

12th Grade English VVUHSD Scope and Sequence

Unit	Pacing	Unit of Study/Title	Standards	Enduring Understanding Essential Questions	Assessment Type
Unit 1	6 weeks	Drama	<p>Priority:</p> <p>RI4: 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 (e.g., how Madison defines faction in Federalist No. 1)</p> <p>RL4: 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. (Include Shakespeare as well as other authors.)</p> <p>W1 a, c, d, e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL1 a-d: 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.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Support: RL1, RI1, RL10, W2, W9a</p>	<p>Essential Question How do the flaws of literary characters mirror those of real life people?</p> <p>Enduring Understanding Dramatic presentations reflect the cultural, historical, and religious perspectives of the time periods in which they were produced. Dramatic presentations comment on the human experience and reflect the author’s point of view.</p>	<p>PowerPoint or debate in which students evaluate the fitness of a character for a leadership position.</p> <p>Unit 1- Task 4 Assessment</p> <p>6+1 Rubric</p>

Unit 2	6-8 weeks	Novel	<p>Priority: 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. RL2: 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., W2 a-f, SL4b: L4 a-d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Support: RL1, RI1, RL10, W6, W5, W7, W8, SL2</p>	How do different cultures shape the definitions of good and evil?	<p>Argumentative Mini-research presentation.</p> <p>“How does the culture portrayed in the novel compare to the culture of today and today’s definitions of good and evil?”(based on ongoing research during reading of novel)</p> <p>Unit 2- Task 4 Assessment</p>
Unit 3	4-6 weeks	Literary Non-Fiction	<p>Priority: 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. RI6: 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., RL6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)., W1, SL4 a-b: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or</p>	<p>What are the responsibilities of the individual with regard to issues of social justice? or Can literature serve as a vehicle for social change?</p>	<p>Argumentative essay</p> <p>“Choose a speech, proposal, or essay that deals with a political or social issue relevant to a given era. Analyze the author’s perspective and point of contention and argue how the piece of literature pertains to current concerns. State your stance on the issue</p>

			<p>opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L6: acquire and use accurately general academic and domain-specific words and phrases.</p> <p>Support: RL3, RL10, RI10, W4, W3, W9b</p>		<p>and incorporate a personal anecdote. Illustrate the need for social change and support your assertions with relevant evidence.”</p> <p>6 + 1 Rubric Unit 3- Task 4 Assessment</p>
Unit 4	4-6 weeks	Poetry	<p>Priority:</p> <p>RI7: 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>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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W10: 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 tasks, purposes, and audiences.</p> <p>SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Support: RL10, SL4A, L3 a</p>	How does the individual express creativity within his/her culture?	<p>Writing poetry with presentation</p> <p>Narrate a current event in the style of the author being studied. Present to class.</p> <p>Poetry Rubric</p> <p>Unit 4- Task 4 Assessment</p>

Unit 5 Optional	8-12 weeks	Research Project	<p>Priority:</p> <p>RI5: 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>RL5: 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>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Support: RL1, RI1, RI3, W1 a-f,W7,W8, SL2</p>	How is an individual's point of view shaped by opposing perspectives?	<p>Argumentative Research Paper and Multi-media Presentation</p> <p>6 + 1 Rubric</p> <p>Unit 5- Task 4 Assessment</p>
---------------------------	---------------	---------------------	---	---	--