

Academy Charter High School

World Literature II

Curriculum Guide

2013 Edition

APPROVED ON: _____

LANGUAGE ARTS LITERACY – GRADE 12
2010

KEY ELEMENTS

CONTENT
What Students should know

PERFORMANCE TARGETS
What Students should be able to do

BOARD OF TRUSTEES

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Philosophy

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student’s talents and abilities to be developed to their full potential. The Academy Charter Board of Trustees believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

Purpose and Vision

The purpose of the Academy Charter High School Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Language Arts Literacy Core Curriculum Content Standards NJCCCS and/or the Common Core State Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the *Key Elements* of content and skills for the purpose of creating an environment of *Enduring Understanding* through *Essential Questions* and student-centered learning scenarios
- Provide resources of *Best Practices* from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

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- Discovery
- Exploration
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning centers

The Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standards English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engage students in activities to develop self-monitoring strategies before, during and after reading
- Instructional activities that provide opportunities for students to engage in problem-solving and inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project based authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in phonemic awareness and phonics, fluency, comprehension, and vocabulary development

OUTCOMES

READING OUTCOMES		WRITING OUTCOMES
Form		Form
Recognize central idea or theme		Communicate message to intended audience
Recognize supporting detail		Develop topic/central idea
Connect with prior knowledge		Develop thesis

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Determine author or reader’s purpose		Provide supporting details
Using appropriate reading strategic		Create opening/closing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of Organization		Use variety of lead sentences
Form opinions and conclusions		Logical progression of ideas
Self-assess one’s own reading strategies and responses to text		Varied sentence structure
Make inferences and predict		Engage in writing process
Understand new vocabulary		Self-assess using standard criteria
Recognize persuasion		Develop conclusions
Use context clues to enhance comprehension		Convey point of view
Extrapolate information		Elaborate
Ask relevant questions to enhance comprehension		Select and research a topic
Distinguish information as relevant/irrelevant/opinion		Use models or examples
Interpret literary devices		Identify traits and use to publish
Recognize literary terms		Identify and develop writing artifacts for each genre
Outline efficiently		Refer to personal experiences in writing
Summarize effectively		Refer to historical or literary references in writing

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**Common Core State Standards
English Language Arts**

Reading: Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (include Shakespeare as well as other great authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of text. *Craft and Structure*
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend literary nonfiction proficiently, with scaffolding as needed at the high end of the range.

