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| **12 Grade Language Arts Quarterly Curriculum Guide- 2nd 9 weeks** | | | | | |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Reading** | 1.Analyze a recurring theme or pattern withing a major kiterary movement or in the oral tradtion of a particualr culture.  Recognize the types of evidence offered in the text( e,g. experiment, expert testimony, statistics, case study, common sense.)  Evalute information in a text( e.g. Specifity, relevence, importante sufficiency of evidence, soundness of reasoning, internal consistency, persuasive techniques, creditility).  Evaulate texts by determining the value to one’s self.  Anaylze texts to determine how much prior and specialized knowledge is needed. | Read real world text:  Magazines  Newspapers  Internet  Textbooks  Memiors | **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 material.  **Benchmark I-B:** Use Comprehension stratigies to understand the mreaning of text.  **Benchmark I-C**: Infer, analyze, and synthesize to increase comprehension.  **Benchmark I:D**  Use metecognative stratigies to increase comprehension. |  |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Language** | Use one’s knowledge of various syntactic possibilites in English in order to develop greater sentence variety and to construct grammactically sound writing that expresses complex ideas.  Correctly use all parts of speech and sentence elements, including control verb tense, use of person, and use of phrase and clause elements in compound and complex sentences. | Essays  Open ended questions  Grammar bellwork or Grammar clusters | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** | **Strand II: Language**  **Content Standard II:** Students write and speak using correct grammar, syntax usage, punctuation, capitalization, and spelling.  **Benchmark II-A:** Demonstrate control of Standard English through the effective use of syntax.  **Benchmark II-B:**  Demonstrate control of Standard English through correct grammar and usage. |  |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Communiation** | Make oral prsentations that exhbit a ligical structure appropriate to the audience , context and purpose.  Group realted ideas and maintain a consistant focus with smooth transitions; support judgements with sound evidence and well-chosen details; strategically use rhetorical devices; provide a coherent conclusion. | Power Points  Debate  Presentations  Rehtoric | **High Schools that Work: Literacy Across the Curriculum**    Computer Access  Internet  Historical Documents | **Strand III: Communication**  **Content Standard III**: Students communicate effectivly through listening and speaking.  **Benchmark III-B:**  Make oral presentations with a logical structure appropriate to the audience, context and purpose using effective speaking skills. |  |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Writing** | Select production elements based on anaylsis of one’s purpose and the availble media resources.  Incorporate into to the final draft of written reports graphic materials appropriate for the particular communication. | Essays  Open ended  Primary Sources  Rehtoric  Problem and Solution | Internet  Computer access  Textbok  Novels  Library  **High Schools that Work: Literacy Across the Curriculum** | **Strand IV: Writing:**  **Content Standard IV:**  Student writes effectivly for a variety of purposes and audiences.  **Benchmark IV-H:**  Prepare written material using basic software programs (e.g. word, excel and power point) so that the graphics can be incorporated to present information and ideas best understood visually (e.g. charts, ratios and tables). |  |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Research** | Form and refine a question for investigation based on a literary historical or cultrual movement or a complex contempory issue.  Use creative or critical research stragies (e.g. field studies, oral histories, interviews and experiments).  Use a variety of techniques for researching topics, including cross referencing while gathering information.  Synthesize a variety of types of visual information including pictures and symbols. | Primary Sources  Essays  Problem and Solution  Power Points  Presentations  Debate |  | **Standard V:** **Research**  **ContentStandard V:**  Students utilize the reasearch process to produce a varitey of products.  **Benchmark V-A**  Define and narrow a problem or research topic.  **Benchmark V-B**  Gather relvent information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews or surveys. |  |
|  | **Performance**  **Indicators** | **Method** | **Resources** | **Standards/**  **Benchmark** | **Priority** |
| **Literature** | Analyze literary works and movements for their historical and literary significance, especially signficant modern and pre-20th century works of world literarture, including Britsh literature and indigenous world literatures.  Anaylze complex elements of peotry from various times and places in literary history (e.g. denotation and connotation in relation to diction; use of deliberately unconventional rhythm ot meter; manipulation of mood through various sound devices; complex poetic forms [e.g., sonnets, epic poems in heroic couplets, sestinas, etc.); antithesis, motif, allegory; and how various elements of a poem reinforce its theme and reveal meaning).  Anaylze a recurring theme or pattern within a major literary movement or in the oral tradtions of a particular culture. | Real-World Text  Poetry  Novels  Historical Documents | **High Schools that Work: Literacy Across the Curriculum**  **Library**  **Novels**  **Computers** | **StrandIX: Literature**  **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-D** Demonstrate knowledge of a common elements of poetry: metrics. Rhyme, rhythm, structure, diction,, devices, and other connections.  **Benchmarks IX-F:**  Analyze works of literature for what they suggest about the time period and social or cultrual context in which they were written. |  |