

# 12th Grade Language Arts Frameworks 2015-2020-----updated 6/28/19

## 12th Grade - Unit 1 (Assessments 1,2,3) Semester 1

### Theme: Who am I and where am I going?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	2 - Determine Themes 4 - Determine meanings of words and phrases 5 – Analyze structure 6 – Analyze point of view	2 - Informative 3 - Narrative 10 – Range of writing	1 – Prepare and participate	1 - Conventions 3 – Knowledge of Language functions in context 5 – Figurative language, word relationships, and nuances 4 - Vocabulary
<b>Topical Essential Questions</b>	How do authors use various themes to create a complex text?  How do readers interpret craft and structure in order to determine meaning?	How does a writer use narrative techniques to convey one’s personal Identity?  How does a writer structure an essay to best convey an idea and evidence?	How can a person learn from and contribute to an academic conversation?	How do authors use the most appropriate vocabulary for their purpose?
<b>Enduring Understandings</b>	Personal statements, memoirs, anecdotes, and belief statements connect the reader to the writer by providing personality, vision, and voice.	Writers intentionally use literary techniques and structures to convey their theme and ideas to an intended audience.	Effective communication requires knowledge, clarification and support of ideas and questioning in a group setting.	Authors consider vocabulary knowledge including denotation, nuance, & etymology to create overall meaning.
<b>Assessments</b>	<b>Formatives</b>		<b>Summatives</b>	
	Diagnostic Assessment Interview Skills Read, Annotate, & Mark Narrative Text Mock Interview Collaborative Analysis Partner Interview Short memoirs Writing genres Fictional Character Resumes	Formatting resumes and cover letters Anecdotes Formal and Informal Language Belief Statements Career Vocabulary Narrative techniques Standard English Fictional Character Cover Letters Close Reading of Memoirs/narratives	<b>1. Analyzing Narratives</b> <ol style="list-style-type: none"> <li>a. Analyze theme</li> <li>b. Analyze structure</li> <li>c. Informative writing</li> </ol> <b>2. Generating Narratives</b> <ol style="list-style-type: none"> <li>a. Narrative writing</li> <li>b. Conventions</li> <li>c. Knowledge of language functions</li> </ol> <b>3. Developing Professionalism</b> <ol style="list-style-type: none"> <li>a. Informative writing</li> <li>b. Conventions</li> <li>c. Vocabulary</li> </ol>	
<b>Learning Targets</b>	<input type="checkbox"/> I can define and analyze theme and plot <input type="checkbox"/> I can determine how multiple themes in a text develop and interact to build on one another and produce a complex account <input type="checkbox"/> I can define and compose a summary <input type="checkbox"/> I can determine how an author chose to structure specific parts of a text & explain how the individual parts fit into the overall structure <input type="checkbox"/> I can analyze how an author’s choice of structuring specific parts of a text affects the overall meaning & creates an aesthetic impact			

	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose a topic and identify and select the most significant and relevant information to develop and share with my audience.</li> <li><input type="checkbox"/> I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me To organize my complex ideas so that each new element builds on what precedes it.</li> <li><input type="checkbox"/> I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s).</li> <li><input type="checkbox"/> I can present my information maintaining an objective tone and formal style that include nad introductions that previews what is to follow, supporting details, varied transitions and syntax, and a concluding statement/sections that supports the information presented.</li> <li><input type="checkbox"/> I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution).</li> <li><input type="checkbox"/> I can engage the reader by introducing one or more point(s) of view, the narrator, characters, setting (set the scene), and a problem, situation, or observation and its significance &amp; use narrative techniques to develop experiences, events, and/or characters.</li> <li><input type="checkbox"/> I can use descriptive words/phrases:reveal details, appeal to the senses, and convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li><input type="checkbox"/> I can sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events.</li> <li><input type="checkbox"/> I can create a coherent whole and build toward a particular tone and outcome using a variety of techniques</li> <li><input type="checkbox"/> I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure</li> <li><input type="checkbox"/> I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).</li> <li><input type="checkbox"/> I can apply common hyphenation conventions &amp; recognize that there are many different rules concerning hyphens.</li> <li><input type="checkbox"/> I can identify misspelled words and use resources to assist me in spelling correctly.</li> <li><input type="checkbox"/> I can recognize the difference between general academic words and phrases and domain-specific words and phrases</li> <li><input type="checkbox"/> I can acquire and use college and career readiness level academic and domain-specific words/phrases to demsonstrate proieiciency in reading, writing, speaking, and listening.</li> <li><input type="checkbox"/> I can consider vocabulary knowledge including denotation, nuance, etymology, etc and determine the most appropriate words or phrases to express overall meaning.</li> <li><input type="checkbox"/> I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</li> </ul>		
<b>Vocabulary Suggestions</b>	<b>Tier 2</b>		<b>Tier 3</b>
	Cite Context Coherent Articulated Communicate	Comprehend Express	Theme Story elements Point of view Dialogue Narrative techniques (devices)
<b>Recommended Text</b>	<p><b>StudySync Library</b></p> <ul style="list-style-type: none"> <li>- “ADHD and Me: What I Learned from Lighting Fires at the Dinner Table” by Blake E. S. Taylor</li> <li>- “Beyond Katrina: A Meditation on the Mississippi Gulf Coast” by Natasha Trethewey</li> <li>- “Enrique’s Journey” by Sonia Nazario</li> </ul>		