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<p>The Reading Process Learning to Read Independently</p> <p>A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p> <p>B. Identify and use common organizational structures and graphic features to comprehend information.</p> <p>C. Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers.</p> <p>D. Read a variety of materials and texts with fluency and comprehension.</p> <p>E. Identify prior knowledge and reading skills necessary to approach a short story, poem or essay.</p> <p>F. Recognize the distinguishing features of poems</p>	<p>Students demonstrate competence in the skills and strategies of the reading process.</p> <ul style="list-style-type: none"> ● Read and comprehend a wide variety of self-selected and teacher-recommended material at or above grade level. ● Use techniques such as rereading, questioning, predicting, picturing and summarizing to interpret text. ● Strengthen the use of pre-reading strategies. ● Apply reading strategies, including the use of graphic organizers, to text material to: <ul style="list-style-type: none"> a) Distinguish between fact and opinion b) Distinguish between cause and effect c) Perceive relationships such as comparison/contrast d) Use prior knowledge strategies e) Draw conclusions and make inferences f) Analyze information g) Synthesize ideas h) Make judgments and evaluations <p>Read narrative text and dramatic passages fluently and</p>	<p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> ✓ Read a piece of teacher-selected text material and answer teacher-generate questions, evaluating and reflecting upon mastery of appropriate pre-reading and reading strategies. ✓ Monitor comprehension by: <ul style="list-style-type: none"> a) Connecting text with past experiences b) Picturing what is happening in the text c) Asking questions and make predictions d) Challenging the text f) Reflecting on the meaning of the text ✓ Monitor reading strategies by: <ul style="list-style-type: none"> a) Completing a survey b) Underlinin g c) Anecdotal note taking <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Predict</th> <th>Connect</th> <th>Apply Prior knowledge/background knowledge</th> </tr> </thead> <tbody> <tr> <td>Summary</td> <td>Skim</td> <td>Scan</td> </tr> <tr> <td>Complete a Graphic organizer</td> <td>Preview</td> <td>Plan</td> </tr> <tr> <td>Monitor</td> <td>Comprehend</td> <td>Read On the lines/between the lines/beyond the lines</td> </tr> <tr> <td>Decode</td> <td>Visual</td> <td>Detect Purpose</td> </tr> <tr> <td>Question</td> <td>Browse</td> <td>Interpret</td> </tr> <tr> <td>Analyze</td> <td>Evaluate</td> <td></td> </tr> </tbody> </table>	Predict	Connect	Apply Prior knowledge/background knowledge	Summary	Skim	Scan	Complete a Graphic organizer	Preview	Plan	Monitor	Comprehend	Read On the lines/between the lines/beyond the lines	Decode	Visual	Detect Purpose	Question	Browse	Interpret	Analyze	Evaluate	
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<p>G. Make comparisons between various texts.</p> <p>H. Identify various character traits in poems, short stories and essays.</p> <p>I. Develop insights into interpretations by connecting to personal experiences and referring to textual information.</p> <p>J. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).</p> <p>K. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> ● Make, and support with evidence, assertions about texts. ● Compare and contrast texts using themes, settings, characters and ideas. ● Make extensions to related ideas, topics or information. ● Describe the context of a document. ● Analyze the positions, arguments and evidence in public documents <p>L. Demonstrate fluency and comprehension</p>	<p>accurately with appropriate pacing, intonation and expression.</p> <p>Know how to monitor own reading strategies and make appropriate modifications.</p> <p>Read familiar stories, poems and passages, with fluency, expression and intonation.</p> <p>Know how to model fluent oral reading.</p> <p>Understand and be able to use different reading approaches based on different purposes for reading (e.g., skimming, selective close reading, full-text close reading)</p> <p>Recognize different organizational structures for texts (e.g., thesis and support, cause and effect, comparison and contrast, chronological order)</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 33%;">Deconstruct Passage</td> <td style="width: 33%;"></td> <td style="width: 33%;">Develop Strategy</td> </tr> <tr> <td>Reread</td> <td>Apply Metacognitive Skills</td> <td></td> </tr> </table> <p>✓ Monitor note taking strategies by:</p> <ol style="list-style-type: none"> a) The students will use Cornell Note Taking strategies to take notes. b) Use anecdotal note taking for reading comprehension. <p>Gr 12 Students are proficient when they use multiple strategies to read a variety of grade level selections and demonstrate comprehension, at an 90% mastery level, in a variety of texts (e.g., nonfiction, poetry, and fiction) by:</p> <ul style="list-style-type: none"> ● sequencing events ● demonstrating literal comprehension ● identifying main ideas ● determining significant details to draw conclusions from short passages ● identifying pertinent details ● comparing information from two texts ● summarizing short texts ● identifying descriptive language <p>Range of Text Types for Grades 12: Apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #4f81bd; color: white;"> <th colspan="2">Literature</th> <th colspan="2">Informational Text</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">Stories</td> <td style="width: 25%;">Dramas</td> <td style="width: 25%;">Poetry</td> <td style="width: 25%;">Literary Nonfiction and Historical, Scientific, and Technical Texts</td> </tr> <tr> <td>Includes the</td> <td>Includes one-act</td> <td>Includes the</td> <td>Includes the subgenres of</td> </tr> </tbody> </table>	Deconstruct Passage		Develop Strategy	Reread	Apply Metacognitive Skills		Literature		Informational Text		Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts	Includes the	Includes one-act	Includes the	Includes the subgenres of
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<p>in reading.</p> <ul style="list-style-type: none"> ● Read familiar materials aloud with accuracy. ● Self-correct mistakes. ● Use appropriate rhythm, flow, meter and pronunciation. ● Read a variety of genres and types of text. ● Demonstrate comprehension <p>M. Understand the meaning of terms that are specific to literary analysis</p>	<p>Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues</p> <p>Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words to control tone and reveal the writer’s voice</p>	<table border="1" data-bbox="1325 358 1913 573"> <tr> <td>subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td> <td>and multi-act plays, both in written form and on film</td> <td>subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</td> <td>exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</td> </tr> </table> <p>Maintain a vocabulary portfolio</p> <p>Develop writing samples using appropriate vocabulary in context</p> <p>Create vocabulary word puzzles for others to solve</p>	subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	and multi-act plays, both in written form and on film	subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
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<p>Reading, Analyzing and Interpreting Literature</p> <p>A. Read and understand works of literature by accessing prior knowledge, determine importance, make connections, make inferences, monitor comprehension, annotate, clarify, critique and reflect.</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p> <p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> ● Sound techniques (e.g., rhyme, 	<p>Students effectively apply reading skills and strategies to understand, interpret and appreciate a wide variety of literary texts, including poetry, drama, classics and contemporary literature</p> <p>Read, listen to, discuss, share, analyze and evaluate a wide variety of both self- and teacher selected genres to gain a better understanding of self and others.</p> <p>Understand how class, religion, language, gender and culture influence the actions and thoughts of characters.</p> <p>Respond to a variety of written works for a variety of purposes in different ways, such as writing, discussion, art, music, and</p>	<p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> ● Read self-selected or teacher-suggested pieces of multicultural literature having a similar theme or main idea and design and present a multimedia production illustrating how the theme/main idea applies to self, others and/or the world community. ● Identify one of the major themes in the novel; write a five-paragraph theme describing the theme as citing passages or incidents which support your conclusion. ● Analyze a major character and write an essay detailing methods the author used to delineate the character. Cite examples from the novel. ● Understand the relationship between historical documents and the society. 				

