

## Twelfth Grade Language Arts Core

### Intended Learning Outcomes

The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

#### 1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes

- a. Develop confidence in the ability to access text.
- b. Enjoy the processes and outcomes of reading and writing.
- c. Develop confidence in the ability to express ideas, emotions, and experiences.

#### 2. Demonstrate Appreciation for the Role of Language Arts

- a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
- b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
- c. Develop thinking and language acquisition together through interactive learning.
- d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

#### 3. Demonstrate Understanding of the Nature of Language

- a. Understand that language enhances and identifies human beings as meaning makers.
- b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
- c. Understand that language captures and records human aspirations and imagination.
- d. Understand that language is continuously evolving as a reflection of human evolution.
- e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
- f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

#### 4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate

- a. Give and seek information in conversations, in group discussions, and in oral presentations.
- b. Use questioning techniques to gain information.
- c. Participate in and report on small group learning activities.
- d. Develop and deliver individual presentations.
- e. Plan, present, and critique the oral delivery of information and persuasive argument.
- f. Plan, present, and critique dramatic readings of literary selections.

## **5** **LE** the Skills, Strategies , and Processes of Reading

- a. Develop an enjoyment for reading as a lifelong way to learn.
- b. Access background knowledge to prepare to read and enjoy texts.
- c. Use meta-cognition strategies during reading to monitor comprehension.
- d. Improve comprehension by using strategies when meaning breaks down.
- e. Retain information from and respond to text after reading.

## **6** **LE** the Skills, Strategies , and Processes of Writing

- a. Develop a distinctive writing voice.
- b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
- c. Develop reflective abilities and meta-awareness about writing.
- d. Use writing to discover and explore ideas.
- e. Develop collaborative writing skills to prepare for workplace writing.
- f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
- g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
- h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

## **Course Description**

The twelfth grade language arts course of study is for young adults who are preparing to enter the world of work, further training, or higher education. Vocabulary study focuses on word etymologies, and the incendiary nature of gender biased and racially/religiously/culturally biased language. The study of roots and affixes centers on Latin-based vocabulary. Reading continues to be taught, emphasizing literary analysis/criticism, historical commentary, political statements, and culturally and historically significant literary works. Writing to learn emphasizes cause and effect, analysis and refutation of opposing opinions, and important text connections. Revision and editing in written work are further refined, and inquiry becomes more meaningful as students approach graduation from school and entrance into the adult phase of their lives.

**Standard 1 (Reading) Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.**

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

- a. Analyze the meaning of words using etymologies (e.g., word origins and histories).  
Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).
- b. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian, Spanish, etc.).
- c. Distinguish between commonly confused words (i.e., *assure/ensure/insure; coarse/course; formally/formerly; later/latter; stationary/stationery*).

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).

- Evaluate the effectiveness of different text features in a variety of printed informational texts.
- Evaluate the effectiveness of diverse internal text structures in a variety of texts.
- Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.
- Evaluate multiple texts on the same topic for reliability and accuracy.

Objective 3 (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.

- Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting).
- Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).
- Analyze themes in literature and how they represent or comment on humanity or life in general.
- Evaluate the impact of setting and historical context on literary works.
- Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).
- Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).

**Standard 2 (Writing) Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.**

Objective 1 (Writing to Learn): Evaluate ideas and information to refine thinking through writing.

- Evaluate the merit of varied ideas and opposing opinions.
- Evaluate ideas and examine causes and effects.
- Evaluate connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to critique literary text and to evaluate informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)

Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).

Analyze information and systematically organize to support central ideas, concepts, and themes.

Convey a particular tone and voice through deliberate word choice.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.

Evaluate and revise for:

- Limited topic and controlling idea providing focus for extended pieces.
- Varied transitions that connect ideas within and between paragraphs.
- Correct use of active and passive voice. Formal or informal voice specific to purpose.
- Words particular to the topic supported within the text for ease of understanding.
- Concise sentence structure to enhance sentence fluency.

b. Edit for:

- Correct grade level spelling.
- Consistent and logical use of tenses.
- Correct punctuation of dialogue.
- Correct punctuation of direct quotations.
- Correct placement of modifiers.

**Standard 3 (Inquiry Research Oral Presentation) Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.**

Objective 1 (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.

Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).

Evaluate the reliability of the information with regard to context and bias.

Make inferences and draw conclusions based on data or evidence.

Evaluate, use, and cite primary and secondary sources.

Objective 2 (Written Communication of Inquiry): Write to evaluate and report research results.

Select an appropriate format to evaluate information, determine results and make recommendations.

Gather, evaluate, and organize research on a specific topic.

Support main points using a variety of convincing and relevant information.

Use informal and formal citations, where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Make oral presentations of research findings using visual media.

Evaluate audience, purpose, and information to be conveyed.

Anticipate and prepare to answer potential audience questions.

Respond effectively to audience questions and feedback, refuting counter-arguments.

Present information orally with poise and clear articulation. Enhance presentation with visual media.