

| Optio | ons EHS Language Arts 12B 2020 | Scope and Sequence | |
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| Unit | Lesson | Objectives | |
| From | the Middle Ages through the Renaissance | | |
| | Satire in The Pardoner's Tale | | |
| | | Identify characteristics of the medieval period. | |
| | | Analyze characterization. | |
| | | Analyze satire. | |
| | Chivalry in the Middle Ages: Sir Gawain and the Green Knight | | |
| | | Identify features of medieval court culture and chivalry. | |
| | | Analyze characters. | |
| | | Identify characteristics of a chivalric hero. | |
| | Central Ideas and Context: Utopia | | |
| | | Connect a text to its social and historical context. | |
| | | Identify central ideas and supporting details in a text. | |
| | | Critique ideas in a text. | |
| | Part 1: An Introduction to Elizabethan England | | |
| | | Identify explicit and implicit information about a time period. | |
| | | Cite textual evidence to support inferences. | |
| | | Analyze the effects of point of view on a reader. | |
| | Speeches of Queen Elizabeth I | | |
| | | Determine an author's purpose. | |
| | | Analyze an author's use of rhetorical appeals. | |
| | | Compare and contrast two persuasive texts. | |

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| Unit | Lesson | Objectives |
| | Part 2: Summarizing Central Ideas about Elizabethan England | |
| | | Determine central ideas in an informational text. |
| | | Analyze the development of central ideas. |
| | | Objectively summarize a text. |
| | Part 3: Text Structure in an Informational Text | |
| | | Identify chronological text structure. |
| | | Analyze the author's use of chronological text structure. |
| | | Evaluate the effectiveness of text structure and style. |
| | Part 4: Writing to Evaluate Mortimer's Style | |
| | | Evaluate the effectiveness of an author's style. |
| | | Develop a paragraph with relevant evidence. |
| | | Use precise language appropriate for the audience and purpose. |
| | Connecting Sentences and Clauses | |
| | | Identify different types of clauses. |
| | | Recognize compound and complex sentences. |
| | | Correctly use coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. |
| | Writing an Informative Essay about a Utopia | |
| | | Generate ideas and supporting details based on a given topic. |
| | | Organize and develop ideas. |
| | | Revise writing to create cohesion and vary syntax. |
| | | Write an informative essay. |
| | Unit Test | |

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| The I | Enlightenment | |
| | Central Ideas in A Vindication of the Rights of Woman | |
| | | Determine the central ideas of a text. |
| | | Analyze the development of an argument. |
| | | Summarize a text objectively. |
| | Word Meaning in the Preface to A Dictionary of the English Language | |
| | | Recognize the historical and literary significance of a foundational text. |
| | | Use context clues or connotations to determine word meaning. |
| | | Analyze how an author uses and refines the meaning of a key term over the course of a text. |
| | Enlightenment Ideas in America | |
| | | Identify an author's purpose and use of rhetorical appeals. |
| | | Analyze word choice. |
| | | Compare and contrast two foundational US texts. |
| | Writing a Research-Based Informative Essay about Language | |
| | | Develop an analysis with researched evidence. |
| | | Organize complex ideas by using a thesis statement, developed paragraphs, and transitions. |
| | | Revise writing for formal style and a strong conclusion. |
| | Unit Test | |
| Nine | eenth-Century England | |
| | Part 1: A Comedy of Manners: The Importance of Being Earnest | |

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| | | Identify features of a comedy of manners. |
| | | Analyze how a comedy of manners critiques society. |
| | | Explain how humor can make a critique effective. |
| | Part 2: Literary Devices in The Importance of Being Earnest | |
| | | Identify and analyze puns and paradoxes. |
| | | Identify and analyze epigrams and understatement. |
| | | Determine the effects of literary devices such as puns, paradoxes, epigrams, and understatement. |
| | Part 3: Characterization in The Importance of Being Earnest | |
| | | Determine characteristics. |
| | | Draw conclusions about a character's values. |
| | | Analyze how historical context affects characterization. |
| | Comparing and Contrasting Two Versions of The War of the Worlds | |
| | | Analyze how a text conveys an author's purpose. |
| | | Analyze the aesthetic impact of a text. |
| | | Compare and contrast the crafts of two versions of a text. |
| | Using Pronouns Correctly | |
| | | Use subjective, objective, and possessive pronouns correctly. |
| | | Use reflexive, intensive, and reciprocal pronouns correctly. |
| | | Recognize and correct vague pronouns and pronoun shifts. |
| | Writing an Argumentative Essay about an Ethical Issue | |

