



Parma High School

English III (Grade 11)

Scope and Sequence

12th Grade	Instructional Vocabulary	BIG IDEA	Essential Question(s)	Text Theme	Reading Focus	Language/ Grammar Focus	Speaking and Listening Focus	Writing Focus
<p><b>Unit 1</b></p> <p><u>Literary Analysis</u></p>	Anarchy Apathy Apocalyptic Commercialization Conformity Corruption Dehumanization Desensitization Distortion Dystopia Empathy Oppression Omnipotent Propaganda Rebellion Restriction Revolution Surveillance Utopia Vigilance Setting Plot Author's Craft Opening Lines Extended Metaphor Language Setting Elements of Dystopia Tone	Identifying Challenges and/or Conflicts	<p><i>To what extent does the world around you impact the person you will become?</i></p> <p><i>To what extent are we living in a dystopia?</i></p> <p><i>Why do relationships matter?</i></p>	<p><i>"El Cantar of Rising Sun"</i></p> <p><i>"The Pedestrian"</i></p> <p><i>"We Ate the Children Last"</i></p> <p><i>"The Lottery"</i></p> <p><i>"2BRO2B"</i></p> <p><i>A Thousand Splendid Suns</i></p>	Narrative Text, & Key Ideas & Details, Craft & Structure, Analyze, Synthesize, Poetry Analysis	*11-12 ELA Review: act. 1-10 * Spelling * Vocab	Dystopian Short Story Jigsaw	*Synthesis Writing *Literary Analysis *Close Reading & Annotation

	Apostrophe Imagery Hyperbole							
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<p><b>Unit 2</b></p> <p><u>Author's Craft</u></p>	<p><b>The Crucible:</b></p> <p>Abrogate Adamant Augury Autocrat Baseness Begrudge Bemuse Blasphemous Calamity Confound Junta Licentious Malign Orthodox Pallor Parochial Placid Reproach Sectarian Vindictive</p> <p><i>Additional Honors ELA:</i></p> <p>Contempt Corroboration Defamation Dissemble Dogmatic Effrontery Formidable Gaunt Heretical</p>	<p>Identifying appropriate lenses to review and analyze various forms of literature.</p>	<p><i>To what extent does the world around you impact the person you will become?</i></p> <p><i>How do you find a voice in a global conversation?</i></p> <p><i>To what extent does history impact our present day experiences?</i></p>	<p><i>The Crucible</i></p> <p><i>Independent World Voice Novels:</i></p>	<p>Informational Articles: Identify Evidence. Key Ideas &amp; Details, Craft &amp; Structure, Cause &amp; Effect</p> <p>Book Projects</p>	<p>* Spelling</p> <p>* Academic Vocabulary</p>	<p>Collaboration &amp; Presentation</p>	<p>* Social Lens Presentation</p> <p>*Book Presentation</p> <p>*Synthesis Writing</p>
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	Innate  <b>Book Clubs:</b>							
<b>Unit 3</b> <u>Research</u>	Thesis statement, subheading, tone, perspective, anecdote, in-text citation and end text citation, claim, extended definitions, MLA formatting	Investigation & Discovery/ Drawing Conclusions	<i>To what extent does media impact my identity?</i>	NF/ <i>Informational texts</i>	Informational Text: Identify Evidence. Key Ideas & Details, Craft & Structure  Book Projects - nonfiction	* 11-12 ELA Review: act. 21-30  * Spelling  * Academic Vocabulary	Collaboration & Presentation	*Argumentative Research Essay
<b>Unit 4</b> <u>Argumentative</u>	Argumentative text, data, statistics, point of view, claim, thesis statement, counterargument, rebuttal, in-text and end-text citation, connotation/denotation, misplaced modifiers, figures of speech	Effective Arguments	<i>Is the American Dream more likely to inspire or destroy us?</i>  <i>In what ways does the American Dream mean different things for different Americans?</i>	<i>The Great Gatsby</i>	Narrative Text: Identify Evidence. Key Ideas & Details, Craft & Structure	* 11-12 ELA Review: act. 31-40  * Spelling  * Academic Vocabulary	Collaboration & Presentation	*Book Presentation  *Synthesis Writing

## Overview and Standards

### Semester One Overview:

English 11: During semester 1, English III (Grade 11) students will develop writing skills focused on narrative and expository forms as well as read literature showcasing the genres of dystopia, domestic fiction exploring various cultures, and historical fiction. Also included will be the use of textual evidence and metacognitive tasks linked to analysis and synthesis of various texts and writings.

### Quarter One:

This unit focuses on Literary Analysis of the Dystopian Genre and themes that exist within this literary genre. Along with analysis, students will draw connections and form opinions and ideas on big picture concepts that are relative to our own world and everyday experiences.

### Idaho Core Standards (CCSS) Grouping

**Writing:** RW.11-12.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

**Reading Comprehension:** TC.11-12.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit at the lower end of the grades 11-12 band.

### Theme: Essential Questions

To what extent are we living in a dystopia?  
Why do relationships matter?

