

Language Arts/Reading
Grade Twelve (English and Postcolonial Literature)
First Nine Weeks Focus: Heroes and Monsters/Early to Middle English

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Text: <i>Adventures in English Literature (Athena Edition)</i></p> <p>Major works: <i>Beowulf, The Canterbury Tales</i></p> <p>II. Composition</p>	<p>Objectives related to literature: The following objectives are ongoing throughout the year and support the competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Reads and critiques classic and contemporary British literature and literature from Anglophone countries worldwide 2. Understands and expresses how literature is a reflection of societal, political, and religious ideas of an age 3. Investigates universal themes and issues common to humanity in classical and modern literature 4. Recognizes and analyzes the relationship of literature to other humanities <p>The following compositional objectives are ongoing and support the corresponding competencies in the next column:</p> <ol style="list-style-type: none"> 1. Understands and practices the reading-writing connection. 2. Uses the writing process individually and cooperatively: prewriting, drafting, revising, editing, and publishing 3. Writes for audience and/or purpose: transactive (report, college letters); expressive (diary or journal); imaginative (story, poem); narrative (personal experience, college essay), expository (essay, college essay), persuasive (editorial) 4. Generates ideas about a topic for the purpose of writing 5. Varies writing style, including vocabulary and sentence structure for different audiences and purposes, and writes standard English sentences 6. Establishes in first nine weeks and maintains throughout the year a writing portfolio containing pieces in progress and finished products, and evaluates them for growth in writing 	<p>Competencies regarding literature: The student will write an essay which demonstrates</p> <ol style="list-style-type: none"> 1. how a universal theme is portrayed similarly 2. how the differences in the portrayal of the theme reflect the social, political and religious characteristics of the culture or time period 3. how the theme relates to the student's own experiences <p>The theme should be supported with references to three works, in which the student will</p> <ol style="list-style-type: none"> 1. identify a common theme 2. examine the different cultural influences on the development of the theme 3. explain how the student's own experiences influence his/her understanding of the theme <p>Ongoing competencies regarding composition:</p> <p>A. In response to a prompt on a literary topic in a timed writing situation, the student will produce a multi-paragraph essay that</p> <ol style="list-style-type: none"> 1. develops a thesis with an appropriate organizational pattern 2. supports the thesis with appropriate quotations and references to the given text 3. shows an awareness of how literary devices and/or literary elements contribute to meaning 4. exhibits the conventions of standard written English <p>B. Given a literary selection such as clearly identified verse form (e.g. Anglo-Saxon poetry, ballad, sonnet) or a prose passage with a clearly identified style typical of its genre or time, the student will write an original piece by modeling or parodying the devices and organizational pattern of the original work.</p>

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COMPONENT	OBJECTIVES	COMPETENCY
III. Language/Word Study	<p>The following ongoing language and word study objectives support the competency in the adjacent column:</p> <ol style="list-style-type: none"> 1. Studies etymologies of English words as they relate to various world cultures and languages in order to appreciate cultural diversity 2. Expands vocabulary through reading and writing 3. Practices completing analogies that contain both abstract and concrete word relationships 	<p>Ongoing competencies regarding language and word study: The student will develop and maintain a personal vocabulary list/notebook that will include:</p> <ol style="list-style-type: none"> 1. the etymologies of words as they relate to other cultures and languages 2. difficult words and their meanings; 3. required vocabulary 4. analogies and analogous relationships
IV. Listening/Speaking/Viewing	<p>The following objectives support the competency in the adjacent column:</p> <ol style="list-style-type: none"> 1. Analyzes and evaluates media presentations or live performances by the characteristics appropriate to the medium 2. Develops an awareness of, and sensitivity to, the various dialects, accents, and speech patterns indigenous to a multicultural community 	<p>Competencies regarding listening, speaking and viewing: The student will choose a film or a television show, or attend a live performance of a play, musical or opera, and prepare and present an oral review which includes:</p> <ol style="list-style-type: none"> 1. a summary of the content of the presentation 2. an interpretation of the work adapting techniques used in literary analysis 3. the student's personal response and evaluation of the performance as art and entertainment
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>First nine-week objectives include the following:</p> <ol style="list-style-type: none"> 1. Uses effective reading strategies in a variety of informational contexts: 2. Determines the main idea and supporting details in a variety of written material 3. Analyzes and applies information from technical or scientific writing 	<p>Competencies include:</p> <p>A. The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests and standardized tests including the ASVAB, SAT, ACT, SAT II, and AP tests.</p> <p>B. The student will participate in the college admissions process by continuing a personal file that reflects needs, interests, and post-graduate goals. the file should include college application forms, as well as an autobiographical essay, an updated résumé, and an essay suitable for use with a college application.</p>

