

12th Grade

English Language Arts

Key Instructional Activities

- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Assess the strength of an author's or speaker's points and assumptions based on evidence from the text
- Develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts
- Reading and analyzing foundational works of American and world literature and examining how two or more texts from the same time period treat similar themes or topics
- Citing strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven
- Supporting arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence
- Conducting research projects to answer a question or solve a problem
- Participating effectively in group discussions, expressing ideas clearly and building on the ideas of others
- Demonstrating understanding of complex or figurative language, and distinguishing what is directly stated in a text from what is actually meant
- Understanding the role that figurative language plays in a text
- Presenting information using multiple media formats
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

To become college and career ready, students evaluate intricate arguments and analyze challenges posed by complex texts. Through wide and deep reading, students better understand references and images. They develop the flexibility, concentration, and fluency to produce high-quality, first drafts of writing under tight deadlines. They improve a piece of writing over multiple drafts. They assert and defend claims and show what they know about a subject using appropriate examples and evidence.



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

By the end of 12th grade, all students are expected to:

- Closely and critically read complex works of literature and informational texts;
- Interpret what they read and present written and spoken analysis based on appropriate examples and evidence from the text;
- Assess the strength of an author's or speaker's points and assumptions based on evidence from the text;
- Expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews, and
- Develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts.

Helping Your Student in British Literature

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Support your student and communicate that his or her academic success is important to you.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- Ask your student to show his or her work in assignments, making sure to answer the question asked, not just provide information that may or may not be relevant.
- Read and write with your student often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently.



BRITISH LITERATURE



This guide provides an overview of what your child will learn in his or her British Literature and Composition English course. It focuses on the key skills your child will learn, which will build a strong foundation for success in the other subjects he or she studies throughout high school. This guide is based on the state-adopted Georgia Standards of Excellence. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success in future courses and after graduation.

Fall Semester		
1 st 6 weeks	2 nd 6 weeks	3 rd 6 weeks
The Anglo-Saxon Period	The Middle Ages	The Renaissance
Performance Goal: Developing an argument	Performance Goal: Developing an informative essay	Performance Goal: Developing an analytical essay
<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Gather information from multiple sources, assess the credibility of sources, and integrate information without plagiarism • Applying language conventions in writing, with particular emphasis on capitalization, punctuation, and spelling • Understanding figurative language, word relationships, and nuances in word meanings 	<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Analyze how point of view shapes style • Analyzing point-of-view and determining what is actually stated and what is really meant (irony, satire) • Interpret words as they are used in a text • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Applying language conventions in writing, emphasizing capitalization, punctuation, and spelling • Using context clues to clarify word meaning • Evaluating speaker's point of view, reasoning, and rhetoric 	<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Analyzing works presented in diverse formats • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Applying language conventions in writing, emphasizing capitalization, punctuation, and spelling. • Using context clues to clarify the meanings of words

Spring Semester

1 st 6 weeks	2 nd 6 weeks	3 rd 6 weeks
Restoration and Enlightenment	Romanticism	Victorian/Modernism
Performance Goal: Developing an argument	Performance Goal: Developing an analytical essay	Performance Goal: Developing an analytical essay
<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Analyze how point of view shapes style • Analyzing point-of-view and determining what is actually stated and what is really meant (irony, satire) • Interpret words as they are used in a text • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Applying language conventions in writing, emphasizing capitalization, punctuation, and spelling • Using context clues to clarify the meanings of words • Evaluating speaker's point of view, reasoning, and rhetoric 	<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Analyze how point of view shapes style • Comparing and contrasting information presented in diverse formats • Interpret words as they are used in a text • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Gather information from multiple sources, assess the credibility of sources, and integrate information without plagiarism • Applying language conventions in writing, emphasizing capitalization, punctuation, and spelling • Using context clues to clarify the meanings of words • Evaluating speaker's point of view, reasoning, and rhetoric 	<ul style="list-style-type: none"> • Citing effective evidence • Determining central ideas and themes • Analyzing character development • Analyzing the effects of diction on tone • Analyzing two or more texts on similar themes • Analyze how point of view shapes style • Interpret words as they are used in a text • Writing arguments to support claims • Writing informally to examine complex ideas • Writing narratives to develop real or imagined experiences • Applying language conventions in writing, emphasizing capitalization, punctuation, and spelling • Using context clues to clarify the meanings of words • Evaluating speaker's point of view, reasoning, and rhetoric