



High School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 12

OVERVIEW	
FIRST NINE WEEKS	<p>Unit 1 The Hero's Journey: In this unit, students will explore texts that answer the question: what makes a hero? They will consider why heroism is an enduring theme in media and books and discuss both accomplishments and sacrifices that contribute to heroism. Students will be exposed to various texts that follow the hero's journey of the call to adventure, overcoming ordeals, and returning home transformed.</p>
	<p>Unit 2 The Past and The Future: In this unit, students will explore the relationship of human beings to time. They will consider how attitudes towards the past, including how the past is still alive and how the past shapes us on large as well as personal scales, influence our future actions.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Determined by teacher	Common assessments will be given at regular intervals throughout the course to measure mastery of the focus standards.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 1: The Hero's Journey Unit 2: The Past and The Future	40 days	CommonLit for Parents & Guardians	<p>Standards Key: RL=Reading Literature RI=Reading Informational Text L=Language SL=Speaking & Listening W=Writing</p> <p>Focus Standards RL.11-12.1 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. RL.11-12.2 Determine two or more themes of a text and analyze their development over the course of the text, including how they</p>



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			<p>interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RI.11-12.1 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>RI.11-12.2 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.</p> <p>RI.11-12.3 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.</p> <p>Secondary Standards (standards listed at end of document)</p> <p>RL.11-12.7 RL.11-12.9 RL.11-12.10 RI.11-12.10 W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 SL.11-12.2 SL.11-12.3</p>
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			<p>SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6</p> <p>Each unit ends with a culminating writing assignment teaching one of three writing standards (W.11-12.1, W.11-12.2 or W.11-12.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each unit.</p>
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SECOND NINE WEEKS	OVERVIEW
	<p>Unit 3 Questioning Traditions, Creating New Perspectives: In this unit, students will explore their traditions and how their perspectives have changed as they get older. It will also answer the question, what is a tradition? How do new traditions change our perspectives?</p> <p>Unit 4 The Self and Belonging: In this unit, students will explore texts that answer the question: How do we define ourselves? They will also read to examine what it means to have a “home” or feel a belonging in a place, and how that belonging can influence how a person views himself.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Determined by teacher	Common assessments will be given at regular intervals throughout the course to measure mastery of the focus standards.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 3: Questioning Traditions, Creating New Perspectives Unit 4: The Self and Belonging	40 days	CommonLit for Parents & Guardians	<p>Focus Standards</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.</p> <p>RL.11-12.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.</p>



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RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5 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.

RI.11-12.6 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, and/or persuasiveness of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.

RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.

Secondary Standards

(standards listed at end of document)

RL.11-12.7

RL.11-12.9



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			<p>RL.11-12.10 RI.11-12.10 W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6</p> <p>Each unit ends with a culminating writing assignment teaching one of three writing standards (W.11-12.1, W.11-12.2 or W.11-12.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each unit.</p>
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Secondary Standards

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.

RL.11-12.10 By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RI.11-12.10 By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

SL.11-12.1 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. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 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.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or



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opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 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.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



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W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.5 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.

W.11-12.6 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.