

Miami-Dade County Public Schools
Curriculum, Instruction, and School Improvement

Curriculum Pacing Guide



Language Arts / Reading *Twelfth Grade*

The School Board of Miami-Dade County Public Schools

Mr. Agustin J. Barrera, Chair
Ms. Perla Tabares Hantman, Vice Chair
Mr. Frank J. Bolaños
Ms. Evelyn Langlieb Greer
Dr. Robert B. Ingram
Dr. Martin Karp
Ms. Ana Rivas Logan
Dr. Marta Pèrez
Dr. Solomon C. Stinson

Dr. Rudolph F. Crew
Superintendent of Schools



TWELFTH GRADE CURRICULUM PACING GUIDE OVERVIEW

This document provides a pacing guide for instruction in Grade 12. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Grade 12 Language Arts / Reading Curriculum Pacing Guide

The **Grade 12 Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Grade 12 teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Grade 12 Language Arts / Reading Curriculum Pacing Guide

The **Grade 12 Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
Identifies the Strands/Standards as required by the SSS.
- Column Two - Objectives:
Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.
- Column Three – Benchmarks:
Contains the SSS Benchmarks for Grade 12.

Suggestions for Implementing the Grade 12 Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;
- provide classroom activities that address the SSS;

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;
- use varying methods of instruction to address diverse learning styles; and
- administer teacher - made assessments.

In addition to using the **Grade 12 Language Arts / Reading Curriculum Pacing Guide**, teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;
- adjust pacing and discuss progress with peers;
- connect content area informational text to the Language Arts/Reading classes; and
- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

Grade Twelve – 1st Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strand/Standard</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • develop the habit of reading as a life-long activity. • use learning strategies, such as marginal notes, and written observations to comprehend a selection. • use vocabulary development strategies with emphasis on etymology, context clues, and rhetorical devices. • obtain information from maps, charts, tables, graphs, schedules, pictures, or signs. • read classical and contemporary British and/or literature in addition to representative Asian, African, and Latin American literature • identify, compare, and contrast philosophies, ideas, and themes of various works • read literary criticism as an aid to understanding literature 	<p>Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.7</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations. • use active listening strategies to connect and build on the ideas of another speaker • develop an awareness and sensitivity to various dialects and speech patterns that are common to a multicultural community 	<p>LA.C.1.4.1 LA.C.2.4.1 LA.C.3.4.1</p>
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • improve and expand vocabulary through reading and writing • study the etymologies of English words as they relate to various world cultures and languages in order to appreciate cultural diversity • identify specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • understand and analyze the laws that control the delivery and use of media to protect the rights of authors and the rights of media owners. 	<p>LA.D.1.4.1 LA.D.2.4.1 LA.D.2.4.6</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • read and discuss genres from British and/or European literature in addition to representative Asian, African, and Latin American literature • understand and express how literature is a reflection of societal, political, and religious ideas • understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme • investigate literary themes and issues common to humanity in classical and modern literature • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. 	<p>LA.E.1.4.1 LA.E.1.4.3</p> <p>Plot LA.E.2.4.1</p> <p>LA.E.2.4.2 LA.E.2.4.4</p> <p>Cause /effect LA.E.2.2.1</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

Grade Twelve – 2nd Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strand/Standard</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • develop the habit of reading as a life-long activity. • use vocabulary development strategies with emphasis on etymology, context clues, and rhetorical devices. • read classical and contemporary British and/or literature in addition to representative Asian, African, and Latin American literature • investigate literary themes and issues common to humanity in classical and modern literature • recognize the relationship of literature to the other humanities • read literary criticism as an aid to understanding literature • evaluate how the literary elements of setting, characterization, point of view and plot contribute to the meaning in literature • relates the relevance of concepts in literature to personal and cultural values 	<p>Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.7</p>
<p>Writing</p>	<p>The twelfth grade student will:</p>	