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<p>rhythm, meter, alliteration).</p> <ul style="list-style-type: none"> ● Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). <p>D. Identify poetic forms (e.g., ballad, sonnet, couplet)</p> <p>E. Analyze drama to determine the reasons for a character’s actions taking into account the situation and basic motivation of the character.</p> <p>F. Recognize levels of symbolism.</p> <p>G. Read and respond to nonfiction and fiction including poetry and drama.</p> <p>H. Identify and use the following literary elements: plot, rising action, internal and external conflict, climax, falling action, resolution, setting, theme, character development, mood, tone, style, author’s purpose.</p> <p>I. Analyze racial and gender equality</p>	<p>drama or multimedia productions.</p> <p>Understand author’s techniques to attract the reader’s attention.</p> <p>Use meaning clues and language structure to expand vocabulary.</p> <p>Analyze poetry for descriptive language.</p> <p>Understand characteristics of essays, and literary nonfiction.</p> <p>Interpret photo essays. Generate a list of significant questions to assist with interpretation of text(s)</p> <p>Identify main ideas and supporting information from a variety of informational texts</p> <p>Explain comparisons and contrasts, facts and opinions, inferences, mental models, metaphorical thinking, paraphrasing, predictions and character dialogue.</p> <p>Understand characteristics of epic narrative poetry.</p> <p>Identify and understand the function of novel elements, such as characterization, plot, setting point of view, and theme to:</p> <p>a) Examine characterization by noting a character’s words, thoughts, and actions</p> <p>b) Identify events that advance the plot (conflict, climax, resolution)</p>	<ul style="list-style-type: none"> ● Use graphic organizers to compare video clips to short stories. <p>By the end of 12th grade students will be able to: Identify point of view, setting, foreshadowing, dramatic and situational irony, tone, satire, internal/external conflict, narration, time sequence, figurative language, symbolism, flashback, alliteration, and motif.</p> <p>Grade 12 students are proficient when they respond to a specific text , at an 80% mastery level, (e.g., poetry, nonfiction, and fiction) by</p> <ul style="list-style-type: none"> ● inferring author's feelings ● distinguishing fact from opinion ● making predictions based on inference ● understanding stereotypes ● determining author’s purposes ● identifying examples of descriptive language to support generalizations ● drawing conclusions from details ● interpreting characters' motives ● interpreting idioms ● determining character traits and supporting with details from text ● identifying cause and effect based on literal comprehension ● responding to open-ended questions to show evidence of flattery, fear, greed, anger, guilt, exclusivity, and salvation as the motivation of the characters. ● interpreting themes ● inferring setting from language use ● synthesizing

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<p>J. Make connections to current perspectives on issues of inequality, racism and prejudgement.</p>	<p>c) Assess the effect of setting on a piece of literature</p> <p>d) Identify theme as a universal thought and apply it to his/her life experiences.</p> <p>Analyze and interpret archetypal elements (e.g., the hero’s journey) and recurring symbols (e.g., light and darkness) in literature of various genres</p> <p>Analyze how the author’s use of language and symbolism creates images or feelings</p> <p>Read critical reviews of literature being read (informational text and nonfiction)</p> <p>Read articles by various authors on literature, time periods, culture, and social influences</p> <p>Demonstrate an understanding of literary forms, such as dramas, myths, short stories, novels, biographies/autobiographies, true adventure, with emphasis on Greek mythology and autobiographies.</p>	<ul style="list-style-type: none"> ● visualizing 																		
<p>Textual Features</p> <p>Interpret textual features (e.g., charts, maps, diagrams) sidebars, unit and chapter structures, titles, subtitles, margin notes, and captions to comprehend information.</p>	<p>Adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>Understand the roles of subtitles, headings, bullets, illustrations, sidebars, and other text features.</p> <p>Read expository text aloud with grade appropriate fluency and accuracy and with appropriate pacing intonation and expression.</p>	<p>Textual Features</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Glossary</td> <td>Italics</td> <td>Bold</td> </tr> <tr> <td>Captions</td> <td>Index</td> <td>Table of Contents</td> </tr> <tr> <td>Graphs</td> <td>Tables</td> <td>Illustrations</td> </tr> <tr> <td>Guide Words</td> <td>Entry</td> <td>Dictionary</td> </tr> <tr> <td>Thesaurus</td> <td>Almanac</td> <td>Encyclopedia</td> </tr> <tr> <td>Key</td> <td>Symbols</td> <td>Copyright</td> </tr> </table> <p>Apply reading strategies to decipher unfamiliar words using context clues by:</p> <ul style="list-style-type: none"> ➤ Looking for clues within the sentence or 	Glossary	Italics	Bold	Captions	Index	Table of Contents	Graphs	Tables	Illustrations	Guide Words	Entry	Dictionary	Thesaurus	Almanac	Encyclopedia	Key	Symbols	Copyright
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<p>Reading Critically in All Content Areas</p> <p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> ● Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. ● Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. ● Draw inferences based on a variety of 	<p>Analyze various aspects and elements of informational text.</p> <p>Understand the characteristics of various informational texts such as newspaper and magazine articles, electronic media and periodicals.</p> <p>1. Know reading strategies, including the use graphic organizers, to comprehend text material to:</p> <ol style="list-style-type: none"> a) Gain meaning from key vocabulary words by using knowledge of prefixes, suffixes, and context clues b) Use techniques such as rereading, questioning, prediction, picturing and summarizing to interpret text c) Identify stated and implied main idea. d) Place events in sequential or chronological order e) Draw conclusions and make inferences f) Describe mental images g) Recognize use of graphic organizers h) Make generalizations i) Identify writer’s perspective j) Compare and contrast texts 	<p>paragraph that provide the word’s meaning</p> <ul style="list-style-type: none"> ➤ Applying prior knowledge about a topic to unfamiliar words (e.g., knowledge of parts of speech, sentence structure and word structure) ➤ Making the connection <p>Use clues to suggest what will happen later in a plot (foreshadowing) in order to monitor comprehension by:</p> <ol style="list-style-type: none"> a) Jotting down questions b) Making predictions c) Using pictures for clues d) Summarizing material as you read <p>Use a graphic organizer such as the profundity scale with main characters in each of the short stories to learn the contribution each made to the themes.</p> <p>By the end of grade 12 students will be able to:</p> <p>Demonstrate an understanding of comprehension skills by:</p> <ol style="list-style-type: none"> a) Rereading selection to form an opinion about the main idea b) Taking notes reflecting the chronology of events c) Making educated guesses or inferences from text clues <p>Demonstrate mastery of new vocabulary at an 80% mastery level.</p> <p>Consistently use new vocabulary in speaking, writing, and when comprehending text.</p> <p>Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</p>

