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## English Language Arts: Grade 12

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*During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of Greek and Latin roots to draw inferences about meaning. Students analyze and evaluate a wide variety of British nonfiction and literary texts. They study and critique the important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,300-1,500 words or more) and multimedia presentations. The ability to develop an idea and to express it persuasively helps students create strong oral and written skills that they can use in college and in the workplace.*

*By the end of grade 12, students are expected to be reading “At the Standard” (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate Lexile levels.*

**Strand: 12E1: Reading**

**Standard: 12E1a Word Recognition, Fluency, and Vocabulary Development**  
*Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.*

**Component: Vocabulary and Concept Development**

**12E1a.1:** Understand unfamiliar words that refer to characters or themes in literature or history.  
*Example: Research the meaning of words such as “Dickensian” (like characters and behaviors created by Charles Dickens) or “Orwellian” (like characters and themes created by George Orwell).*

**12E1a.2:** Apply knowledge of Greek and Latin roots and word parts to draw inferences about the meaning of vocabulary in literature or other subject areas.

**12E1a.3:** Analyze the meaning of analogies, using specific comparisons, as well as relationships and inferences.  
*Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare’s phrases, “a sea change” or “A rose by any other name would smell as sweet”.*

**Standard: 12E1b Comprehension and Analysis of Nonfiction and Informational Text**  
*In addition to regular subject-area reading, students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, essays, speeches, magazines, newspapers, reference and technical materials, and online information.*

**Component: Structural Features of Informational and Technical Materials**

**12E1b.1:** Analyze both the features and the rhetorical devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.  
*Example: Evaluate a famous political speech and describe the rhetorical devices used to capture the audience’s attention and to convey a unified message.*

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- Component:**
- 12E1b.2:** ***Analysis of Grade-Level-Appropriate Nonfiction and Informational Text***  
Analyze the way in which clarity of meaning is affected by the repetition of the main ideas, patterns of organization of language, and word choice in the text.  
*Example: Analyze speeches of Winston Churchill to examine the way his use of language influences the impact of his messages.*
- 12E1b.3:** Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents.  
*Example: Verify information in work safety laws by checking with an employer about internal company policies on employee safety.*
- 12E1b.4:** Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.
- 12E1b.5:** Analyze an author's implicit and explicit assumptions and beliefs about a subject.  
*Example: Read excerpts from Black Holes and Baby Universes and Other Essays, by Stephen W. Hawking. Evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.*
- Component:**
- 12E1b.6:** ***Expository (Informational) Critique***  
Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.  
*Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes. Critique the arguments set forth, addressing such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and by appealing to reason and emotion among readers.*
- Standard:**
- 12E1c** **Comprehension and Analysis of Literary Text**  
*Students read and respond to grade-level-appropriate historically or culturally significant works of British literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short story, dramas, and other genres.*
- Component:**
- 12E1c.1:** ***Structural Features of Literature***  
Analyze characteristics of subgenres, such as satire, parody, allegory, and pastoral, which are used in poetry, prose, plays, novels, short stories, essays, and other genres.  
*Example: Read and evaluate the satirical aspects of "A Modest Proposal" by Jonathan Swift or "The Rape of the Lock" by Alexander Pope.*
- Component:**
- 12E1c.2:** ***Analysis of Grade-Level-Appropriate Text***  
Evaluate the way in which theme represents a view on life, using textual evidence to support the claim.  
*Example: Read The Return of the Native by Thomas Hardy. Evaluate its theme and locate the words or passages that support your understanding of this theme.*

