

Language Arts

Grade 12

6/12/08

ACQUISITION OF VOCABULARY	READING PROCESS	READING APPLICATION
<p>a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words</p> <p>e. Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison’s novel <i>Song of Solomon</i>) in increasingly challenging texts</p> <p>g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language</p>	<p>1. Reading Across the Curriculum</p> <p>a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)</p> <p>b. Read independently for a variety of purposes (i.e., for enjoyment, to gain information, to perform a task)</p> <p>c. Read increasingly challenging whole texts in a variety of genres (i.e., poetry, drama, textbooks, news articles, memoranda)</p> <p>2. Reading Strategies</p> <p>a. Independently apply strategies before, during, and after reading to increase fluency and comprehension (i.e., identifying purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</p> <p>b. Monitor comprehension when reading increasingly challenging texts, using the most appropriate strategies (i.e., rereading, reading on, changing rate of reading)</p> <p>c. Annotate a text (i.e., highlighting, underlining, writing in margins, etc.) in order to interact with it</p> <p>d. close-read in order to interpret increasingly challenging texts</p> <p>e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework</p> <p>1. Knowledge of Print and Non-print Forms</p> <p>a. Identify, analyze, and evaluate the defining characteristics of specific print and non-print forms (i.e., satire, parody, editorial, essay, memorandum, film, advertising, etc.) and describe how form affects the meaning and function of the texts</p> <p>b. Analyze contrasting literary works (e.g., classic and contemporary) and determine how genre influences structure, theme and/or meaning of the texts (e.g., comparing the poem Beowulf to John Gardner’s contemporary novel <i>Grendel</i>)</p>	<p>1. Knowledge of Print and Non-print Forms</p> <p>a. Identify, analyze, and evaluate the defining characteristics of specific print and non-print forms (i.e., satire, parody, editorial, essay, memorandum, film, advertising, etc.) and describe how form affects the meaning and function of the texts</p> <p>b. Analyze contrasting literary works (e.g., classic and contemporary) and determine how genre influences structure, theme and/or meaning of the texts (e.g., comparing the poem Beowulf to John Gardner’s contemporary novel <i>Grendel</i>)</p> <p>c. Read dramatic literature (e.g., Macbeth, Hamlet, <i>Much Ado About Nothing</i>) and analyze its conventions (asides, passage of time, bursting into song during a musical) to identify how they express a writer’s meaning or create effect</p> <p>d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism) in increasingly challenging texts</p> <p>2. Influences on Texts</p> <p>a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (i.e., <i>A Modest Proposal</i> as commentary on English treatment of the Irish poor in light of British imperialism and the readers’ understanding of Democracy)</p>

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<p>h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	<p>c. Read dramatic literature (e.g., Macbeth, Hamlet, Much Ado About Nothing) and analyze its conventions (asides, passage of time, bursting into song during a musical) to identify how they express a writer’s meaning or create effect</p> <p>d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism) in increasingly challenging texts</p> <p>2. Influences on Texts</p> <p>a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (i.e., A Modest Proposal as commentary on English treatment of the Irish poor in light of British imperialism and the readers’ understanding of Democracy)</p> <p>b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., Arthurian legend and the concept of the epic hero as depicted in Le Morte d’ Arthur, Camelot and The Once and Future King).</p> <p>c. Explain the effects of the author’s life upon his or her work (e.g., Khaled Husseini’s experiences during the rise of the Taliban and as an immigrant as reflected in his novel The Kite Runner)</p> <p>3. Author’s Voice and Method</p> <p>a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer’s choice of developmental mode and techniques (e.g., schemes, tropes, syntax, word choice) in increasingly challenging texts</p> <p>b. Recognize an author’s choice of narrator and evaluate the overall impact of that choice in increasingly challenging texts</p> <p>c. Identify, analyze, and evaluate literary elements as they are used together to create meaning in increasingly challenging texts</p>	<p>b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., Arthurian legend and the concept of the epic hero as depicted in Le Morte d’ Arthur, Camelot and The Once and Future King).</p> <p>c. Explain the effects of the author’s life upon his or her work (e.g., Khaled Husseini’s experiences during the rise of the Taliban and as an immigrant as reflected in his novel The Kite Runner)</p> <p>3. Author’s Voice and Method</p> <p>a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer’s choice of developmental mode and techniques (e.g., schemes, tropes, syntax, word choice) in increasingly challenging texts</p> <p>b. Recognize an author’s choice of narrator and evaluate the overall impact of that choice in increasingly challenging texts</p> <p>c. Identify, analyze, and evaluate literary elements as they are used together to create meaning in increasingly challenging texts</p> <p>d. Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts</p> <p>e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p>

