

Grade 12 - Year at a Glance

M/J I Language Arts

A Note to Parents: State standards require your student's language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison to texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or difficult. Your child's teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher's goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

What is the purpose of this course?

Course Description

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

What will Grade 12 students be expected to do?

English Language Arts Expectations:

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

Grade 12 Writing Types Expectations

Narrative Writing - ELA.12.C.1.2: Write complex narratives using appropriate techniques to establish multiple

perspectives and convey universal themes.

Argumentative Writing - ELA.12.C.1.3: Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

Expository Writing - ELA.12.C.1.4: Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

Grammar/Mechanics

ELA.12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELASTandards.pdf>

What will Grade 12 students be reading and discussing?

The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.

Quarter	Sample Themes	Sample Texts
Quarter 1	What’s Next?: How can we transform the future? How can we make sure that we make the right choices? How much does a person’s individual choices affect his or her future? Can we make sure our choices have a positive impact on ourselves and on society?	Are the New ‘Golden Age’ TV Shows the New Novels? (Argumentative) Community Colleges vs. Technical Schools (Informational) Overcoming Impostor Syndrome (Informational) The Metamorphosis (Fiction) Bird by Bird: Some Instructions on Writing and Life (Informational) We Choose to Go to the Moon (Argumentative) Toni Morrison Nobel Lecture (Informational) How Much Indian Was I?, My Fellow Students Asked (Informational) Commencement Address at Wellesley College (Informational) Plessy v. Ferguson (Argumentative) Booster Staff Investigates (Informational)
Quarter 2	Uncovering Truth: How do challenges cause us to reveal our true selves? How do challenges shape the people we become? How and why do leaders face challenges? What do readers learn by reading about heroes, characters, and leaders and what they do in moments of challenge? What do these stories teach us about ourselves and our society?	Beowulf (A Graphic Novel) (Fiction) Beowulf (Lines 144-300 – Heaney Translation) (Poetry) Truth Serum (Poetry) The Pardoner’s Prologue (Poetry) A Valediction: Forbidding Mourning (Poetry) Shakespeare: The World as Stage (Argumentative) Hamlet and His Problems (Argumentative) Hamlet (Drama) Don Quixote (Fiction) The Postmaster (Fiction) A Letter to NFL GMs (Argumentative) Men We Reaped (Informational)
Quarter 3	Against the Wind: How do leaders fight for their ideas? What turns a regular person into an effective leader? What ideas have people fought for throughout history? What do readers learn by reading historical speeches, documents, novels, and poems? What do these texts teach us about ourselves,	Gulliver’s Travels (Fiction) Liberty Tree (Poetry) To His Excellency, General Washington (Poetry) United States v. The Amistad (Argumentative) After Being Convicted of Voting in the 1872 Presidential Election (Argumentative) Hawaii’s Story By Hawaii’s Queen (Argumentative) The Federalist Papers: No. 10 (Argumentative)

	our country, and our role in a global society?	Self-Made Men (Argumentative) I Am Prepared to Die (Argumentative) Leadership During a Crisis (Argumentative) A Warrior's Daughter (Fiction)
Quarter 4	Sculpting Reality: What is the power of story? How can stories teach us important lessons? How can stories change our hearts and minds? What do readers learn by reading about fictional characters and events? What do stories teach us about ourselves and our society?	Ozymandias (Poetry) Facing It (Poetry) Ode on a Grecian Urn (Poetry) Lines Composed a Few Miles Above Tintern Abbey (Poetry) Stung (Poetry) Catalog of Unabashed Gratitude (Poetry) The Cry of the Children (Poetry) Jane Eyre (Fiction) Wide Sargasso Sea (Fiction) Dear Mama (Poetry) Freedom (Informational) Why I Write (Informational)
Optional Units Available in Adopted District Resources		
Unit 5 (optional)	Fractured Selves- What causes individuals to feel alienated? What does more realistic literature tell us about modern life? How did World War I and World War II change the way people viewed and experienced life? What causes individuals to feel alienated? How does modernist art and literature explore the theme of alienation?	The Great Figure (Poetry) The Love Song of J. Alfred Prufrock (Poetry) miss rosie (Poetry) The Idler (Poetry) A Cup of Tea (Fiction) Recuerdo (Poetry) The New Dress (Fiction) Hurricane Season (Poetry) Be Ye Men of Valour (Argumentative) The Pearl Divers' Daughters (Poetry) Killers Of The Dream (Argumentative) Shooting an Elephant (Argumentative)
Unit 6 (optional)	Times of Transition- How are we shaped by change? What happens when life changes? How can outside forces change who we are inside? What can we learn from reading about how other people respond to significant changes in their own lives?	The Mysterious Anxiety of Them and Us (Fiction) Love After Love (Poetry) The Museum (Fiction) A Temporary Matter (Fiction) Tryst with Destiny (Argumentative) A Small Place (Informational) Ghosts (Fiction) ARK (Fiction) Blindspot: Hidden Biases of Good People (Argumentative) Honesty on Social Media (Argumentative) Green Light Go (Poetry) Dawn Revisited (Poetry) Commencement Address at The New School (Argumentative)
How can I help my student to be successful in his/her English class?		
	Support Resources	Everyday Activities
Reading	Shakespearean Dating Tips (Students will learn about the modern day relevance of Shakespeare's plays and how the English language has changed over time.) The Art of the Metaphor:	Engage your student in discussions of current events. Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions. Prompt your student to elaborate on their opinions with "why?" or "how?"

	<p>In this animated video from TEDed, you will learn about the power of metaphors in your reading and in your writing. The video explores questions like: "How do metaphors help us better understand the world?", as well as "What makes a good metaphor?"</p>	<p>Challenge them to consider or refute an opposing opinion.</p> <p>Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics).</p> <p>Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).</p>
<p>Writing</p>	<p><u>Principles of Composition</u> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><u>State your Claim</u> (Students can practice writing argument essays in preparation for FSA writing)</p> <p><u>See FSA Portal for writing samples and resources!</u></p> <p><u>Proper Techniques for Research and Writing:</u> (Students can learn the steps for all aspects of writing a research paper with a comprehensive list of links to various style guides.)</p> <p><u>MLA Documentation</u></p> <p><u>Purdue OWL: Personal Statement:</u> In this video cast from the Purdue Online Writing Lab, students can learn how to write a personal statement for their college applications.</p> <p><u>Selling Yourself: Resume Generator:</u> In this tutorial from ReadWriteThink.org students can learn how to create a professional resume that showcases their talents and skills.</p>	
<p>Vocabulary/Conventions</p>	<p><u>Formal and Informal Speaking</u> (Students will learn how to organize and express through a short video, multi-level tutorial options, worksheets and answer</p>	

keys, a game, and interactive quizzes to encourage debate and responding to others' views.)

[Close Encounters with Unfamiliar Words](#)

(Students can learn several strategies for determining the meaning of unfamiliar words.)

[Guide to Grammar and Writing: Principles of Composition:](#)

This is a comprehensive guide that can help students with writing.