

Brunswick School Department  
English Language Arts  
Grade 12 Academic English IV

**Course Overview**

In addition to reading fiction, poetry, speeches, and drama, the study of literature will explore the various modes of rhetorical expression—narration, analysis, cause and effect, comparison and contrast, and argumentation. Writing assignments will include rhetorical analyses, literary analyses, narrative essays, and argumentative essays. All students are required to successfully complete a research paper to earn credit in this class. This course is designed for 12<sup>th</sup> grade students who are independent readers.

**Essential Understandings**

- Reading a wide variety of literature and literacy nonfiction offers insights into the human condition and serves as models for students' own thinking and writing.
- Writing is a means of asserting and defending claims, displaying knowledge, and conveying experiences and feelings. This ability to communicate is vital to career, college, and life experiences.

**Brunswick Priority Standards and Performance Indicators**

(as based on the Maine Learning Results)

**P.S. ELA-1 Language: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- a. Notice and correct grammatical and mechanical errors in writing.
- b. Demonstrate command of correct sentence structure and variety.
- c. Apply standard usage to formal speaking and writing.

**P.S ELA-2 Reading Analysis: 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.**

- a. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
- b. Interpret the implications of setting and circumstance.
- c. Analyze the role of characters in the plot in oral and written responses.
- d. Analyze important quotations from the text in oral and written responses.
- e. Annotate the text.

**P.S ELA-3 Reading Craft and Structure: 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 a text.**

- a. Understand SOAPSTone: Speaker, Occasion, Audience, Purpose, Subject, Tone.

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- b. Analyze the plot and/or design of the text, following shifts in time and place.

**P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Select and limit a debatable thesis.
- b. Research evidence using credible sources.
- c. Select an appropriate organizational plan.
- d. Acknowledge alternate sides of a position.
- e. Apply the standards of English conventions.
- f. Apply persuasive strategies.
- g. Create a Works Cited for evidence used.

**P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- a. Create an effective introduction.
- b. Use showing details v. telling details.
- c. Maintain a focus on the main idea throughout the body paragraphs.
- d. Write an effective conclusion.

**P.S. ELA-6 Research-based Writing: Compose research-based writing to examine a topic through the selection, organization, analysis, and synthesis of relevant content.**

- a. Gather relevant information from multiple authoritative print and digital sources
- b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience
- c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source
- d. Follow a standard format for citation.
- e. Select and limit an appropriate topic.
- f. Take notes using a minimum of three sources.
- g. Prepare an outline and multiple drafts
- h. Write a works cited page.
- i. Write a strong introduction and conclusion.
- j. Include precise, effective quotations that directly correspond to the main idea.

**P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas**

- a. Attentively listen to the words of a speaker.

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- b. Summarize what someone has said.
- c. Defend, refute, or challenge the ideas of others.
- d. Use evidence to support a position.
- e. Organize ideas clearly and logically.
- f. Use annotations of the text to contribute to class discussion.

**Examples of Formative / Summative Assessments**

- Independent and in-class reading
- In-class discussions
- Timed in-class writing
- Extended take-home writing
- Annotating text (regular book checks)
- Presentations
- Quizzes and tests
- Language practice and word games
- Dramatic re-enactments
- Memorization and recitation activities
- Spot quotation and passage identification
- Research paper
- Synthesis essay
- Literary analysis
- Rhetorical analysis
- Personal essay
- Argumentative essay

**Sample Texts and Materials/Resources**

*Dr. Jekyll and Mr. Hyde* Robert Louis Stevenson  
*A Study in Scarlet* Sir Arthur Conan Doyle  
*Curious Incident of the Dog in the Night-Time* Mark Haddon  
1984 George Orwell  
*The Handmaid's Tale* Margaret Atwood  
*Brave New World* Aldous Huxley  
*Hamlet* William Shakespeare  
*The Sign of Four* Sir Arthur Conan Doyle  
*Dubliners* James Joyce  
*Slaughterhouse Five* Kurt Vonnegut  
*Angela's Ashes* Frank McCourt  
*Picture of Dorian Gray* Oscar Wilde  
*Into the Wild* Jon Krakauer  
*The Things They Carried* Tim O'Brien  
*If I Die in a Combat Zone* Tim O'Brien (selections)  
*Redeployment* Phil Klay (selections)  
*Drown* Junot Diaz (selections)  
*Sherlock* BBC television

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*This I Believe* (ed. Jay Allison and Dan Gedimn)  
*What I Know Now, Letters to My Younger Self* ed. Ellyn Spragins  
*The Morals of the Prince* Machiavelli  
*The Death of a Farm* Amy Jo Keifer  
*In Love with Books* Eudora Welty  
*Red and Black* Ning Yu  
*Framing My Father* Leslie Moore  
*Revision* Dave Barry  
*Laugh, Kookabarra, A Plague of Tics, Picka Pocketoni, Jesus Shaves, What I Learned, Now We Are Five, Let it Snow, Us and Them* David Sedaris  
*31 Songs* Nick Hornby (selections)  
*Professions for Women* Virginia Woolf  
*What if Shakespeare Had a Sister* Virginia Woolf  
*A Room of One's Own* Virginia Woolf  
*Blood, Toil, Tears, and Sweat* Winston Churchill  
*Uncle Sam and Aunt Samantha* Anna Quindlen  
*Politics and the English Language* George Orwell  
*A Hanging* George Orwell  
*Will in the World* (chapters 2 & 4) Stephen Greenblatt  
*A Modest Proposal* Jonathan Swift  
*This I Believe* ed. Jay Allison and Dan Gedimn  
*What I Know Now, Letters to My Younger Self* (ed. Ellyn Spragins)  
*The Moment* Larry Smith  
Selected short stories, essays, poems and TED talks, (various authors)