

| Optio | ons EHS Language Arts 12B-OR | Scope and Sequence |
|-------|---|--|
| Unit | Lesson | Objectives |
| Nine | teenth-Century England | |
| | Part 1: A Comedy of Manners: The Importance of Being Earnest | |
| | | 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. |

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| | | Recognize and correct vague pronouns and pronoun shifts. |
| | Writing an Argumentative Essay about an Ethical Issue | |
| | | 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. |
| | Unit Test | |
| Roma | anticism in England | |
| | Introduction 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. |
| | 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. |
| | 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 Infinitives | |
| | | Recognize gerunds, participles, and infinitives. |
| | | Use gerunds, participles, and infinitives correctly. |

| Options EHS L | anguage Arts 12B-OR | Scope and Sequence |
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| Unit Lesson | | Objectives |
| | | Identify the function of phrases within a sentence. |
| Unit Test | | |
| 1984 | | |
| | Eighty-Four: Background - Totalitarianism and 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. |
| | Eighty-Four: Setting - Tone and Mood of Literature | |
| | | Literary Skill: Evaluate how time, place, weather, and colors play a key role in setting the Dystopian tone |
| Nineteen Developn | Eighty-Four: Style, Point of View, and Character nent | |
| | | Literary Skill: Evaluate the significance of characters and symbols by interpreting the Orwell's style and point of view. |
| Nineteen Themes | Eighty-Four: Climax, Conflict Resolution, and | |
| | | Literary Skill: Analyze the ultimate conflict resolution in Part Three to understand and interpret the book's themes. |
| Nineteen | Eighty-Four: Conclusion and Thematic Quotations | |
| | | Literary Skill: Synthesize information from multiple selections in order to draw conclusions and form interpretations. |
| Test | | |
| Cultural Reflec | tions in Art and Artifacts | |
| Part 1: Te Text | ext Details and Context Clues in an Informational | |
| | | Analyze an author's use of supporting and descriptive details. |

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| | | 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. |
| | 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. |

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| Unit | Lesson | Objectives |
| | | Plan, organize, and design the components of a webpage. |
| | Unit Test | |
| Conte | emporary Literature | |
| | Introduction to the Harlem Renaissance and the Civil Rights Movement | |
| | | Examine the historical and cultural forces that affected the Black American experience in the 20th-century United States. |
| | | Investigate literature that explores the themes of racism, discrimination, African traditions, and Black heritage. |
| | | Determine meaning of words and phrases an author uses to convey ideas. |
| | 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. |
| | Introduction to Heritage and Multicultural American Identities: Contemporary Voices (1970–2000) | |
| | | Investigate contributions of diversity in late twentieth-century literature. |
| | | Determine themes of heritage, identity, and multiculturalism in texts. |
| | | Analyze an author's use of irony to convey a message. |
| | Analyzing US World War II Political Messages | |

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| | | 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 | |
| Conte | 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. |
| | | Analyze characterization. |
| | Writing a Persuasive E-mail | |
| | | Establish a claim and support it with evidence and rebuttals. |
| | | Structure a persuasive letter. |
| | | Maintain formality when writing in a digital platform. |
| | Allusions and Perspective in Derek Walcott's Midsummer | |

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| Unit Lesson | Objectives |
| | 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 Anythin | ng . |
| | 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. |
| Analyzing Career Information from the Bureau of Labo Statistics Website | or |
| | Interpret information in charts and graphs. |
| | Evaluate the effectiveness of a text's structure. |
| | Determine an author's purpose. |
| Writing a Personal Statement | |
| | Introduce the topic and point of view of a personal statement. |
| | Use precise details to develop and relay events and experiences. |
| | Provide a conclusion that reflects on experiences discussed in the narrative. |
| Purpose and Format in "The Leader in the Mirror" | |
| | Analyze an author's use of particular genres or modes. |
| | Identify an author's purpose for writing. |
| | Compare and contrast how texts in different genres treat the same topic. |
| Speaking and Listening: Formal Debate | |
| | Identify the elements and types of a formal debate. |

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| | Recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques. |
| | Apply rules for effective speaking and listening. |
| Speaking and Listening: Planning a Multimedia Presentation | n |
| | 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 | |
| Cumulative Exam | |
| Cumulative Exam Review | |

Cumulative Exam