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| **LANGUAGE ART PACING GUIDE** |
| **GRADE:12 4rd NINE WEEKS** |

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|  | **PERFORMANCE INDICATORS** | **METHOD** | **RESOURCE** | **STANDARD** | **PRIORITY** |
| **WRITING** | **IV-A:1,2**  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.  IV-C:3  3. Anticipate and address an audience’s varying interpretations of one’s findings.  IV-H:1,2  1. Select production elements based on an analysis of one’s purpose and the available media resources.  2. Incorporate into the final draft of written reports graphic materials appropriate for the particular communication (e.g., graphs,  charts, tables, maps and photographs)  V-D:1 & 2  1. Identify an audience for whom one’s researched findings might be meaningful.  2. Develop written or oral presentations of appropriate length that effectively report one’s research findings. | **Personal Narrative**  **Short Answer**  **Gist**  **ACE**  **Persuasive**  **Autobiography/Biography**  **Admit/Exit slip**  **Graphic organizer**  **Know/Want to Know/Learn Chart (KWL)**  **Open-response questions**  **Two-column/Cornell notes**  **Re-telling**  **Reflection**  **Jigsaw reading**  **Peer Review**  **Peer Editing**  **Anticipation Guide**  **RAFT (Role/Audience/Format/ Topic)**  **Summarization GIST**  **Paired Reading** | **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.**  **Benchmark IV-H: Prepare written material using basic software programs (e.g., *Word, Excel* and *Powerpoint*) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios and tables).**  **STRAND V: Research**  **Content Standard V: Students utilize the research process to produce a variety of products.**  **Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.** |  |
| **READING** | **I.B:** **2**  **Recognize and recall the use of literary devices and rhetorical modes in texts (e.g. illustration, classification, persuasion, comparison/contrast, cause/effect).**  **VII-E:1**  1. Demonstrate an understanding of appropriate elements in informational and technical texts (e.g. structure, organization, graphics and format, by creating a clear, simple and coherent oral and written presentation)  **IX-C:1**  1. Analyze symbol, allegory, analogy, and extended metaphor in literary works.  2. 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)  .  IX-E:1,2   1. Evaluate the ways in which tension is created, maintained and resolved in a drama (e.g., catharsis, conflict, suspense, resolution), including through the text, directorial decisions, and through the actors’ performances. 2. Evaluate dramas that have been made into films (e.g., *Othello, The Merchant of Venice, or Macbeth)* by comparing elements in the play and in the film production (e.g., the way in which the theme is developed and conveyed; the way in which tension and conflict are presented; the way in which transitions are made between scenes/settings, including time progression and flashback; the way in which the director establishes a style via mood, tone, irony, humor, suspense, dialogue, stage direction/actors’ interaction, or special effects; the advantages of traditional staging with a live audience versus a film). | **Short Stories**  **Poetry**  **Newspaper**  **Magazine**  **Anthology**  **Drama**  **Novels**  **Persuasive**  **Admit/Exit slip**  **Graphic organizer**  **Know/Want to Know/Learn Chart (KWL)**  **Open-response questions**  **Two-column/Cornell notes**  **Re-telling**  **Reflection**  **Jigsaw reading**  **Peer Review**  **Peer Editing**  **Anticipation Guide**  **RAFT (Role/Audience/Format/ Topic)**  **Summarization GIST**  **Paired Reading** | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | **STRAND I: READING**  **Content Standard Students read and understand a variety of materials.**  Benchmark I-B:  **Use comprehension strategies to understand the meaning of a text.**  **STRAND VI: INFORAMTIONAL TEXT**  **Content Standard Students read and interpret a wide range of reference materials and other informational**  **documents that may contain technical information. Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them. Benchmark VII-D: Analyze the ways in which an informational or technical text’s organizational structure supports or confounds its**  **meaning or purpose.**  **Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the**  **appropriateness of their graphic and visual appeal.**  **STRAND IX: Literature**  **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people,**  **societies, and the self.**  **Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary**  **short stories and novels.**  **Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright’s vision.** |  |
| **COMMUNICATION** | **III-D:1,2:** Performance Indicators  1**.** Use a variety of response strategies to clarify, elaborate, and synthesize the explicit and implicit meanings of messages  given orally or in writing (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferences  and interpretations; asking the speaker to extend or elaborate ideas; and paraphrasing meaning back to the speaker).  III-E:1  **1.** Analyze the speaker’s motivation, explicit and implicit purposes for speaking.  2. Use information from prior communications to interpret the speaker’s current perspectives on a topic.  3.Analyze the internal variables that affect a communication (e.g., the speaker and listener’s background knowledge, experiences, culture, beliefs, emotional states, language) in order to critique the communication.  III-F:1  1. Analyze and refine personal and group goals (e.g., clarify ideas, change group members’ opinions, build relationships and adapt strategies for developing credibility) and critique effectiveness in refining these goals.  2. Use a variety of response strategies to clarify, elaborate and synthesize explicit and implicit meanings of messages (e.g., integrate new learning with prior knowledge; ask questions to guide and clarify inferences and interpretations; integrate new learning with prior knowledge; paraphrase meaning back to the speaker and predict ways in which speaker’s content may be used).  3. Evaluate one’s personal effectiveness in self-directed work teams and make corrections as necessary, depending on the purpose of the collaborative activity.  VI-D:1,2   1. Analyze uses of common fallacies and propaganda devices to determine why they are not effective, logical strategies (e.g., the appeal to pity, or “argumentum ad misericordiam”; the personal attack, or “argumentum ad hominem”; the appeal to general opinion, or “argumentum ad populum”; and the false dilemma, assuming only two options when there are more available). 2. Create and utilize criteria for critiquing one’s own work and the work of others for unintended fallacies.   VIII-A:3  1. Evaluate the effectiveness of unconventional uses of production elements to achieve special effects.  2. Critique the credibility of a media communication by evaluating relevance, timeliness, accuracy, fairness and the inclusion of multiple viewpoints in light of a media producer’s purposes and goals. | **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-D: Summarize and paraphrase information presented orally by others.**  **Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and**  **pathos.**  **Benchmark III-F: Participate productively in self-directed work teams for particular purposes.**  **STRAND VI: Logic**  **Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences,**  **conclusions, and predictions.**  **Benchmark VI-D: Recognize common fallacies in used in an argument.**  **STRAND VIII: Media**  **Content Standard VIII: Students create and evaluate a variety of media for particular purposes. Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for**  **their ability to inform, persuade and entertain.** |  |