**LANGUAGE ARTS LITERACY – GRADE 12
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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
<p>information sources.</p> <ul style="list-style-type: none"> ● Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy and thoroughness. <p>B. Read and understand informational text and text features.</p> <p>C. Use textbooks as a resource to answer central questions and to find evidence to support thesis.</p> <p>D. Read headings and subheadings as questions</p> <p>E. Use Reading comprehension strategies (restate, paraphrase, visualize, synthesize, summarize)</p> <p>F. Understanding that one text may generate multiple interpretation</p> <p>G. Understand the meaning of terms that are specific to literary analysis</p> <p>Research</p> <p>A. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> ● Determine valid resources for researching the topic, including primary and secondary sources. ● Evaluate the importance and quality of the sources. ● Select and analyze essential sources 	<p>k) Distinguish between fact and opinion l) Understand denotation and connotation m) Perceive relationships such as cause/effect, comparison/contrast n) Use prior knowledge strategies o) Analyze information p) Synthesize ideas q) Make judgments and evaluations</p> <p>Explores origin and historical development of words</p> <p>Understand the relationship between literature and its historical, social , and cultural context (e.g., influence of historical context on form style and point of view; influence of literature on political events; social influences on authors’ description of characters; plot and setting,; how writers represent and reveal their cultures and traditions) [with increasing independence]</p> <p>Identify the most credible source to provide information for comprehending, interpreting and synthesizing text, using both electronic technology and a variety of informational sources.</p> <p>Apply appropriate reading strategies to a variety of informational texts, showing an ability to:</p> <ol style="list-style-type: none"> 1. Analyze passages to recognize and interpret relationships, such as analogies, comparison/contrast, and cause/effect. 2. Summarize the essential elements in your own words 3. Identify the difference between fact and opinion 	<p>Maintain a personal reading list to reflect reading accomplishments and to set goals.</p> <p>By the end of 12th grade students will be able to:</p> <ul style="list-style-type: none"> ● Locate information by using the table of contents, chapter headings, glossaries, and indexes as well as outside reference materials efficiently. ● Demonstrate ability to access and use information on a selected topic by: <ol style="list-style-type: none"> a) Participating in discussions on a selected topic/theme using information from research b) Comparing and contrasting information after reading several passages c) Stating messages/main idea and developing support in your own words d) Using cause and effect relationships to explain what happened and why after reading informational articles and news e) Incorporating information from useful internet sites.