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	READING PROCESS	READING APPLICATION
	<p>d. Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts</p> <p>e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p> <p>f. Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors’ implicit and explicit philosophical assumptions and beliefs (e.g., Analyze various British war poems from the 20th century)</p> <p>g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and author purpose; cite specific examples from increasingly challenging texts</p> <p>h. Identify the author’s stated or implied purpose in increasingly challenging texts</p> <p>4. Literary Criticism</p> <p>a. Evaluate a work of literature from a variety of perspectives (i.e., applying a post colonialist perspective to E.M. Forster’s novel Passage to India)</p> <p>b.. Read literary criticism to learn different ways of interpreting increasingly challenging texts.</p>	<p>f. Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors’ implicit and explicit philosophical assumptions and beliefs (e.g., Analyze various British war poems from the 20th century)</p> <p>g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and author purpose; cite specific examples from increasingly challenging texts</p> <p>h. Identify the author’s stated or implied purpose in increasingly challenging texts</p> <p>4. Literary Criticism</p> <p>a. Evaluate a work of literature from a variety of perspectives (i.e., applying a post colonialist perspective to E.M. Forster’s novel Passage to India)</p> <p>b. Read literary criticism to learn different ways of interpreting increasingly challenging texts</p>

WRITING PROCESS	WRITING APPLICATION	WRITING CONVENTIONS
<p>1. The Writing Process</p> <p>a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading, train of thought) to generate, focus, and organize ideas as well as to gather information</p> <p>b. Analyze writing assignments in terms of purpose and audience to determine which genre to use (e.g., writing a speech to persuade vs. a letter to the editor)</p> <p>c. Use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread one’s own and others’ writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions</p> <p>2. Organization, Unity, and Coherence</p> <p>a. Establish and develop a clear thesis statement for informational writing, a clear position for persuasive or argumentative writing, or a clear plan or outline for expressive writing</p> <p>b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>c. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes</p> <p>d. Write an introduction that engages the reader and a conclusion that extends, or elaborates points or ideas in the writing</p> <p>3. Sentence-Level Constructions</p> <p>a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction</p> <p>b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect</p>	<p>1. Writing for Different Purposes</p> <p>a. Craft a series of drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific purpose</p> <p>b. Craft a series of drafts of informational essays that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples</p> <p>c. Craft a series of drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including appeals to ethos, pathos, and logos; and develop arguments using a variety of methods</p> <p>d. Craft a series of drafts of workplace and other real-life writing (e.g., editorials, resumes, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task</p>	<p>1. Conventions of Usage</p> <p>a. Correctly spell commonly misspelled/confused words; correctly spell more difficult, less-commonly used words</p> <p>b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity</p> <p>c. Make subject and verb agree in number</p> <p>d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)</p> <p>e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms</p> <p>f. Correctly use parts of speech</p> <p>g. Correctly use capitalization</p> <p>2. Conventions of Punctuation</p> <p>a. Recognize that several correct punctuation choices exist and can create different effects (e.g., joining two independent clauses in a variety of ways, dashes, etc.)</p> <p>b. Use punctuation correctly within sentences and words (i.e., hyphenation)</p>

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RESEARCH	COMMUNICATIONS
<p>a. Decide on a research issue/problem to solve, develop a preliminary hypothesis, modifying as necessary to further narrow the problem or extend the focus of the investigation</p> <p>b. Use preliminary research methods (i.e., background reading, online searches) to locate and collect reliable information from print and non-print sources in order to develop a research proposal</p> <p>c. Evaluate multiple sources of information for accuracy, credibility, currency, usefulness, relevance, reliability, and perspective in order to write an annotated bibliography</p> <p>d. Identify discrepancies in information, recognize the complexities of issues related to and conveyed about the topic, and systematically synthesize and organize the information to support central ideas and concepts</p> <p>e. Summarize, paraphrase, and directly/indirectly quote from sources to support and enhance a position for publication and presentation; accurately cite sources to avoid plagiarism</p> <p>f. Conduct action research through surveys, polls, and/or interviews in order to compile and analyze data to enhance and inform publication and presentation</p> <p>g. Use primary and secondary research to compose a publication that works to solve a problem/issue, support a position, and anticipate counterarguments</p>	<p>1. Comprehension and Analysis</p> <p>a. Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts</p> <p>b. Analyze and evaluate the way language choices (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience</p> <p>2. Application</p> <p>a. Use elements of speech —introduction, transitions, body, and conclusion— including the use of facts, quotations, anecdotes, and/or references to authoritative sources</p> <p>b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)</p> <p>c. Give presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to plan or outline</p> <p>d. Write and deliver presentations/speeches that present a clear and distinct perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources</p> <p>e. Write and deliver persuasive presentations/speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources</p> <p>f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues)</p> <p>g. Actively and effectively participate in small- and large-group discussions, by building ideas generated from the group</p> <p>h. Create professional quality visual aids that enhance the audience’s understanding of the material presented (e.g., PowerPoint presentation, documentary film, video montage, etc.)</p>

