</p>	<p>Romance literature, Social Commentary, Satire</p>	<p>What is the relationship between literature and place? How did literature create a nation for the English people?</p> <p>How does literature reflect social trends during the Middle Ages?</p> <p>What is the relationship of the writer to tradition? How did writers respond to and create traditions?</p>	<p><u><i>Pearson Common Core Literature-The British Tradition</i></u> <i>-The Canterbury Tales</i> (General Prologue) p. 96 <i>-“The Pardoner’s Tale”</i> p. 124 <i>-“The Wife of Bath’s Tale”</i> p. 138 <i>-Sir Gawain and the Green Knight</i> p. 171 <i>-Morte d’Arthur</i> p. 185</p> <p><u>The Code of Chivalry/Art of Courtly Love</u> http://marshall.freeshell.org/chivalry.html</p> <p><u>Assessments</u> <i>-Literary Analysis: Frame Story/Setting (All in One Workbook)</i> p. 31 <i>-Political and Social Commentary(Reading Kit)</i> pp. 162-163 <i>-Story Within a Story Map (Reading Kit)</i> pp. 392-393 <i>-Test (Canterbury Tales)</i> <i>-Medieval Romances (Reading Kit)</i> p. 126-127 <i>-Literary Analysis: Medieval Romance (All in One Workbook)</i> p. 39 <i>-Explanatory Essay: Chivalry in Gawain and Morte d’Arthur</i></p>	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

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<p>Unit 3-The Renaissance 1485-1660</p> <p>First Semester November/ December 3-4 weeks</p> <p>Second Semester April/May 3-4 weeks</p>	<p>Drama, Sonnets, Fate vs. Free Will</p>	<p>How can a person’s flaws bring about their downfall?</p> <p>How does Shakespeare’s text (structure and content) reflect roles and beliefs in society?</p>	<p><u>Pearson Common Core Literature-The British Tradition</u></p> <p>-“Sonnet 29”-p. 275</p> <p>-“Sonnet 106” p. 275</p> <p>-“Sonnet 116” p. 276</p> <p>-“Sonnet 130” p. 278</p> <p>-<i>The Tragedy of Macbeth</i> p. 322</p> <p><u>32 Second Macbeth</u></p> <p>https://ed.psu.edu/englishpds/12-13/landos/Domain_C_files/32%20Second%20Macbeth.pdf</p> <p><u>“The Curse of Macbeth”-internet based articles</u></p> <p><u>Assessments</u></p> <p>-Sonnet Practice (Reading Kit) pp. 200-201</p> <p>-Sonnets 29, 106, 116, and 130 (All in One Workbook) pp. 56-59</p> <p>-Shakespearean Tragedy (Reading Kit) pp. 198-199</p> <p>-<i>The Tragedy of Macbeth, Act I</i> (All in One Workbook) pp. 72-77</p> <p>-<i>The Tragedy of Macbeth, Act II</i> (All in One Workbook) pp. 78-81</p> <p>-<i>The Tragedy of Macbeth, Act III</i> (All in One Workbook) pp. 82-85</p> <p>-<i>The Tragedy of Macbeth, Act IV</i> (All in One Workbook) pp. 86-89</p> <p>-<i>The Tragedy of Macbeth, Act V</i> (All in One Workbook) pp. 90-94</p> <p>-Quizzes on Acts I-V (teacher generated)</p> <p>-32 second Macbeth performances/group work evaluation forms</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G 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.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p>

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<p>Unit 4 British and World Novels (Romantic, Victorian, Modern, and Postmodern Periods)</p> <p>First Semester September-January 18 weeks</p> <p>Second Semester February-June 18 weeks</p>	<p>Independent Reading, Literary Analysis, Research Methods, MLA Style</p>	<p>What is the relationship between literature and place?</p> <p>How does literature reflect society?</p> <p>How do writers convey author's purpose?</p> <p>How do literary elements such as conflict, point of view, and characterization reflect the universal message (theme) of the literature?</p> <p>What is the purpose for MLA style?</p>	<p><u>Novels-Honors Level (student choice from list)</u></p> <ul style="list-style-type: none"> -<i>Oliver Twist</i> (C. Dickens) -<i>Great Expectations</i> (C. Dickens) -<i>A Tale of Two Cities</i> (C. Dickens) -<i>Frankenstein</i> (M. Shelley) -<i>Dracula</i> (B. Stoker) -<i>Gulliver's Travels</i> (J. Swift) -<i>The Count of Monte Cristo</i> (A. Dumas) -<i>The Three Musketeers</i> (A. Dumas) -<i>Alice's Adventures in Wonderland and Through the Looking Glass</i> (L. Carroll) -<i>Jane Eyre</i> (C. Bronte) -<i>The Hobbit</i> (J. Tolkein) -<i>The War of the Worlds</i> (H. Wells) -<i>The Time Machine</i> (H. Wells) -<i>The Island of Dr. Moreau</i> (H. Wells) -<i>Treasure Island</i> (R. Stevenson) -<i>Kidnapped</i> (R. Stevenson) -<i>Pride and Prejudice</i> (J. Austen) -<i>Sense and Sensibility</i> (J. Austen) -<i>Regeneration</i> (P. Barker) -<i>Rebecca</i> (D. duMaurier) <p><u>Novels-College Prep Level (student choice from list)</u></p> <ul style="list-style-type: none"> -<i>Retold Frankenstein</i> (Perfection Learning) -<i>Regeneration</i> (P. Barker) -<i>Retold Treasure Island</i> (Perfection Learning) -<i>Brave New World</i> (A. Huxley) -<i>The Hobbit</i> (J. Tolkein) -<i>The Hitchhiker's Guide to the Galaxy</i> (D. Adams) -<i>And Then There Were None</i> (A. Christie) -<i>Lord of the Flies</i> (W. Golding) -<i>Alice's Adventures in Wonderland and Through the Looking Glass</i> (L. Carroll) -<i>The Girl With a Pearl Earring</i> (T. Chevalier) -<i>Life of Pi</i> (Y. Martel) 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.G 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>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>

			<p>-<i>The Book Thief</i> (M. Zusak) -<i>Things Fall Apart</i> (C. Achebe) -<i>The Curious Incident of the Dog in the Night-Time</i> (M. Haddon) -<i>The No. 1 Ladies' Detective Agency</i> (A. McCall-Smith) -<i>A Thousand Splendid Suns</i> (K. Hosseini) -<i>The Alchemist</i> (P. Coelho) -<i>How I Live Now</i> (M. Rosoff)</p> <p><u>Assessments</u> -Novel Survey -Weekly literary element review -Double Entry Journals (weekly) -Literary Analysis Questions -MLA Style packet -Research source packets -Research paper drafts (1st, 2nd, final)</p>	<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. 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 of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or</p>
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				<p>informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T 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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.W</p> <p>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>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>
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