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>																		
<p>(e.g., valid internet sites, dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).</p> <ul style="list-style-type: none"> Use tables of contents, indices, key words, cross-references and appendices. 	<ol style="list-style-type: none"> Interpret and use graphics and visuals. Produce an organizational pattern that arranges information. Collect and synthesize data gathered from several sources. 																			
<p>Articulate the purposes and characteristics of different genres by connecting to personal experiences and referring to textual information.</p>		<p>Features & Activities</p> <table border="1"> <tr> <td>Fiction</td> <td>Historical Fiction</td> <td>Fantasy</td> </tr> <tr> <td>Realistic Fiction</td> <td>Science Fiction</td> <td>Poetry</td> </tr> <tr> <td>Folk Tale</td> <td>Non-Fiction</td> <td>Essays</td> </tr> <tr> <td>Pamphlets</td> <td>Journals</td> <td>Auto-Biographies</td> </tr> <tr> <td>Diaries</td> <td>Biographies</td> <td>Prose</td> </tr> <tr> <td>Fantasy</td> <td></td> <td></td> </tr> </table>	Fiction	Historical Fiction	Fantasy	Realistic Fiction	Science Fiction	Poetry	Folk Tale	Non-Fiction	Essays	Pamphlets	Journals	Auto-Biographies	Diaries	Biographies	Prose	Fantasy		
Fiction	Historical Fiction	Fantasy																		
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KEY ELEMENTS

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What Students should know

PERFORMANCE TARGETS
What Students should be able to do

**Common Core State Standards
English Language Arts**

Reading: Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an

LANGUAGE ARTS LITERACY – GRADE 12
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organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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PERFORMANCE TARGETS
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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new comments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
<ul style="list-style-type: none"> Apply <i>grade 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”). <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes</p>		
<p>Types of Writing</p> <p>A. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> Apply varying organizational methods. Use relevant illustrations. Utilize dialogue. Apply literary conflict. Include literary elements Use literary devices <p>B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> Include cause and effect. Develop a problem and solution when appropriate to the topic. Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, 	<p>Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences.</p> <p>Engage daily in producing written expressions for a variety of purposes and a variety of audiences.</p> <p>Share writing with others and participate in listening/reading other student/teacher works.</p> <p>Reflect on meaning gained from listening to and reading written expression.</p> <p>Show an awareness of audience by adjusting writing to purpose and need.</p> <p>Use a variety of sources to gather and synthesize information, such as dictionaries, encyclopedias, atlases, magazines, and newspapers, as appropriate to topic.</p>	<p>By the end of grade 12 students will be able to:</p> <p>Use a variety of sources to produce an investigative piece of writing of five to eight paragraphs on a self-selected topic.</p> <p>Maintain a presentation portfolio that should include but not be limited to:</p> <ol style="list-style-type: none"> Four polished works showing a variety of writing modes (exposition, narration, news stories, autobiography/biographies, creative writing) A written explanation as to why each selection was chosen. A written reflection on the student’s strengths and weaknesses in writing portfolio selections should have evidence of the writing process [pre-writing thru publishing] accompanied Reflective writing <p>Use appropriate prewriting techniques to identify and develop a</p>

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
<p>photographs).</p> <ul style="list-style-type: none"> ● Use primary and secondary sources. <p>C. Write persuasive pieces.</p> <ul style="list-style-type: none"> ● Include a clearly stated position or opinion. ● Include convincing, elaborated and properly cited evidence. ● Anticipate and counter reader concerns and arguments. <p>D. Maintain a written record of activities, course work, experience, honors and interests.</p> <p>E. Write clear, concise sentences</p> <p>F. Employ sentence variety</p>	<p>Use various technologies as appropriate to the writing process.</p> <p>Maintain a portfolio of writing containing works in progress as well as finished pieces.</p> <p>Write strong topic sentences in order to develop paragraphs, open-ended responses and/ or essays.</p> <p>Students demonstrate competence in the skills and strategies of the <u>writing process</u>.</p> <p>Employ aspects of the writing process:</p> <ol style="list-style-type: none"> a) Prewriting to gather/select information, details, ideas and to develop a pattern of organization b) Drafting to express ideas, supply appropriate and adequate detail and support, adhere to a logical order of development and provide a sense of conclusion c) Revising to alter, add, delete and/or rearrange details, words and/or phrases to further clarify expression d) Editing to effectively apply grammatical and mechanical conventions to written expression e) Publishing to become an author sharing with an audience f) Write portfolio reflections g) Revise using checklists and scoring rubrics <p>Write in a variety of <u>genres</u> such as:</p> <ul style="list-style-type: none"> ● Expository (to explain) ● Persuasive (to convince) ● Creative/narrative (to examine an idea or emotion and literary response) ● Literary response 	<p>topic for writing a persuasive piece:</p> <ol style="list-style-type: none"> a) Hold strong feelings for the topic b) Able to generate a "pro" and "con" side to the argument c) Research available on the topic <p>Critical lens - Literary analysis of poetry, Literary analysis of novel personal response to literary text</p> <p>Persona essay critical review of a literary text/performance Recommendation /review Reflective writing News article</p> <p>Express judgments and support them through reference to the text, using direct quotations and paraphrasing</p> <p>Explain how the author’s use of literary devices affects meaning</p> <p>Examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense and climax) and setting (locale and time period), in literary text and performance</p> <p>Compare and contrast the treatment of literary elements in different genres and by more than one author</p> <p>In response to a persuasive prompt, produce a piece of writing of five to eight paragraphs that:</p> <ol style="list-style-type: none"> a) State a thesis that is clear and states your position on the issue

