

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Language Arts
Grade 12

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of twelfth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Acquire Concepts About Print - No objectives at this grade level.				
Goal 1.2: Acquire Concepts About Text	<ul style="list-style-type: none"> 12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. (752.01.b) 	<ul style="list-style-type: none"> Caesura 	<ul style="list-style-type: none"> Beowulf 	
Goal 1.3: Acquire Phonological Awareness Skills - No objectives at this grade level.				
Goal 1.4: Acquire Decoding Skills Using Word Parts - No objectives at this grade level.				
Goal 1.5: Acquire Decoding Skills Using Syllabication - No objectives at this grade level.				
Goal 1.6: Acquire Decoding Skills Using Context - No objectives at this grade level.				
Goal 1.7: Acquire Fluency - No objectives at this grade level.				
Goal 1.8: Vocabulary and Concept Development	<ul style="list-style-type: none"> 12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a) 2.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. (752.01.a) 	<ul style="list-style-type: none"> Recognize cognates – middle English to English Shakespearean puns and double-entendre 	<ul style="list-style-type: none"> Chaucer’s Middle English Chaucer Shakespeare Romantic poets 	

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors’ arguments and positions. Students conduct in-depth analyses of the author’s craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of twelfth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<p>Goal 2.1: Acquire Strategies and Skill for Comprehending Text</p>	<ul style="list-style-type: none"> • 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view. • 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension. • 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. 	<ul style="list-style-type: none"> • Historical content to present issues • Identifying point of view, trust – worthiness of point of view. 	<ul style="list-style-type: none"> • Kite Runner • Nectar in a Sieve • Chaucer’s Tales • Swift’s – A Modest Proposal 	
<p>Goal 2.2: Acquire Skills to Comprehend Expository Text</p>	<ul style="list-style-type: none"> • 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). (752.03.c) • 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.a; 752.05.c) • 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. (752.03.a) 	<ul style="list-style-type: none"> • Discussing not only the work itself but the author’s purpose. • Research 	<ul style="list-style-type: none"> • Swift’s “A Modest Proposal” • Current media sources • Newspapers (print and online); other print and Internet sources 	

<p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p>	<ul style="list-style-type: none"> • 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.a) <ul style="list-style-type: none"> • Trace the development of the major periods of British or World literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. • 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.02) • 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. (752.02) • 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes. (752.02) • 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. (752.01.g; 752.02.d) 	<ul style="list-style-type: none"> • Trace the development • Read historical and religious information related to works and discuss or write about the influence on works. • Discuss reliability of narrator. • Writing thematic statements; writing essays, paragraphs, or journals on works. • Read Imagist poetry and have students explain and support their choices using the text as support. 	<ul style="list-style-type: none"> • Beowolf - Chancer - Shakespeare, etc. • Buddhism/4 Noble Truths etc. on <u>Siddhartha</u>. • Swift’s “A Modest Proposal” • Chancer’s <u>The Canterbury Tales</u> • Hamlet • The poetry of Ezra Pound / Li Po, Elizabeth Bishop, Breyten Breytenbach, etc. 	
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Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of twelfth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Acquire Prewriting Skills	<ul style="list-style-type: none"> • 12.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b) • 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b) • 12.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a) • 12.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b) • 12.LA.3.1.5 Produce a piece of writing within a set period of time. 	<ul style="list-style-type: none"> • Brainstorm, concept map, character maps, etc. 	<ul style="list-style-type: none"> • Handouts 	
Goal 3.2: Acquire Skills for Writing a Draft	<ul style="list-style-type: none"> • 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a) • 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b) 			
Goal 3.3: Acquire Skills for Revising a Draft	<ul style="list-style-type: none"> • 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a) • 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b) • 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b) • 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b) • 12.LA.3.3.5 Use literary models to refine writing 			

	<p>style. (753.02.b)</p> <ul style="list-style-type: none"> • 12.LA.3.3.6 Conference with others to improve writing. (753.01.a) 			
Goal 3.4: Acquire Skills for Editing a Draft	<ul style="list-style-type: none"> • 12.LA.3.4.1 Use editing marks to indicate errors in conventions. • 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a) 			
Goal 3.5: Acquire Skills to Publish Writing	<ul style="list-style-type: none"> • 12.LA.3.5.1 Publish improved draft. • 12.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b) • 12.LA.3.5.3 Use appropriate technology to produce a final draft. (753.03.b) 			

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of twelfth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Acquire Expressive (Narrative / Creative) Writing Skills	<ul style="list-style-type: none"> • 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. (753.04.c) • 12.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c) 	<ul style="list-style-type: none"> • Students write occasional papers every six weeks which do exactly that: focus on an aspect of their lives and include a universal truth to make the idea relevant to others. • Student anthologies 	<ul style="list-style-type: none"> • Student samples; Annie Dillard’s “Living Like Weasels” 	
Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills	<ul style="list-style-type: none"> • 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a) • 12.LA.4.2.2 Write a research paper or project that makes distinctions 			

	<p>between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. (753.05.b; 753.06.a)</p> <ul style="list-style-type: none"> • 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. (753.06.c) 			
Goal 4.3: Acquire Persuasive Writing Skills	<ul style="list-style-type: none"> • 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources. (753.05.b; 753.05.c; 753.06.a) 			
Goal 4.4: Acquire Skills for Literary Response	<ul style="list-style-type: none"> • 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. (753.04.a) • 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b) • 12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created. (753.04.a) 			

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of twelfth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Acquire Handwriting Skills	No objectives at this grade level.			
Goal 5.2: Acquire Spelling Skills	No objectives at this grade level.			
Goal 5.3:	<ul style="list-style-type: none"> • 12.LA.5.3.1 Apply 			

Acquire Skills for Sentence Structure	<p>correct and varied sentence types in writing. (753.02.b)</p> <ul style="list-style-type: none"> • 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b) 			
Goal 5.4: Acquire Skills for Using Conventions	<ul style="list-style-type: none"> • 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. (753.02.a) • 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a) 			

Standard 6: Communication

Goals and objectives for this standard are also included in Grade 9-12 Speech.

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of High School)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 6</i>
Goal 6.1: Acquire Listening Skills	<ul style="list-style-type: none"> • 9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. (754.02.a; 754.03.a) • 9-12.Spch.6.1.2 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject. (754.01.b; 754.02.a) • 9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. (753.03.a) • 9-12.Spch.6.1.4 Evaluate the clarity, quality, 			

	<p>effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. (754.03.a)</p> <ul style="list-style-type: none"> 9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). (754.03.a) 			
<p>Goal 6.2: Acquire Speaking Skills</p>	<ul style="list-style-type: none"> 9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. (755.01.b) 9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. (755.01.b) 9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (755.01.b) 9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. (755.01.c) 9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. 			

	<p>(755.01.a)</p> <ul style="list-style-type: none"> ● 9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. ● 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. (755.01.b; 755.01.c) ● 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. (755.01.b; 755.01.c) ● 9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. (755.02.a) ● 9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. (755.01.a; 755.01.b; 755.01.c) ● 9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. (755.01.b) 			
<p>Goal 6.3: Acquire Viewing Skills</p>	<ul style="list-style-type: none"> ● 9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; 			

	<p>visual representations, special effects, language). (755.01.b; 756.01.a; 756.02.a)</p> <ul style="list-style-type: none"> ● 9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (756.03.a) ● 9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. (756.03.a) ● 9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. (756.02.a) ● 9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. (756.02.a) 			
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