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| | | Introduce and develop claims using supporting evidence and rhetorical devices. |
| | | Anticipate and address counterclaims. |
| | | Revise writing to strengthen connections between ideas and maintain a formal style. |
| L | Jnit Test | |
| Roman | ticism in England | |
| Ir | ntroduction to Romanticism | |
| | | Recognize the characteristics of the Romantic period. |
| | | Analyze the impact of word choice on a poem's meaning and tone. |
| | | Evaluate sound devices in poetry. |
| Т | Themes in the Poetry of Keats | |
| | | Analyze the impact of word choice on meaning and tone. |
| | | Determine a theme. |
| | | Compare two texts with related themes. |
| H | Haiku and Romantic Poetry | |
| | | Recognize structural elements and motifs in haiku poetry. |
| | | Determine the mood of a poem. |
| | | Compare and contrast two poetic forms. |
| | Parts of Speech: Gerunds, Participles, and nfinitives | |
| | | Recognize gerunds, participles, and infinitives. |
| | | Use gerunds, participles, and infinitives correctly. |
| | | Identify the function of phrases within a sentence. |
| S | Speaking and Listening: Planning a Multimedia | |

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| Unit | Lesson | Objectives |
| | Presentation | |
| | | Convey ideas clearly and effectively. |
| | | Use multimedia to present ideas in an engaging and persuasive way. |
| | | Plan a presentation that is appropriate for the topic, audience, and purpose. |
| | Unit Test | |
| Poeti | у | |
| | Comparing Prose and Poetry: Rudyard Kipling's "If" | |
| | | Identify poetic elements |
| | | Analyze thematic details in a poem |
| | | Make connections between two works by the same author |
| | Allusion and Metaphor in "I, Too, Sing America" | |
| | | Analyze the role of poetry in cultural and societal changes |
| | | Analyze the use of allusion in poetry |
| | | Interpret an extended metaphor |
| | Comparing Poetry: Poetic Devices | |
| | | Examine poetic structure. |
| | | Compare and contrast the use of sound devices in poetry. |
| | | Analyze how a poet creates mood. |
| | Emily Dickinson's Poetry | |
| | | Analyze how word choice is used to create imagery in minimalist verse. |
| | | Critically read a poem to analyze its language and structure. |
| | | Compare and contrast two poems by the same author. |

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| Unit Lesson | Objectives |
| Content and Style in Emily Dickinson's Poems | |
| | Interpret the use of figurative language in poetry. |
| | Examine how the denotation and connotation of words affect tone and mood. |
| | Analyze how a poem reflects an author's style. |
| The Poetry of Identity | |
| | Determine the central idea of a poem |
| | Identify figurative language |
| | Analyze the impact of figurative language on the ideas of a poem |
| Exploring Tone in Poetry | |
| | Determine how word choice affects the meaning of a poem |
| | Analyze tone in a poem |
| | Examine the historical context of a poem |
| Robert Frost's Poetry | |
| | Assess form, rhythm, and content in a blank verse poem. |
| | Distinguish between a poem's speaker and the author's point of view. |
| | Contrast a poet's views on poetry with those of his contemporaries. |
| Pursuing the Dream as a Central Idea in Poetry | |
| | Identify figurative language |
| | Determine the central idea of a poem |
| | Compare the messages of two different poems |
| Poetry of Langston Hughes | |
| | Analyze the rhythm and repetition in a poem. |

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| | | Make observations about the role of the speaker in a poem. |
| | | Compare and contrast the imagery, sensory details, and themes in two poems by the same author. |
| | Word Choice and Extended Metaphor in a Poem by Maya Angelou | |
| | | Interpret the use of literal, figurative, and connotative meaning in poetry. |
| | | Interpret the use of extended metaphor. |
| | | Analyze the tone of a poem. |
| | Test | |
| 1984 | | |
| | Nineteen Eighty-Four: Background - Totalitarianism and Dystopian Literature | |
| | | Literary Skill: Understand how totalitarianism and the end of WWIIi.e., the era in which George Orwell livedimpacted the tone and plot of 1984. |
| | Nineteen Eighty-Four: Setting - Tone and Mood of Dystopian Literature | |
| | | Literary Skill: Evaluate how time, place, weather, and colors play a key role in setting the Dystopian tone |
| | Nineteen Eighty-Four: Style, Point of View, and Character Development | |
| | | Literary Skill: Evaluate the significance of characters and symbols by interpreting the Orwell's style and point of view. |
| | Nineteen Eighty-Four: Climax, Conflict Resolution, and Themes | |
| | | Literary Skill: Analyze the ultimate conflict resolution in Part Three to understand and interpret the book's themes. |