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
	<p>Paraphrase and summarize ideas from a variety of sources.</p> <p>Combine content from a variety of sources.</p> <p>Give credit to writers when using their work in creating written expression by producing a bibliography.</p>	<ul style="list-style-type: none"> b) Has substantial supporting detail which is specific and concrete c) Demonstrates logical progression of ideas d) Demonstrates a sense of completeness or wholeness with adherence to the central idea e) Has clarity in presentation of ideas f) Follows the conventions of Standard English. <p>Use internet research articles and prepare persuasive paper including quotes from the article.</p> <p>Write a variety of styles including:</p> <p>Persuasive, cause and effect, poems, etc.</p> <p>Write a well developed plot</p> <p>Write character dialogue</p> <p>Write a clear narrator</p> <p>Compose a research paper using MLA citation</p> <p>Choose from the following journal entry topics and formats: Decision making, conflict resolution, self-perception, retelling,, reflections, social issues in historical and contemporary times.</p>

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
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**Common Core State Standards
English Language Arts**

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<i>KEY ELEMENTS</i>	<i>CONTENT</i> <i>What Students should know</i>	<i>PERFORMANCE TARGETS</i> <i>What Students should be able to do</i>
<p>Quality of Writing</p> <p>A. Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words to control tone and reveal the writer’s voice</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> ● Gather, determine validity and reliability of and organize information. ● Employ the most effective format for purpose and audience. ● Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> ● Sustain a logical order within sentences and between paragraphs using meaningful transitions. ● Establish topic and purpose in the introduction. ● Reiterate the topic and purpose in the conclusion. <p>D. Write with an understanding of the stylistic</p>	<p>Students understand and effectively apply grammatical and mechanical conventions to written words.</p> <p><u>Students demonstrate competence in the skills and strategies of the writing traits.</u></p> <p><u>Six +1 Writing Traits</u> The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:</p> <p><u>Ideas</u>, the main message; <u>Organization</u>, the internal structure of the piece; <u>Voice</u>, the personal tone and flavor of the author's message; <u>Word Choice</u>, the vocabulary a writer chooses to convey meaning; <u>Sentence Fluency</u>, the rhythm and flow of the language; <u>Conventions</u>, the mechanical correctness; <u>Presentation</u>, how the writing actually looks on the page.</p> <p>Understand and apply conventions of Standard English grammar, such as correct verb choice, subject/verb agreement, pronoun/antecedent agreement and parallel structure.</p> <p>Understand and apply conventions of Standard English, mechanics, such as correct punctuation, capitalization and</p>	<p>By the end of grade 12 students will be able to:</p> <p>Edit a piece of text that contains errors in grammatical and mechanical conventions to make it suitable for publication.</p> <p>Review a short story read in class, containing no dialogue. Rewrite a portion of the story to insert dialogue appropriately, using correct sentence structure.</p> <p>Edit a piece of text that contains errors in grammatical and mechanical conventions to make it suitable for publication</p> <p>Effectively incorporate word choice to create a specific tone or mood (e.g., humor, suspense).</p> <p>Use varied approaches to explain step-by-step instructions that explain a process such as:</p> <ol style="list-style-type: none"> a) Show the process using pictures b) Explain the process using words c) Demonstrate the process. <p>By the end of grade 12 students will be able to:</p> <p>Write an essay in which you analyze a character in a novel, short story, television show, or movie by plotting ideas in the prewriting chart:</p>