# 12th Grade Language Arts Frameworks 2015-2020

## 12th Grade - Unit 2 (Assessments 4 & 5) Semester 1

### Theme: How does perception impact everything?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1- Cite evidence 2- Central ideas 8– delineate/evaluate argument 9 – analyze source material	7-Research 8-Gather information from multiple sources 9 – Draw evidence to support	4– Present information	1, 2-Conventions
<b>Topical Essential Questions</b>	How does investigating authors' credibility and purpose assist in the evaluation of the usefulness of a source?	How do writers evaluate and answer their "burning questions", opinions and beliefs?  How do writers effectively create and support their claim using multiple sources?	How does a speaker present his/her findings in a compelling and effective way?	How do authors properly format citations?
<b>Enduring Understandings</b>	Understanding what a credible source is and how to use it as support validates a writers reasoning and point.	Writers create purposeful claims that are focused and detailed and support these claims with relevant reasoning and pieces of evidence.	Speakers organize their information and evidence to convey their perspective, using style and substance appropriate to their audience and purpose.	Authors use correct punctuation and spacing when citing sources.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	MLA Format College-level essay sample set Intro to formal academic research Thesis Topic Proposal Abstract	Integrating textual evidence Annotation Summary Source evaluation Reflection Works Cited	<b>1. Annotated Bibliography</b> <ol style="list-style-type: none"> <li>a. Evidence</li> <li>b. Theme</li> <li>c. Sources</li> <li>d. Conventions</li> </ol> <b>2. Research Project</b> <ol style="list-style-type: none"> <li>a. Evidence</li> <li>b. Argument</li> <li>c. Research</li> <li>d. Conventions</li> </ol>	
<b>Learning Targets</b>	<input type="checkbox"/> I can define textual evidence ("word for word" support) <input type="checkbox"/> I can define inference and explain how a reader uses textual evidence to reach a logical conclusion <input type="checkbox"/> I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. <input type="checkbox"/> I can analyze an author's words and determine multiple pieces of textual evidence that support both explicit and inferential questions. <input type="checkbox"/> I can determine places in the text that leave matters uncertain <input type="checkbox"/> I can define central idea (main point in a piece of writing) <input type="checkbox"/> I can determine two or more central ideas of a text. <input type="checkbox"/> I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning.			

- I can analyze how central ideas develop over the course of a text.
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.
- I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
- I can assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source.
- I can use advanced searches with multiple authoritative print and digital sources effectively to gather information needed to support my research.
- I can define plagiarism (using someone else's words/ideas as my own).
- I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings.
- I can determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas.
- I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quotes in my writing.
- I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).
- I can apply common hyphenation conventions
- I can recognize that there are many different rules concerning hyphens and use resources to assist me in hyphenating correctly.
- I can identify misspelled words and use resources to assist me in spelling correctly.
- I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.
- I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s).
- I can identify alternate or opposing claims that counter my argument.
- I can organize claims, counterclaims, reasons, and evidence into a logical sequence.
- I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both.
- I can present my argument in a formal style and objective tone.
- I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.
- I can provide a concluding statement/section that supports my argument.
- I can define research and distinguish how research differs from other types of writing.
- I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined
- I can choose several sources and synthesize information to answer my research inquiry.
- I can determine if I need to narrow or broaden my inquiry based on the information gathered.
- I can create a research paper/project to demonstrate an understanding of the subject under investigation

<b>Vocabulary Suggestions</b>	<b>Tier 2</b>		<b>Tier 3</b>	
	Truth Bias Format Enhance	Anticipate Substantial Integrate Objective	MLA APA Citation Credibility Explicit Implicit	Annotation Works Cited Research
<b>Recommended Text</b>	Annotated Bibliography examples Independent Research Articles			