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- 12E1c.3:** Analyze the ways in which irony, tone, mood, style, and the “sound” of language achieve specific rhetorical (*persuasive*) and/or aesthetic (*artistic*) purposes.  
*Example: Read Pride and Prejudice or Sense and Sensibility by Jane Austen. Analyze the author’s use of irony and tone.*
- 12E1c.4:** Determine the ways authors use irony, tone, mood, the author’s style and the sound of language achieve specific rhetorical and/or aesthetic purposes.
- 12E1c.5:** Analyze historical works of literary or cultural significance that:
- Reflect a variety of genres in the major periods in literature.
  - Were written by important authors in each historical period.
  - Reveal contrasts in major themes, styles, and trends in these historical periods.
  - Reflect or shed light on the philosophical, religious, social, political, or ethical ideas of the time.
- Example: Read works from different periods of British Literature, such as Beowulf (Anglo-Saxon), The Canterbury Tales (medieval, Shakespearean sonnets (Renaissance), “Paradise Lost” (17<sup>th</sup> Century), poetry by William Blake (Restoration and 18<sup>th</sup> Century,; Frankenstein (Romantic Age), “My Last Duchess” (Victorian Age), and Across the Bridge (20<sup>th</sup> Century) and analyze the cultural significance of these works to the ideas of the time.*
- 12E1c.6:** Evaluate the ways in which authors use archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.  
*Example: Read “The Tragedy of Macbeth” by William Shakespeare and explain how the archetype of “the fall” (the banishment of Adam and Eve from the Garden of Eden), may be used to interpret this play.*
- 12E1c.7:** Analyze recognized works of British literature from a variety of authors that:
- Contrast the major literary forms, techniques, and characteristics from different major literary periods (*such as Medieval, Romantic, Neoclassic, or the Modern Period*).
  - Relate literary works and authors to the major themes and issues of their literary period.
  - Evaluate the influences (*philosophical, political, religious, ethical and social*) of the historical period that shaped the characters, plot, and setting.
- Example: Read Brave New World by Aldous Huxley, Grasmere Journals by Dorothy Wordsworth, Heart of Darkness by Joseph Conrad, or Portrait of the Artist as a Young Man by James Joyce. Evaluate the influences of the historical period on the works.*
- 12E1c.8:** Demonstrate knowledge of important British writers of the eighteenth and nineteenth centuries.  
*Example: Read representative works from authors such as Jane Austen, Emily Bronte, Charles Dickens, George Eliot, Thomas Hardy, and Mary Shelley.*
- Component:** **Literary Criticism**
- 12E1c.9:** Evaluate the clarity and consistency of political assumptions (*statements that assume that something is true*) in a selection of literary works or essays on a topic.  
*Example: Read different novels by Charles Dickens and evaluate how they explore the exploitation of children during the Victorian Period.*

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**12E1c.10:** Evaluate the philosophical arguments in literary works and the use of dialogue to reveal characterization to determine whether the author's positions have contributed to the quality of the work and the credibility of the characters.

*Example: Read "Waiting for Godot" by Samuel Becket or "Hamlet" by William Shakespeare. Evaluate the philosophical approach in the play and explore what the author seems to be saying about the human condition.*

**Strand:** **12E2: Writing**

**Standard:** **12E2a: Processes and Features**

*Students write coherent and focused products that show a well-defined point of view and well-reasoned argument. Students discuss ideas for writing with other writers. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.*

**Component:** **Organization and Focus**

**12E2a.1:** Engage in conversations with peers and teachers to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.

**12E2a.2:** Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

**12E2a.3:** Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

**12E2a.4:** Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

**12E2a.5:** Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

**12E2a.6:** Use language in creative and vivid ways to establish a specific tone.

**Component:** **Research Process and Technology**

**12E2a.7:** Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

**12E2a.8:** Use systematic strategies to organize and record information (*such as anecdotal scripting or annotated bibliography*).

**12E2a.9:** Use technology for all aspects of creating, revising, editing, and publishing.

**12E2a.10:** Integrate quotations and citations into a written text while maintaining the flow of ideas.

**Component:** **Evaluation and Revision**

**12E2a.11:** Collect, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.

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- 12E2a.12:** Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12E2a.13:** Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**Standard:** **12E2b Applications (Different Types of Writing and Their Characteristics)**

*Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports (research reports of 1,300-1,500 words or more), and job applications and resumes. Students deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 12E2a: Processes and Features. Writing demonstrates an awareness of the audience and purpose for writing.*