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>																
<p>aspects of composition.</p> <ul style="list-style-type: none"> ● Use different types and lengths of sentences. ● Use tone and voice through the use of precise language. <p>E. Vary sentence patterns to establish emphasis, to control pacing, and to reveal the writer’s voice</p> <p>F. Employ transitions within and among paragraphs that are suited to the writer’s topic, audience, and purpose</p> <p>G. Evaluate the clarity and cohesiveness of the written piece using models and agreed upon criteria and use those judgments to further revise/improve the piece</p> <p>H. Demonstrate control over the conventions of Standard English</p> <p>I. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> <p>J. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> ● Spell common, frequently used words correctly. ● Use capital letters correctly. ● Punctuate correctly (periods, 	<p>spelling.</p> <p>Utilize the writing process</p> <p>Writing portfolio reflections</p> <p>Revise using checklists and scoring rubrics</p> <p>Revise grammar in context</p> <p>Edit written expression to prepare for publication.</p> <p>Students understand and effectively apply stylistic and rhetorical aspects of writing</p> <p>Increase grade appropriate vocabulary to use when composing written works.</p> <p>Strengthen written expression by using rich and challenging vocabulary.</p> <p>Recognize figurative language (e.g., personification and analogies).</p> <p>Vary writing by employing different sentence lengths and patterns, as appropriate, including the use of dialogue.</p> <p>Use vivid and varied language, as shown in colorful verb and modifier selection to affect meaning and impression.</p> <p>Recognize the need to adjust word choice,</p>	<p>Character Profile of _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Method of Characterization</th> <th style="width: 50%;">Detail in the Story</th> </tr> </thead> <tbody> <tr> <td>Appearance</td> <td></td> </tr> <tr> <td>Actions</td> <td></td> </tr> <tr> <td>Words spoken by character</td> <td></td> </tr> <tr> <td>Thoughts</td> <td></td> </tr> <tr> <td>Other characters’ responses</td> <td></td> </tr> <tr> <td>Writer’s direct comments</td> <td></td> </tr> <tr> <td>Is the character believable? Why? or Why not?</td> <td></td> </tr> </tbody> </table>	Method of Characterization	Detail in the Story	Appearance		Actions		Words spoken by character		Thoughts		Other characters’ responses		Writer’s direct comments		Is the character believable? Why? or Why not?	
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<i>KEY ELEMENTS</i>	<i>CONTENT</i> <i>What Students should know</i>	<i>PERFORMANCE TARGETS</i> <i>What Students should be able to do</i>
<p>exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).</p> <ul style="list-style-type: none"> ● Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. ● Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>K. Present and/or defend written work for publication when appropriate.</p>	<p>sentence length and pattern to audience.</p> <p>Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences</p> <p>Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms.</p> <p>Engage daily in producing written expressions for a variety of purposes and a variety of audiences.</p> <p>Show an awareness of audience by adjusting writing to meet a specific purpose or need.</p> <p>Produce a piece of writing which analyzes a literary character, plot or setting.</p>	
<p>Research</p> <p>A. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> ● Determine valid resources for researching the topic, including primary and secondary sources. ● Evaluate the importance and quality of the sources. ● Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). ● Use tables of contents, indices, key 	<p>Students effectively use a variety of visual media and resources, including technological tools, to communicate with a variety of audiences and for different purposes.</p> <p>Select the most efficient, reliable source for accessing information.</p> <p>Understand, analyze, interpret and employ graphics, such as graphs, charts, and diagrams, as appropriate to purpose.</p> <p>Select a variety of visual media and resources, including technological tools, to communicate with a variety of</p>	<p>By the end of grade 12 students will be able to:</p> <p>Investigate a self-, group-, or teacher-selected topic and explore a variety of resources and combine information, synthesize ideas, create and present, using media, the results of the investigation.</p> <p>Prepare and present (in a group) a multimedia lesson reflecting a teacher-introduced topic to peers, properly utilizing a specific media resource to aid instruction.</p>

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KEY ELEMENTS	CONTENT <i>What Students should know</i>	PERFORMANCE TARGETS <i>What Students should be able to do</i>
<p>words, cross-references and appendices.</p> <ul style="list-style-type: none"> ● Use traditional and electronic search tools. <p>B.Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> ● Identify the steps necessary to carry out a research project. ● Take relevant notes from sources ● Develop a thesis statement based on research ● Give precise, formal credit for others' ideas, images or information using a standard method of documentation. ● Use formatting techniques to create an understandable presentation for a designated audience. 	<p>audiences for a variety of purposes.</p> <p>Organize information with logic and coherence to achieve particular purposes and to appeal to the audience</p> <p>Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements</p> <p>Articulate a thesis statement and support it with details, examples, and reasons</p> <p>Articulate personal opinions to clarify stated positions and persuade or influence groups</p>	<p>Create and present a group multimedia presentation developed from independent research topic. Presentation should include:</p> <ol style="list-style-type: none"> a) Narration (recorded or delivered orally by student) b) Appropriate content on grade level theme c) Effective introduction and conclusion <p>Maintain a production portfolio that should include but not be limited to:</p> <ol style="list-style-type: none"> a) Four polished works showing a variety of productions of print and non-print media (writings, displays, pictures, drawing, computer designed media, video/audio tapes) b) A written explanation why each work was chosen. c) A written reflection of the student's strengths and weaknesses in presentation.

LANGUAGE ARTS LITERACY – GRADE 12
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KEY ELEMENTS

CONTENT
What Students should know

PERFORMANCE TARGETS
What Students should be able to do

**Common Core State Standards
English Language Arts**

Speaking & Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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KEY ELEMENTS

CONTENT
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What Students should be able to do