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| | Nineteen Eighty-Four: Conclusion and Thematic Quotations | |
| | | Literary Skill: Synthesize information from multiple selections in order to draw conclusions and form interpretations. |
| | Test | |
| Cultu | ral Reflections in Art and Artifacts | |
| | Part 1: Text Details and Context Clues in an Informational Text | |
| | | Analyze an author's use of supporting and descriptive details. |
| | | Use context clues to determine the meanings of domain-specific words. |
| | | Analyze the use of images in a text. |
| | Part 2: Summarizing an Author's Viewpoint in an Informational Text | |
| | | Determine an author's viewpoint in a nonfiction text. |
| | | Analyze an author's use of external sources. |
| | | Provide an objective summary of a text. |
| | Part 3: Using Media to Extend Understanding of an Informational Text | |
| | | Analyze the cultural and historical significance of an object. |
| | | Analyze the way an author engages a reader. |
| | | Compare the experience of reading text and listening to audio about the same topic. |
| | Analyzing Ekphrastic Poetry | |
| | | Analyze art as a visual text. |
| | | Analyze a poem's treatment of a subject. |
| | | Compare and contrast the treatment of the same subject in two poems. |

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| | Contested Usage | |
| | | Identify active and passive voice and determine when to use passive voice. |
| | | Identify split infinitives and determine when to use them. |
| | | Recognize prepositions and determine when it is appropriate to end a sentence with a preposition. |
| | Creating a Museum Exhibit | |
| | | Choose appropriate information from reliable sources. |
| | | Generate questions to guide research. |
| | | Plan, organize, and design the components of a webpage. |
| | Unit Test | |
| Cont | emporary Literature | |
| | Introduction to Literature of Rebellion in the Twentieth Century | |
| | | Synthesize ideas from twentieth-century selections of varied genres. |
| | | Explore an author's connection to the social, cultural, and political issues of the period. |
| | | Analyze how diction and syntax contribute to an author's style. |
| | Introduction to Late Modern and Postwar Literature | |
| | | Examine the historical, social, and global influences on modern literature. |
| | | Reflect on the common themes of early to mid-twentieth-century literature. |
| | | Determine an author's purpose in a text. |
| | Style in Poems by Rabindranath Tagore | |
| | | Identify features of lyric poetry. |
| | | Identify and analyze figurative language and imagery. |
| | | Analyze the effects of apostrophe on an author's style. |

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| | Sound and Structure in Poems by Dylan Thomas and W. B. Yeats | |
| | | Identify and analyze rhyme and meter. |
| | | Analyze refrains and parallelism in poems. |
| | | Identify and compare themes in two poems that treat similar topics. |
| | Analyzing US World War II Political Messages | |
| | | Determine a speaker's purpose in a speech. |
| | | Analyze the visual and textual elements of persuasive messages. |
| | | Compare and contrast a political speech with a media campaign. |
| | Using Punctuation | |
| | | Use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements. |
| | | Punctuate lists and series correctly. |
| | | Use hyphens correctly. |
| | Writing an Analysis of Media Messages | |
| | | Analyze elements of a media campaign. |
| | | Develop an analysis using specific examples and descriptions. |
| | | Revise writing to strengthen word choice. |
| | Unit Test | |
| Cont | emporary Voices and the Information Age | |
| | Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring | |
| | | Recognize elements of fantasy literature. |
| | | Identify setting. |
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| | | Analyze characterization. |
| | Contemporary Poetry: Seamus Heaney's "Digging" | |
| | | Analyze diction in a poem. |
| | | Identify and analyze sound devices in a poem. |
| | | Compare and contrast poetry from two different cultures. |
| | Allusions and Perspective in Derek Walcott's Midsummer | |
| | | Identify allusions and determine their effects. |
| | | Analyze a speaker's perspective. |
| | | Make connections between allusions and perspective. |
| | Analyzing a Procedural Text: How to Find Out Anything | |
| | | Recognize the structure and elements of a procedural text, including signal words. |
| | | Identify and analyze text features. |
| | | Follow a procedural text and understand how to evaluate results. |
| | | Determine how text features can improve a text. |
| Cum | ulative Exam | |
| | Cumulative Exam Review | |

Cumulative Exam