

Grade 12 English Language Arts

4th Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
<ul style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a 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.) (RL.11-12.4) 				
<ul style="list-style-type: none"> 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. (RI.11-12.1) 				
<ul style="list-style-type: none"> 5. 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. (RL.11-12.5) 				
<ul style="list-style-type: none"> 9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (RL.11-12.10) 				
<ul style="list-style-type: none"> 2. 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. (RI.11-12.2) 				
<ul style="list-style-type: none"> 10. 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. (RI.11-12.1) 				
<ul style="list-style-type: none"> 15. 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. (RI.11-12.6) 				
<ul style="list-style-type: none"> 11. 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 				

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provide a complex analysis; provide an objective summary of the text. (RI.11-12.2)				
<ul style="list-style-type: none">12. 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. (RI.11-12.3)				
<ul style="list-style-type: none">13. 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. (RI.11-12.4)				
<ul style="list-style-type: none">14. 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.11-12.5)				
<ul style="list-style-type: none">15. 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. (RI.11-12.6)				
<ul style="list-style-type: none">RL.3. 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). (RL.11-12.3)				