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identities the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations.</p> <ul style="list-style-type: none"> • Presents oral reports and/or participates in group presentations • develop an awareness and sensitivity to various dialects and speech patterns that are common to a multicultural community 	<p>LA.C.2.4.1</p> <p>LA.C.3.4.1</p>
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • improve and expand vocabulary through reading and writing • study the etymologies of English words as they relate to various world cultures and languages in order to appreciate cultural diversity • identify specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • demonstrate the understanding of the evolution of the English language incorporating the language contributions from a variety of cultures 	<p>LA.D.1.4.1</p> <p>LA.D.2.4.1</p> <p>LA.D.2.4.6</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • read and discuss genres from British and/or European literature in addition to representative Asian, African, and Latin American literature 	<p>LA.E.1.4.1 LA.E.1.4.3</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<ul style="list-style-type: none"> • understand and express how literature is a reflection of societal, political, and religious ideas • understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme • draw inferences from literary works about the ideas and attitudes of the authors who wrote them • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. • recognize how literary devices (to include figurative language, poetic devices, tone, symbolism, irony, satire, imagery, foreshadowing, and flashback) contribute to meaning in literature 	<p>Plot LA.E.2.4.1</p> <p>LA.E.2.4.2 LA.E.2.4.4</p> <p>Cause /effect LA.E.2.2.1</p>
<p>Informational/Test Taking</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • recognize how sexism, cultural bias, and the use of propaganda produce intended effects • analyze and apply information from technical and/or scientific writing • use appropriate available resources to complete forms and applications with an emphasis on college admissions and/or employment 	

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • evaluate conflicting information to determine which is more valid • identify and gather reference sources for non-academic and personal use 	

Grade Twelve – 3rd Nine Weeks

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identities the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
Strand/Standard	Objectives	Benchmarks
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • develop the habit of reading as a life-long activity. • use vocabulary development strategies with emphasis on etymology, context clues, and rhetorical devices. • read classical and contemporary British and/or literature in addition to representative Asian, African, and Latin American literature • read additional literary selections to enrich understanding • identify compare and contrast philosophies, ideas and themes of various works • read literary criticism as an aid to understanding literature • evaluate how the literary elements of setting, characterization, point of view and plot contribute to the meaning in literature • relates the relevance of concepts in literature to cultural values 	<p>Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.7</p>
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • understand and practice the reading-writing connection. 	<p>LA.B.1.4.1 LA.B.1.4.2</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identities the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • use the writing process individually and cooperatively with emphasis on prewriting, drafting and revising. • use ideas from literature to write about experiences in his/her life • generate ideas about a topic for various modes of writing including vocabulary and sentence structure for different audiences and purposes. • write defending a thesis in a composition using a variety of organizational patterns to include comparison and/or contrast, cause and effect, chronological order and spatial relationship • write a resume and essay suitable for employment or college application • keep a writing portfolio containing pieces in progress and finished products and evaluates them to reflect growth in writing • compile information from a variety of sources and organizes information into a cohesive paper citing sources appropriately 	<p>LA.B.1.4.3</p> <p>LA.B.2.4.3</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations. 	<p>LA.C.1.4.1</p> <p>LA.C.2.4.1</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<ul style="list-style-type: none"> • Presents oral reports and/or participates in group presentations • develop an awareness and sensitivity to various dialects and speech patterns that are common to a multicultural community • demonstrate competence in reading aloud from a variety of sources 	<p>LA.C.3.4.1</p>
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • improve and expand vocabulary through reading and writing • study the etymologies of English words as they relate to various world cultures and languages in order to appreciate cultural diversity • identify specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • demonstrate the understanding of the evolution of the English language incorporating the language contributions from a variety of cultures • practice completing analogies that contain abstract word relationships 	<p>LA.D.1.4.1 LA.D.2.4.1 LA.D.2.4.6</p>
<p>Literature</p> <p>E1 The student understands the</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • read and discuss genres from British and/or European literature in addition to 	<p>LA.E.1.4.1</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>representative Asian, African, and Latin American literature</p> <ul style="list-style-type: none"> • identify characteristics that distinguish literary forms and recognizes relationships between form and content • understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme • draw inferences from literary works about the ideas and attitudes of the authors who wrote them • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. • recognize how literary devices (to include figurative language, poetic devices, tone, symbolism, irony, satire, imagery, foreshadowing, and flashback) contribute to meaning in 	<p>LA.E.1.4.3</p> <p>Plot LA.E.2.4.1</p> <p>LA.E.2.4.2 LA.E.2.4.4</p> <p>Cause /effect LA.E.2.2.1</p>
<p>Informational/Test Taking</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • analyze and apply information from technical and/or scientific writing • use appropriate available resources to complete forms and applications with an emphasis on college admissions and/or employment • evaluate conflicting information to determine which is more valid 	