**Component:** **Different Types of Writing and Their Characteristics**

- 12E2b.1:** Write fictional, biographical, or autobiographical narratives that :
- Narrate a sequence of events and communicate their significance to the audience.
  - Locate scenes and incidents in specific places.
  - Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
  - Pace the presentation of actions to accommodate changes in time and mood.
  - Use interior monologues to show the character's feelings in short stories or autobiographical narratives.
- Example: Read The Canterbury Tales by Geoffrey Chaucer's. Write your own version of a traveler's tale.*
- 12E2b.2:** Write responses to literature that:
- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - Responses to literature that support statements with evidence from the text.
  - Demonstrate an understanding of the author's style and an appreciation of the effects created.
  - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- Example: Read "Mrs. Dalloway" by Virginia Woolf. Analyze the events, point of view, and characterization in the novel.*
- 12E2b.3:** Write academic essays, such as analytical essays, persuasive essays, research reports, summaries, descriptive pieces, or literary analyses that:
- Develop a thesis.
  - Create an organizing structure appropriate to purpose, audience, and context.

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- c. Include accurate information from primary and secondary sources and exclude extraneous information and make valid inferences.
- d. Support judgments with relevant and substantial evidence and well-chosen details.
- e. Support statements with evidence from the text.
- f. Use technical terms and notations correctly.
- g. Provide a coherent conclusion.

*Example: Read critiques of "Mrs. Dalloway" by Virginia Woolf. Write an essay arguing the validity of these critiques.*

**12E2b.4:** Write reflective compositions that:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (*such as narration, description, exposition, and persuasion*).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual events and relating those events to more general and abstract ideas.

*Example: Write a reflective essay on the significance of family in your life growing up at the turn of the twenty-first century. Connect your personal observation to a larger theme of interest to your audience.*

**12E2b.5:** Write historical investigation reports that:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

*Example: Write a historical investigative report on the death of a prominent figure in British history. Include perspectives from a variety of sources, such as eyewitnesses, print, and media. Place the event into the larger societal context of the time, and indicate how the event has impacted history.*

**12E2b.6:** Write job applications and resumes that:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (*such as a resume, cover letter, or application*).
- e. Use page formats, fonts, and spacing that contribute to the readability and impact of the document.

*Examples:*

1. Respond to a classified advertisement for a position in a field of interest. Include a resume and detailed cover letter, outlining how your skills match the requirements of the position.

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2. Complete an application for a scholarship. Include a resume and a detailed cover letter in which you show how your skills and experiences match the requirements for the scholarship.

**12E2b.7:** Use varied and extended vocabulary, appropriate for specific forms and topics.

*Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood. For example, write “Residents were extremely upset when they saw their tornado-damaged neighborhood” rather than writing, “Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.”*

**12E2b.8:** Use precise technical or scientific language when appropriate for topic and audience.

*Example. Use the vocabulary of a particular trade, profession, or group when writing only for that audience. An attorney might write, “Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.” That same sentence (without legal language) might read, “As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.”*

**12E2b.9:** Deliver multimedia presentations that:

- Combine text, images, and sound to draw information from many sources (such as television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images).
- Select an appropriate medium for each element of the presentation.
- Use the selected media skillfully, editing appropriately, and monitoring for quality.
- Test the audience’s response and revise the presentation accordingly.

*Example: Prepare a commencement presentation that will appeal to fellow graduates and other members of the audience. Include clips of television broadcasts, videos, films and music that is significant to the graduates.*

**Component:** **12E2b10: Research Application**

Deliver research report that:

- Define the topic, gathers information, determines credibility and reports findings.
- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
- Synthesizes information from a variety of sources including technology and one’s own research.
- Demonstrate that information has been summarized, the topic has been refined, and conclusions have been drawn from synthesizing information.
- Use information from a variety of sources (such as books, technology, and multimedia).
- Distinguish between primary and secondary documents and document sources.
- Demonstrate that sources have been evaluated for accuracy, bias, and credibility.

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- h. Incorporate numeric data, charts, tables, and graphs.
- i. Organize information by classifying, categorizing and sequencing, and demonstrate the distinction between one's own ideas from the ideas of others and include a bibliography (*Works Cited*).