#### Possible Guiding Questions:

- How does the world around me impact the person that I will become?
- How do norms impact the way I see the world?
- To what extent do those around me shape who I am?
- What outside forces impact the way I think? Behave?
- What are the impacts of censorship?

**Quarter 1 Focus Standards:**

<p><b>RC.TC.11-12.1</b> Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11-12 band.</p> <p><b>RC.V.11-12.2</b> Regularly engage in a volume of reading, texts independently, with peers or with modest support related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p><b>RC.L.11-12.5</b> Use evidence to demonstrate understanding of grade level texts.</p> <p>5a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each.</p> <p>5d. Relate literary works and authors' point of view to political events and seminal ideas of their eras.</p> <p>5e. Compare and contrast how works of literary or cultural significance, including myths, and traditional stories, draw on similar themes, patterns of events, or character types.</p>	<p><b>W.11-12.2</b> 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>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p><b>RI.11-12.5</b> 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><b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language</p>
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		<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
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**Ongoing Standards:**

<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>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.</p> <p>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.</p>	<p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>RI.11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>L.11-12.4</b> Determine 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. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify precise meaning, part of speech, etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.</p>
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**Quarter Two:**  
**During this unit, students will gain a stronger understanding of concepts related to literary lenses and how those lenses can be utilized**

to analyze literary themes and devices; while also drawing conclusions and connections to the concepts of various literary lenses and implementing them within their own analysis of various literary works.

**Idaho Core Standards (CCSS) Grouping**

**English: 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.

**Reading: RI.11-12.10** By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Theme:**

- Informing Others

**Possible Guiding Questions:**

- How does an author logically structure an informational essay?
- How does an author effectively explain a task or event to the reader?
- What is the purpose of providing in-text citations?
- What is the purpose of using multiple sources in an informative/expository essay?

**Quarter 2 Focus Standards:**



<p><b>SL.11-12.3</b> 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><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p><b>RI.11-12.5</b> 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><b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or</p>	<p><b>W.11-12.2</b> 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>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified</p>	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics). b. Apply grades</p>
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<p>alternative or 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>appropriate. (See grades 11-12 Language</p>	<p>whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or</p>	<p>11-12 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., 'The Federalist, presidential addresses']).</p>
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		explanation presented.	
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**Ongoing Standards:**

<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>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.</p> <p>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.</p>	<p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>RI.11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>L.11-12.4</b> Determine 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. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify precise meaning, part of speech, etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.</p>
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**Semester Two Overview:**

English 12: During the course of Semester II, English IV will focus primarily in writing on the research and analysis skills necessary to complete research writing completed with MLA formatting as well as drafting proposals to be used in cross-curricular activities. The class will be reading non-fiction pieces, works, and articles in conjunction with these writings.

**Quarter Three:**

**Idaho Core Standards (CCSS) Grouping**

**English:** W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research./ W.11-12.7 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

**Reading:** RL.11-12.7 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.

**Theme:**

• Effective Arguments	
<b>Possible Guiding Questions:</b>	
• How do people express their opinions in meaningful ways? • What is the purpose of supporting evidence when seeking to win an argument? • What is the purpose of acknowledging opposing opinions?	

**Quarter 3 Focus Standards:**

<p><b>RL. 11-12.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>RL.11-12.7</b> 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><b>W.11-12.7</b> 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>W.11-12.8 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</p>	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.</p>	<p><b>SL.11-12.5</b> 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>
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	<p>ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>	<p>Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential</p>	
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**Ongoing Standards:**

	<p><b>RI. 11-12.3</b> 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><b>RI.11-12.4</b> 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. 10).</p> <p><b>RI.11-12.6</b> 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.</p>		<p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>L.11-12.6</b> 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information		
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	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.		
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<b>Quarter Four:</b>			
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**Idaho Core Standards (CCSS) Grouping**

**English:** 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.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Reading: RI.11-12.10** By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Theme:**

<ul style="list-style-type: none"> <li>• Investigation &amp; Discovery/ Drawing Conclusions</li> </ul>	
<b>Possible Guiding Questions:</b>	
<ul style="list-style-type: none"> <li>• What are the causes and implications of genetic mutations?</li> <li>• What is the purpose of using multiple sources in research writing?</li> </ul>	

• Why are in-text and end-text citations critical in research writing?

**Quarter 4 Focus Standards:**

<p><b>RI.11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11ñCCR text complexity band independently and proficiently.</p>	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims,</p>	<p><b>W.11-12.8</b> 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 over reliance on any one source and</p>	<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11ñ12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
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	<p>reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>following a standard format for citation.</p> <p><b>RI.11-12.2</b> 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><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations)</p> <p><b>W.11-12.6</b> 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>	
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**Ongoing Standards:**

<p><b>RL.11-12.1</b> 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><b>RI. 11-12.3</b> 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><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p><b>W.11-12.6</b> 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><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting</p>
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	<p>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. 10).</p> <p><b>RI.11-12.6</b> 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.</p> <p><b>RI.11-12.7</b> 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><b>W.11-12.10</b> 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>references (e.g, Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
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