

PLANNED COURSE

SUBJECT AREA: English

GRADE/COURSE: 12

Standard And Strand 1.1 Learning to Read Independently

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Before reading, locate and select various resources for a specific purpose.</p> <p>_____ Analyze and synthesize correlation of the text and graphic features of informational materials analyzing author's choices.</p> <p>_____ During reading, apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.</p> <p>_____ Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>_____ utilize the acquired reading vocabulary by determining the meaning of and use accurately, new word encountered in reading materials. Use a reference when appropriate.</p> <p>_____ understand the meaning of and apply key vocabulary.</p>	<p>Locate, evaluate, document and synthesize material from various multi-media sources using the MLA format.</p> <p>Demonstrate knowledge of new vocabulary words through their effective use in speaking and writing.</p> <p>Read and analyze selected works for author's purpose, literary techniques, and cultural connection.</p> <p>Properly enunciate and comprehend various genres, (e.g., prose, poetry, drama, etc.)</p> <p>Appropriate oration, enunciation, and self analysis of varying works.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u> Retesting Alternative evaluation Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentation Media Guest speakers/community resources</p>

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Standard And Strand 1.2 Reading Critically in All Content Areas

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Read and understand informational texts and documents: differentiate fact from opinion; distinguish between essential and nonessential information, make decisions and draw conclusions using established criteria; evaluate the text organization and content.</p> <p>_____ Use, understand and evaluate a variety of media; evaluate and select appropriate electronic media; critique the techniques of electronic media; use media to demonstrate understanding.</p> <p>_____ Produce accurate work in at least one literary genre that follows the conventions of the genre.</p>	<p>Critically evaluate various media for validity of purpose, quality of information, unity and coherence.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u></p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u></p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.3 Reading, Analyzing and Interpreting Literature

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Read and understand works of literature.</p> <p>_____ Evaluate author's use of literary elements.</p> <p>_____ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structure).</p>	<p>Evaluate and respond critically to fiction, nonfiction, drama, and poetry and analyze the effectiveness of the literary devices used by authors in those types of literature.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u> Retesting Alternative evaluation Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentation Media Guest speakers/community resources</p>

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Standard And Strand 1.4 Types of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Write short stories, poems and plays that consciously include: varying organizational methods and characteristic relevant illustrations; dialogue; literary conflict; varying literary characteristics; literary elements; literary devices; detailed descriptions.</p> <p>_____ Write complex informational pieces using: a well developed topic; precise language and specific detail; cause and effect; various models of development (e.g., definition, analogy); relevant graphics; primary and secondary sources.</p> <p>_____ Write persuasive pieces that: develop a clearly stated position/opinion; include pertinent documented evidence; develop reader interest; address reader arguments and concerns; select the method of development to best advance the argument or position to the audience.</p>	<p>Effectively communicate using various forms of written discourse, including, but not limited to:</p> <ul style="list-style-type: none">InformativeNarrativePersuasiveDescriptive	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u></p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u></p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
____ Maintain a written record (e.g., portfolio) organized by theme or topic which includes: activities, coursework, honors and interests. ____ Write a personal resume.		

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Standard And Strand 1.5 Quality of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Write with a sharp, distinct focus: identify topic, task and audience; maintain a single point of view.</p> <p>_____ Write using well developed and appropriate content: gather, verify and synthesize information; utilize the most effective format for purpose and audience; write fully developed paragraphs specific to the topic and relevant to the focus.</p> <p>_____ Write with effective and logical organization that supports unity and clarity.</p> <p>_____ Revise writing to improve: style, word choice, sentence variety; paragraph development; clarity of meaning; organization in the context of purpose, audience and genre.</p> <p>_____ Edit writing, using: correct spelling; appropriate mechanics and punctuation; proper syntax.</p> <p>_____ Present and/or defend written work for publication when appropriate.</p>	<p>Write with a clear, unified focus.</p> <p>Write with logical development of content.</p> <p>Write with coherency for organization and readability.</p> <p>Write with effective style.</p> <p>Write with mastery of grammatical conventions.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u> Retesting Alternative evaluation Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentation Media Guest speakers/community resources</p>

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Standard And Strand 1.6 Speaking and Listening

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Listen to others: ask clarifying questions; evaluate the relevancy of information, ideas and opinions; take notes.</p> <p>_____ listen to selections of literature (fiction and/or nonfiction); relate to previous knowledge; make predictions; summarize and reflect on content; identify and define new words and concepts; analyze and synthesize selections relating them to other selections heard or read.</p> <p>_____ speak, using skills appropriate to formal speech situations; adjust presentation according to audience and purpose; use effective verbal communication skills to create the desired impression or effect on the audience; adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</p>	<p>Respectfully listen and make pertinent comments germane to classroom discussions.</p> <p>Prepare speeches/presentations that exhibit organization, clarity, research, sense of audience, full and logical development of content, and effective communication skills.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u></p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u></p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Contribute to discussions: ask relevant, clarifying questions; enhance the discussion by introducing and responding with relevant, facilitating information, ideas and opinions; listen to and acknowledge the contributions of others; facilitate equitable participation by the total group; paraphrase and summarize as needed.</p> <p>_____ Participation in discussions/presentations: initiate conversation; present oral readings for a specific purpose; conduct interviews; participate effectively in formal interview situations; engage in informal debate on a particular topic; critically evaluate group discussion.</p> <p>_____ Use media for learning purposes: use various forms of media to obtain information for a particular intent; validate the impact of media on public opinion; utilize a variety of media to design and develop effective presentations for a specific purpose.</p>		

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Standard And Strand 1.7 Characteristics and Functions of the English Language

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Analyze the influence of historical events on the English language.</p> <p>_____ Evaluate language variations and their effect on societal groups.</p> <p>_____ Demonstrate an understanding of the role and influence of the English language within and across countries.</p>	<p>Explain the development and augmentation of the English language.</p> <p>Evaluate the English language for cultural, religious and ethnic influences.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u></p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u></p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.8 Research

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Select, refine and narrow a topic for research.</p> <p>_____ Locate information using appropriate sources/strategies: use a variety of reliable primary and secondary resources to research topic; evaluate the importance and quality of the sources; select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, observations, and computer media); use table of contents, indices, key words, cross references, and appendices; use traditional and electronic search tools.</p>	<p>Select, refine and narrow a topic for research.</p> <p>Utilize various sources and media to obtain relevant information.</p> <p>Develop a coherent thesis with relevant data to reinforce the main idea.</p> <p>Appropriately document information.</p>	<p>Writing assignments</p> <p>Formative/summative quizzes and tests.</p> <p>Frequent oral and independent reading.</p> <p>Completion of assigned tasks.</p> <p>Ongoing teacher assessments.</p> <p><u>Remediation</u> Retesting Alternative evaluation Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentation Media Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Organize, summarize and present the main idea from research: take notes relevant to the research topic; develop a thesis statement based on the research; anticipate the readers' problems or misunderstandings; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques (e.g., headings, graphics) to aid reader understanding.</p>		