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| **LANGUAGE ART PACING GUIDE** |
| **GRADE:12 3rd NINE WEEKS** |

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|  | **PERFORMANCE INDICATORS** | **METHOD** | **RESOURCE** | **STANDARD** | **PRIORITY** |
| **WRITING** | **STRAND IV: Writing**  Grade Performance Indicators  IV-A-11-12  1. Demonstrate proficiency in the creation of critical response essays to fiction and non-fiction that engage the reader by:  a. establishing a context;  b. demonstrating a strong grasp  of the main idea of the text;  c. making a meaningful personal  connection to the text;  d. making a clear critical  judgment about the text;  e. supporting key ideas and  judgments through accurate and  detailed references to the text  and to other credible sources;  and  f. demonstrating awareness of  rhetorical strategies.  2. Demonstrate proficiency in the creation of persuasive essays that:  a. engage the reader by  establishing a context and a  point of view;  b. structure ideas and  arguments in a sustained and  logical fashion;  c. clarify and defend positions  with precise and relevant  evidence, including facts, expert  opinions, quotations,  illustrations, commonly accepted  beliefs and logical reasoning;  d. use specific rhetorical devices  to back up assertions; and  e. anticipate and address the  reader’s concerns and counter-  claims.  **STRAND IV: Writing**  Grade Performance Indicators  IV-B-11-12  1.Identify, evaluate, and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process.  2.Analyze strengths and weaknesses in one’s research findings as part of one’s planning process (e.g., coherence, validity, gaps, misinformation, and fallacies).  3.Anticipate and address an audience’s varying interpretations of one’s findings. | **Critical Response**  **Short Answer**  **GIST**  **ACE**  **Persuasive Essays**  **Critical Response**  **Short Answer**  **GIST**  **ACE**  **Summarize**  **Paraphrase**  **Synthesize** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** | **STRAND IV: Writing**  **Content Standard IV: Students write effectively for a variety of purposes and audiences.**  **Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.**  **Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.** |  |
| **READING** | **STRAND I: READING**  **Content Standard I: Students read and understand a variety of materials.**  ***I-A-****1.* Use etymology, the principals behind spelling and usage of words to determine meaning.  2. Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation.  3. Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, make inferences and differentiate among possible meanings of words.  4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.  **Benchmark I-D: Use meta-cognitive strategies to increase comprehension.**  1. Use multiple strategies to monitor one’s pace and comprehension.  2. Draw conclusions from information in texts to arrive at new knowledge.  3. Evaluate texts by determining the value to oneself.  4. Analyze to determine how much prior and specialized knowledge is needed.  1. | **Short Stories**  **Poetry**  **Use knowledge of etymology**  **News paper**  **Magazine**  **Anthology**  **Novels**  **Autobiography**  **Novels** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **STRAND I: READING**  **Content Standard I: Students read and understand a variety of materials.** **Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.** **Benchmark I-D: Use meta-cognitive strategies to increase comprehension.** |  |
| **COMMUNIC-ATION** | **12:III:A:**  1. Identify purposes and audience to determine the important information to communicate and the language needed to convey it.  2. Use specific strategies to improve the effectiveness of spoken instructions (e.g. repeating instructions to ensure recall, following a process, emphasizing key points, and employing appropriate diction).  **12:III:B:**  1. Make oral presentations that exhibit a logical structure appropriate to the audience, context and purpose.  2.Group related ideas and maintain a consistent focus with smooth transitions; support judgments with sound and evidence and well-chosen details; strategically use rhetorical devices; provide a coherent conclusion.  3. Employ language and diction to establish credibility and authority, create a mood, suggest a specific attitude toward a subject, and appeal to a specific audience.  **12:III:C:**  1. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points.  2. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points. | **Music Creation**  **Song**  **Motions**  **Listening: Narrative**  **Sonnet Presentation**  **Socratic seminar** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **STRAND III: Communication**  **Content Standard III: Students communicate effectively through listening and speaking.**  **Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.**  **Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems.** |  |