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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<i>KEY ELEMENTS</i>	<i>CONTENT</i> <i>What Students should know</i>	<i>PERFORMANCE TARGETS</i> <i>What Students should be able to do</i>
<p>Speaking and Listening</p> <p>A. Listen to others.</p> <ul style="list-style-type: none"> ● Ask probing questions. ● Analyze information, ideas and opinions to determine relevancy. ● Take notes when needed. <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> ● Relate them to previous knowledge. ● Predict content/events. ● Summarize events and identify the significant points. ● Identify and define new words and concepts. ● Analyze the selections. <p>C. Use feedback to improve effectiveness.</p> <p>D. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> ● Use complete sentences. ● Pronounce words correctly. ● Adjust volume to purpose and audience. ● Adjust pace to convey meaning. ● Add stress (emphasis) and inflection to enhance meaning. <p>E. Contribute to discussions.</p> <ul style="list-style-type: none"> ● Ask relevant, probing questions. ● Respond with relevant information, ideas or 	<p>Students demonstrate and practice listening skills and strategies to comprehend oral communication in a variety of situations.</p> <ol style="list-style-type: none"> 1. Analyze a speaker’s purpose and/or bias in a variety of presentations (magazine, television ads, infomercials). 2. Develop and follow a set of oral or visual directions. 3. Listen to understand topic, purpose, and perspective in spoken messages (e.g., educational video, news broadcast, guest speaker). 4. Recognize the ways in which language differs across social situations. 5. Evaluate strategies used by speakers in various presentations. <p>Analyze and evaluate both verbal and nonverbal cues that affect meaning.</p> <p>Listen attentively to gain meaning and analyze information</p>	<p>By the end of grade 12 students will be able to:</p> <p>View or listen to a dramatic production and analyze and evaluate it.</p> <p>Develop criteria for the evaluation of a peer presentation:</p> <ol style="list-style-type: none"> a) Volume b) Tone c) Articulation d) Pacing e) Nonverbal gestures <p>Compare and contrast coverage of a current issue in a newspaper, television broadcast and a magazine article.</p> <p>By the end of grade 12 students will:</p> <p>Listen for a logical order in oral directions that can be easily followed.</p>

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<p>reasons in support of opinions expressed.</p> <ul style="list-style-type: none"> ● Listen to and acknowledge the contributions of others. ● Adjust tone and involvement to encourage equitable participation. ● Clarify, illustrate or expand on a response when asked. ● Present support for opinions. ● Paraphrase and summarize, when prompted. ● Use verbal and nonverbal techniques. <p>F. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> ● Initiate everyday conversation. ● Select a topic and present an oral reading. ● Conduct interviews as part of the research process. ● Organize and participate in informal debates. ● Share, acknowledge and build on other’s ideas. <p>G. Use media for learning purposes and to enhance and enrich the message.</p> <ul style="list-style-type: none"> ● Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. ● Analyze the role of advertising in the media. ● Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission. 	<p>in a variety of situations.</p> <p>Select and employ appropriate listening skills in a variety of settings.</p> <p>Gain a better understanding of others by listening to a variety of ideas from a variety of sources.</p> <p>Students effectively organize and deliver oral communication with a variety of audiences.</p> <p>Select appropriate style of presentation for audience (e.g., oral presentation, display, newspaper, web page).</p> <p>Employ language, vocabulary and delivery method as appropriate to audience.</p> <p>Select and employ appropriate inflection, tone, facial and body expression to affect meaning.</p> <p>Develop criteria to evaluate one’s own written expression, and that of others.</p> <p>Prepare and give oral presentations that inform or persuade, using appropriate delivery techniques.</p> <p>Students apply speaking skills and strategies to communicate effectively with a variety of audiences and</p>	<p>Use criteria to evaluate own and others’ effectiveness in group discussions and formal presentations (e.g., accuracy, relevance, and organization of information; clarity of deliver, types of arguments).</p> <p>Students will maintain a production portfolio that should include but not be limited to:</p> <ul style="list-style-type: none"> ● Four polished works showing a variety of productions of print and non-print media (writings, displays, pictures, drawing, computer designed media, video/audio tapes) ● A written explanation of why each work was chosen ● A written reflection of the student’s strengths and weaknesses <p>Develop and deliver an oral presentation of eight to ten minutes which:</p> <ol style="list-style-type: none"> a) Employs appropriate delivery techniques suitable for audience and purpose b) Relates information (report or research) or persuades the audience <p>Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements</p> <p>Articulate a thesis statement and support it with details, examples, and reasons</p> <p>Articulate personal opinions to clarify stated positions and persuade or influence groups</p>

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<i>KEY ELEMENTS</i>	<i>CONTENT</i> <i>What Students should know</i>	<i>PERFORMANCE TARGETS</i> <i>What Students should be able to do</i>
	<p>for different purposes.</p> <p>Participate in both small and large group discussions and/or panels generating questions and ideas that analyze, synthesize</p>	<p>Use visuals and technology to enhance presentation</p> <p>Ask questions to seek elaboration and clarification of ideas presented by a variety of speakers.</p> <p>By the end of grade 12 students will be able to:</p> <p>Read or listen to an oral presentation written by a person of note and evaluate its strengths.</p> <p>Gain a better understanding of self and others by discussing a variety of ideas from a variety of sources.</p> <p>Relate implications for decision-making and possibilities for different outcomes through panel discussions.</p>