

## English 12 Scope & Sequence

Module	Days	Unit	MD CCR Standards	Essential/Guiding Questions
<p><b>Module 1: Finding a Voice</b></p> <p>Primary Common Assessments:</p> <p>Diagnostic Reading and Language Assessment</p> <p>Diagnostic Writing and Language Assessment</p> <p>Performance - Based Assessment: Literary Analysis Task</p>	<p>10 - 15</p>	<p>Introduction to rhetorical analysis and creating voice in writing and across various media, including podcasts.</p>	<p>CCSS 11-12 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>CCSS 11-12 SL3: 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>CCSS 11-12 L:5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS 11-12 W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS 11-12 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>How is an author's purpose revealed in a variety of print &amp; non-print texts?</p> <p>How does an author achieve rhetorical purpose?</p> <p>How does tone reveal purpose?</p> <p>How do media and genre affect rhetorical context?</p> <p>How does manipulation of structure and language (such as parallel structure and sentence variety) help to accomplish purpose?</p> <p>How do non-verbal techniques support an author's purpose?</p>
<p>College and Career-Ready Speaking and Listening Assessment: Research and</p>	<p>20-30</p>	<p>Close analytical reading of extended text, research and analysis</p>	<p>CCSS 11-12 RI1: 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>CCSS 11-12 RI2: Determine two or more central ideas of a text and analyze their</p>	<p>How is an author's purpose revealed in a variety of print &amp; non-print texts?</p> <p>How does an author achieve rhetorical purpose?</p>

<p>Analysis Presentation and Annotated Bibliography</p>		<p>presentation .  Primary Texts:  Extended Text (one of the following):  <i>Into the Wild</i>, Jon Krakauer <i>An American Childhood</i>, Annie Dillard <i>Evicted: Poverty and Profit in the American City</i>, Matthew Desmond</p>	<p>development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text. CCSS 11-12 RI3: 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. CCSS 11-12 RI4: Determine the meaning of words and phrases as they are used in the 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 <i>faction</i> in <i>Federalist No. 10</i>). CCSS 11-12 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. CCSS 11-12 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. CCSS 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CCSS 11-12 W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>How does tone reveal purpose?  How do media and genre affect rhetorical context?  How does manipulation of structure and language (such as parallel structure and sentence variety) help to accomplish purpose?  How do non-verbal techniques support an author's purpose?</p>
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<p><b>Module 2: Shakespeare - Persuasion and Analysis</b></p> <p>Primary Common</p>	3-5	<p>Introduction to persuasion, including how diction and grammar contribute</p>	<p>CCSS 11-12 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>CCSS 11-12 SL3: Evaluate a speaker's point of</p>	<p>How does an author/speaker appeal to and persuade her/his audience?</p>

<p>Assessments: Performance - Based Assessment: Narrative Writing Task Performance - Based Assessment: Research Simulation Task</p>		<p>as persuasive techniques.  Primary Texts: <i>Inaugural Address 1</i> January 1961, John F. Kennedy</p>	<p>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>20-30</p>	<p>Close analytical reading of extended text and research project.  Primary Texts:  Extended Text (one of the following):  <i>Henry V</i>, William Shakespeare <i>The Merchant of Venice</i>, William Shakespeare</p>	<p>CCSS 11-12 RL1: 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. CCSS 11-12 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. CCSS 11-12 RL3: 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). CCSS 11-12 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</p>	<p>How is an author's purpose revealed in a variety of print &amp; non-print texts?  How does an author achieve rhetorical purpose?  How does tone reveal purpose?  How do media and genre affect rhetorical context?  How does manipulation of structure and language (such as parallel structure and sentence variety) help to accomplish purpose?  How do non-verbal techniques support an author's purpose?</p>

		<p>beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS 11-12 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>CCSS 11-12 RL10: 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>CCSS 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS 11-12 SL3: 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>CCSS 11-12 W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 11-12 W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS 11-12 W7: Conduct short as well as more</p>	
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			<p>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>CCSS 11-12 W8: 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>CCSS 11-12 W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS 11-12 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><b>Module 3: Be the Change</b></p> <p>Primary Common Assessments:</p> <p>College and Career-Ready</p>	10 - 20	<p>Close analytical reading of extended text and research project.</p> <p>Primary Texts:</p>	<p>CCSS 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS 11-12 SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links</p>	<p>How is an author's purpose revealed in a variety of print &amp; non-print texts?</p> <p>How does an author achieve rhetorical purpose?</p> <p>How does tone reveal purpose?</p>

<p>Research Assessment: Social Issue Research and Production of Documentary or Public Service Announcement</p> <p>Final Exam: Reading and Language Assessment</p> <p>Final Exam: Writing and Language Assessment</p>		<p>Extended Text - Documentary (one of the following):</p> <p><i>The Barkley Marathons: The Race That Eats Its Young,</i> Annika Iltis and Timothy Kane</p> <p><i>The Cove,</i> Louise Psihoyos</p> <p>Extended Text (one of the following):</p> <p><i>A Tale of Two Cities,</i> Charles Dickens <i>Lord of the Flies,</i> William Golding <i>Where Men Win Glory:</i></p>	<p>among ideas, word choice, points of emphasis, and tone used.</p> <p>CCSS 11-12 W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS 11-12 W7: 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>CCSS 11-12 W8: 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>CCSS 11-12 W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS 11-12 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>How do media and genre affect rhetorical context?</p> <p>How does manipulation of structure and language (such as parallel structure and sentence variety) help to accomplish purpose?</p> <p>How do non-verbal techniques support an author's purpose?</p>
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