*Examples:*

1. *Develop a research report based on an important contemporary British author. Include perspectives from newspapers, websites, interviews, and accounts of critics and friends.*
2. *Place the author's work in the larger societal context of time, and indicate how the author's work has impacted the literary or historical world. Include a bibliography of works.*

<b>Standard:</b>	<b>12E2c English Language Conventions</b> <i>Students write using Standard English conventions appropriate to the 12<sup>th</sup> grade level and produce legible work that can read by others.</i>
<b>Component:</b>	<b>Grammar and the Mechanics of Writing</b>
	<b>12E2c.1:</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
	<b>12E2c.2</b> Identify and correctly use clauses ( <i>both main and subordinate</i> ), phrases, ( <i>including gerund, infinitive, and participial</i> ), and the mechanics of punctuation ( <i>semicolons, colons, ellipses, and hyphens</i> ).
<b>Component:</b>	<b>Manuscript Conventions</b>
	<b>12E2c.3</b> Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
	<b>12E2c.4:</b> Apply appropriate manuscript conventions ( <i>including title page presentation, pagination, spacing, and margins</i> ) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.
<b>Strand:</b>	<b>12E3: Listening and Speaking</b>
<b>Standard:</b>	<b>12E3a Skills, Strategies, and Applications</b> <i>Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i>
<b>Component:</b>	<b>Comprehension</b>
	<b>12E3a.1:</b> Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

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- Component:**
- 12E3a.2:** ***Organization and Delivery of Oral Communication***  
Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12E3a.3:** Distinguish between and use various forms of logical arguments, including inductive reasoning, syllogisms, and analogies.
- 12E3a.4:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 12E3a.5:** Use appropriate rehearsal strategies to refine performance details, to achieve command of the text, and to create skillful artistic staging.
- 12E3a.6:** Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12E3a.7:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 12E3a.8:** Evaluate when to use different kinds of effects (*including visuals, music, sounds, and graphics*) to create effective productions.
- Component:**
- 12E3a.9:** ***Analysis and Evaluation of Oral and Media Communication***  
Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (*including advertising, perpetuating of stereotypes, and using visual representations, special effects, and language*).
- 12E3a.10:** Analyze the impact of the media on the democratic process (*including exerting influence on elections, creating images of leaders, and shaping attitudes*) at the local, state, and national levels.
- 12E3a.11:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers, such as graphic artists, documentary filmmakers, illustrators, and news photographers.
- 12E3a.12:** Critique a speaker's use of words and language to the purpose of an oral communication and the impact the words may have on the audience.
- 12E3a.13:** Identify rhetorical and logical fallacies used in oral addresses, including ad hominem, false causality, red herring, overgeneralization, and the bandwagon effect.
- 12E3a.14:** Analyze the four basic types of persuasive speech (*propositions of fact, value, problem, and policy*) and understand the similarities and differences in their patterns of organization and the uses of persuasive language, reasoning, and proof.
- 12E3a.15:** Analyze the techniques used in media messages for a particular audience, and evaluate their effectiveness.  
*Example: Read and listen to the Duke of Windsor's abdication speech to determine the audience's reaction.*
- Component:**
- 12E3a.16:** ***Speaking Applications***  
Deliver reflective presentations that:
- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

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- b. Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 12E3a.17:** Deliver oral reports on historical investigations that:
- a. Use any combination of exposition, narration, description, and persuasion to support the thesis.
  - b. Analyze several historical records of a single event, examining each perspective on the event.
  - c. Describe similarities and differences between research sources using information from primary and secondary sources to support the presentation.
  - d. Include information on all relevant perspective and consider the validity and reliability of sources.
- 12E3a.18:** Deliver oral responses to literature that:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
  - b. Make assertions about the text that are reasonable and supportable.
  - c. Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of these strategies.
  - d. Support important ideas and viewpoints through specific references to the text and to other works.
  - e. Demonstrate awareness of the author's writing style and an appreciation of the effects created.
  - f. Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 12E3a.19:** Deliver multimedia presentations that:
- a. Combine text, images, and sound by incorporating information from a wide range of media (*via films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images*).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.
- 12E3a.20:** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the selection.
- Example: Stage a presentation of "My Last Duchess", "The Passionate Shepherd" and "The Nymph's Reply", "Do Not Go Gentle Into That Good Night", "The Love Song of J. Alfred Prufrock", or "To an Athlete Dying Young".*