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| **LANGUAGE ART PACING GUIDE** |
| **GRADE:12 1st NINE WEEKS** |

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|  | **PERFORMANCE INDICATORS** | **METHOD** | **RESOURCE** | **STANDARD** | **PRIORITY** |
| **Reading** | Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/effect).  Evaluate information in a text (e.g. fro specificity, relevance, importance, sufficiency of evidence, soundness of reasoning internal consistency, persuasive techniques and credibility). | **Short Stories**  **Novel Unit**  **Poetry**  **Historical Documents**  **Nonfiction** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** | **Content Standard I:**  **Students read and understand a variety of materials.**  **Benchmark I-B**  **Use comprehension strategies to understand the meaning of text.**  **Benchmark I-C:**  **Infer, analyze and synthesize to increase comprehension.** |  |
| **Language** | Correctly use all parts of speech and sentence elements, including control or verb tense, use of person, and use of phrase and clause elements in compound and complex sentences. | **Grammar**  **Sentence structure**  **Vocabulary** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **Content Standards II: Students write and speak using correct grammar, syntax usage, punctuation, capitalization, and spelling.**  **Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.** |  |
| **Writing** | Identify, evaluate and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process.  Analyze strengths and weaknesses in one’s research findings as part of one’s planning process (e.g., coherence, validity, gaps, misinformation, and fallacies).  Anticipate and address an audience’s varying interpretations of one’s findings.  Use a variety of strategies (e.g., reading aloud, seeking feedback from a reviewer, and reading a draft from the audience’s perspective) to evaluate diction, language, tone, sentence length and complexity, and voice. | **Figurative Language-** Simile, metaphor, symbols, imagery, personification  **Biography**  **Autobiography**  **Novels** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **Content Standard IV: Student write effectively for a variety of purposes and audiences.**  **Benchmark IV-B: Plan writing by taking notes, writing informal outlines and researching.**  **Benchmark IV-F: Edit one’s own work for grammar, style and tone appropriate to audience, purpose and context.** |  |
| **Literature** | Analyze literary works and movements for their historical and literary significance, especially significant modern and pre-20th  century works of world literature, including British literature and indigenous world literatures.  Develop thematic connections within and among literary works and literary periods and interpret allusions, symbols, and motifs. Analyze specific forms and genres of humor in literary works (e.g., satire and parody).  Analyze the style of prose works from different movements, eras, and cultures, including cultural minorities (e.g., structural form, archaic diction, variations of syntax and sentence structure, dialogue, and figurative/literal language)  Analyze complex elements of poetry from various times and places in literary history.  Analyze a recurring theme or pattern within a major literary movement or in the oral traditions of a particular culture | **Short stories**  **Novels**  **Poetry** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.**  **Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.**  **Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of text.**  **Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.**  **Benchmark IX-D: Demonstrate knowledge of common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices and other conventions.**  **Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.** |  |
| **Communication** | Make oral presentations that exhibit a logical structure appropriate to the audience, context and purpose.  Group related ideas and maintain a consistent focus with smooth transitions; support judgments with sound evidence and well-chosen details; strategically use rhetorical devices; provide a coherent conclusion. |  |  | **Content Standard III:**  **Students communicate effectively through listening and speaking.**  **Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience for purpose, using effective speaking skills.** |  |
| **Research** | Identify an audience for whom one’s researched findings might be meaningful.  Develop written or oral presentation of appropriate length that effectively report one’s research and findings. |  |  | **Content Standard V: Students utilize the research process to produce a variety of projects.**  **Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.** |  |