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • identify and gather reference sources for non-academic and personal use • use print, non- print and computer-generated materials to limit a topic and gather information for an investigative paper • recognize the uses of inductive and deductive reasoning and recognizes fallacies in reasoning 	

Grade Twelve – 4th Nine Weeks

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
Strand/Standard	Objectives	Benchmarks
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • develop the habit of reading as a life-long activity. • read classical and contemporary British and/or literature in addition to representative Asian, African, and Latin American literature • read additional literary selections to enrich understanding • identify compare and contrast philosophies, ideas and themes of various works • read literary criticism as an aid to understanding literature • evaluate how the literary elements of setting, characterization, point of view and plot contribute to the meaning in literature 	<p>Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.7</p>
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • understand and practice the reading-writing connection. • use the writing process individually and cooperatively with emphasis on prewriting, drafting and revising. • use computer and related technology as available for the writing process 	<p>LA.B.1.4.1 LA.B.1.4.2 LA.B.1.4.3</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identities the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • generate ideas about a topic for various modes of writing including vocabulary and sentence structure for different audiences and purposes. • write defending a thesis in a composition using a variety of organizational patterns to include comparison and/or contrast, cause and effect, chronological order and spatial relationship • write a resume and essay suitable for employment or college application • keep a writing portfolio containing pieces in progress and finished products and evaluates them to reflect growth in writing • compile information from a variety of sources and organizes information into a cohesive paper citing sources appropriately 	<p>LA.B.2.4.3</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations. • presents oral reports and/or participates in group presentations • develop an awareness and sensitivity to various dialects and speech patterns that are common to a multicultural community 	<p>LA.C.1.4.1 LA.C.2.4.1 LA.C.3.4.1</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • demonstrate competence in reading aloud from a variety of sources 	
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • improve and expand vocabulary through reading and writing • study the etymologies of English words as they relate to various world cultures and languages in order to appreciate cultural diversity • identify specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • demonstrate the understanding of the evolution of the English language incorporating the language contributions from a variety of cultures • practice completing analogies that contain abstract word relationships 	<p>LA.D.1.4.1 LA.D.2.4.1 LA.D.2.4.6</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • read and discuss genres from British and/or European literature in addition to representative Asian, African, and Latin American literature • identify characteristics that distinguish literary forms and recognizes relationships between form and content • understand the relationships between and among elements of literature, including 	<p>LA.E.1.4.1 LA.E.1.4.3 LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.4</p>

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identities the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<p>characters, plot, setting, tone, point of view, and theme</p> <ul style="list-style-type: none"> • draw inferences from literary works about the ideas and attitudes of the authors who wrote them • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. • recognize how literary devices (to include figurative language, poetic devices, tone, symbolism, irony, satire, imagery, foreshadowing, and flashback) contribute to meaning in literature 	<p>Cause /effect LA.E.2.2.1</p>
<p>Informational/Test Taking</p>	<p>The twelfth grade student will:</p> <ul style="list-style-type: none"> • analyze and apply information from technical and/or scientific writing • use appropriate available resources to complete forms and applications with an emphasis on college admissions and/or employment • evaluate conflicting information to determine which is more valid • identify and gather reference sources for non-academic and personal use • use print, non- print and computer-generated materials to limit a topic and gather information for an investigative paper 	

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of text.</p> <p>E1: The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • recognize the uses of inductive and deductive reasoning and recognizes fallacies in reasoning 	