

English IV Language Arts (12<sup>th</sup> grade)  
Year at a Glance

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<p>English Language Arts(12<sup>th</sup> Grade) Course Description to be covered over 4 quarters</p>	<p style="text-align: center;">Course Description</p> <p>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.</p> <p><b>GENERAL NOTES</b></p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> <li>○ writing to sources using text- based evidence and reasoning</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers</li> </ul> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p>	<p style="text-align: center;">Family Resources</p> <p><a href="#">Language Arts Florida Standards Grade 12</a></p> <p><a href="#">ELA Throughout the Day</a></p> <p><a href="#">Coming Prepared to Discuss</a></p> <p><a href="#">What Is Text Based Talk?</a></p>
	<p><b>Key Standards Covered</b></p>	<p><b>Examples of Resources</b></p>

<p><b>Quarter 1</b> <b>Aug 10 – Oct 16</b></p>	<p><b>Students will be able to:</b></p> <p><a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a> 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><a href="#">LAFS.1112.RI.1</a> <a href="#">LAFS.1112.RL.1.2</a> 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.</p> <p><a href="#">LAFS.1112.RI.1.3</a> <a href="#">LAFS.1112.RL.1.3</a> 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).</p> <p><a href="#">LAFS.1112.RI.2.5</a> <a href="#">LAFS.1112.RL.2.5</a> 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><a href="#">LAFS.1112.W.1.2</a> 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 href="#">LAFS.1112.W.1.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><a href="#">LAFS.1112.W.2.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><a href="#">LAFS.1112.W.2.5</a> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	<p><b><u>Anchor Text*</u></b></p> <p style="text-align: center;"><u>Beowulf</u> Student text</p> <p style="text-align: center;">“The Pardoner’s Tale”</p> <p><b>Writing Support for Students:</b> <a href="#">Guide to Grammar and Writing: Principles of Composition:</a></p> <p>This is a comprehensive guide that can help students with writing.</p> <p><b><u>Sample Writing Task:</u></b></p> <p>Write an analysis that examines the religious references found in the text and how a specific character’s decisions might exemplify those influences.</p>
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significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

[LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.1112.SL.1.1](#) 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.

[LAFS.1112.SL.2.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

	Key Standards Covered	Examples of Resources
<p><b>Quarter 2</b> <b>Oct 20 – Dec 18</b></p>	<p><b>Students will be able to :</b></p> <p><a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a> 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><a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.2</a> 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.</p> <p><a href="#">LAFS.1112.RI.1.3</a> <a href="#">LAFS.1112.RL.1.3</a> 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).</p> <p><a href="#">LAFS.1112.RI.2.5</a> <a href="#">LAFS.1112.RL.2.5</a> 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><a href="#">LAFS.1112.W.1.2</a> 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 href="#">LAFS.1112.W.1.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><a href="#">LAFS.1112.W.2.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b><u>Anchor Text*</u></b></p> <p><b>Hamlet</b> <b>p.235</b></p> <p><b><u>Writing Support for Students:</u></b> <b><u>Proper Techniques for Research and Writing:</u></b> (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><a href="#">MLA Documentation</a></p> <p><b><u>Reading Support for Students:</u></b></p> <p><a href="#">Close Encounters with Unfamiliar Words</a> (Students can learn several strategies for determining the meaning of unfamiliar words.)</p> <hr/> <p><b><u>Sample Writing Task:</u></b></p> <p>Write an analysis of a specific character and explain how his/her tragic flaw influenced his/her decisions.</p>

	<p><a href="#">LAFS.1112.W.2.5</a> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 <a href="#">here</a>.)</p> <p><a href="#">LAFS.1112.W.3.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">LAFS.1112.SL.1.1</a> 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.</p> <p><a href="#">LAFS.1112.SL.2.6</a> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	
<p><b>Quarter 3</b> <b>Jan 6 – Mar 17</b></p>	<p><b>Key Standards Covered</b></p>	<p><b>Examples of Resources</b></p>
	<p><b>Students will be able to :</b></p> <p><a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a> 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><a href="#">LAFS.1112.RI.1.</a> <a href="#">LAFS.1112.RL.1.2</a> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including</p>	<p><b><u>Anchor Text*</u></b></p> <p><a href="#">“A Modest Proposal” by Johnathan Swift</a></p> <p style="text-align: center;"><b>OR</b></p> <p>“A Vindication of the Rights of Women” by Mary Wollstonecraft</p>

how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[LAFS.1112.RI.1.3](#) [LAFS.1112.RL.1.3](#) 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).

[LAFS.1112.RI.2.5](#) [LAFS.1112.RL.2.5](#) 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.

[LAFS.1112.W.1.2](#) 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.

[LAFS.1112.W.1.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[LAFS.1112.W.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.1112.W.2.5](#) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**Sample Writing Task:**

Write an analytical essay that compares the ideas presented in the novel to those in a shorter poetic work.

	<p><a href="#">LAFS.1112.SL.1.1</a> 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.</p> <p><a href="#">LAFS.1112.SL.2.6</a> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	
<p><b>Quarter 4</b> <b>Mar 29 – May 26</b></p>	<p><b>Key Standards Covered</b></p>	<p><b>Examples of Resources</b></p>
	<p><a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a> 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><a href="#">LAFS.1112.RI.1</a> <a href="#">LAFS.1112.RL.1.2</a> 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.</p> <p><a href="#">LAFS.1112.RI.1.3</a> <a href="#">LAFS.1112.RL.1.3</a> 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).</p> <p><a href="#">LAFS.1112.RI.2.5</a> <a href="#">LAFS.1112.RL.2.5</a> 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><a href="#">LAFS.1112.W.1.2</a> 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><b><u>Anchor Text*</u></b></p> <p><a href="#">“Dover Beach” by Matthew Arnold</a></p> <p><b><u>Choose one or more of the following novels</u></b></p> <p><i>1984</i> by George Orwell</p> <p><i>The Picture of Dorian Gray</i> by Oscar Wilde</p> <p><i>Jane Eyre</i> by Charlotte Bronte</p> <p><b>Writing Support for Students:</b> <a href="#">Purdue OWL: Personal Statement:</a> In this video cast from the Purdue Online Writing Lab, students can learn how to write a personal statement for their college applications.</p>

[LAFS.1112.W.1.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[LAFS.1112.W.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.1112.W.2.5](#) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.1112.SL.1.1](#) 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.

[LAFS.1112.SL.2.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

[Selling Yourself: Resume Generator:](#)

In this tutorial from ReadWriteThink.org students can learn how to create a professional resume that showcases their talents and skills.

**Reading Support for Students:**

**Sample Writing Task:**

In addition to literary analysis, 4<sup>th</sup> quarter may offer opportunities for students to write creatively and to write practical pieces such as resumes, college application essays, and formal business letters