Language Arts/Reading
Grade Twelve (British and Postcolonial Literature)
Second Nine Weeks Focus: Exploring Human Nature/Renaissance and the Birth of Modern English

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Major works: Shakespeare: plays chosen from <i>Hamlet</i>, <i>The Tempest</i>, <i>Henry V</i>, <i>Taming of the Shrew</i>, <i>Lear</i></p> <p>II. Composition</p>	<p>The following objectives are ongoing and support the corresponding competency in the next column:</p> <ol style="list-style-type: none"> 1. Recognizes relationships between form and content 2. Recognizes and determines how literary devices (figurative language, poetic devices, tone, symbolism, irony, satire, foreshadowing, and flashback) contribute to meaning in literature 3. Evaluates how the literary elements of plot, setting, characterization, point of view, and theme contribute to meaning in literature <p>The following compositional objectives support the corresponding competency in the next column:</p> <ol style="list-style-type: none"> 1. Demonstrates competence in defending a thesis in debate or in multi-paragraph compositions using a variety of organizational patterns to include: <ol style="list-style-type: none"> a. comparison and/or contrast b. cause and effect c. definition d. classification e. argumentation f. order of importance g. chronological order h. spatial relationships 2. Composes responses to questions pertaining to literary elements or devices 3. Uses ideas from literature to write about his/her life; expressing an understanding of the relationship between literature and personal experience 4. Writes a résumé and essay suitable for employment or college application 5. Identifies and applies an appropriate set of criteria for evaluating the student's own writing and the writing of peers 	<p>Competencies regarding literature: The student will select one piece that has been discussed in class during the quarter and write an essay of five paragraphs or more that</p> <ol style="list-style-type: none"> 1. traces the development of dynamic character(s) 2. analyzes the dynamic character(s) and plot, setting, characterization, point of view, and/or theme 3. explains the use of literary devices and figurative language <p>Ongoing competencies regarding composition include the student's ability to produce at any time a multi-paragraph expository or persuasive essay appropriate for audience and purpose that contains:</p> <ol style="list-style-type: none"> 1. a clear and definite thesis statement 2. an effective introduction and conclusion 3. fully developed paragraphs which include details that support the thesis 4. appropriate transitional devices and varied sentence lengths 5. demonstrable awareness of voice 6. vivid word choice 7. use of appropriate literary devices 8. formatting according to the conventions of standard written English

Language Arts/Reading
Grade Twelve (British and Postcolonial Literature)
Third Nine Weeks Focus: The Garden of Eden and British Romanticism

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Poetry: Blake, Coleridge, Wordsworth, Byron, Shelley, Keats, Tennyson, Yeats, Dylan Thomas</p> <p>Novels: Mary Shelley, Jane Austen, Charlotte Bronte</p> <p>Stories: Henry James, R.L. Stevenson, Oscar Wilde, James Joyce, Virginia Woolf, D.H. Lawrence, George Orwell</p> <p>II. Composition</p>	<p>The following objectives support the accompanying competency:</p> <ol style="list-style-type: none"> 1. Determines how syntax, semantics, and diction contribute to meaning 2. Draws inferences from literary works about the ideas and attitudes of the authors who wrote them 3. Identifies, compares, and contrasts philosophies, ideas, and themes of various works 4. Reads and incorporates literary criticism as an aid in the understanding of a work <p>The following objective supports the accompanying competency.</p> <ol style="list-style-type: none"> 1. Compiles information from a variety of sources, and organizes information into a cohesive, fully documented investigative paper on a literary topic 	<p>The following competency is ongoing: Given a familiar or unfamiliar narrative selection such as a short story, a long narrative poem, or a chapter or segment from a novel, the student will write a multi-paragraph essay that</p> <ol style="list-style-type: none"> 1. analyzes the relationship of form and content 2. shows how plot, setting, characterization, point of view, theme, syntax, diction and literary devices contribute to meaning. <p>The following competency is ongoing: The student will write a seven- to ten-page paper that</p> <ol style="list-style-type: none"> 1. relates several works to a selected theme as well as to the student's own values 2. uses literary criticism as appropriate 3. documents and attributes according to recognized academic standards such as AP or MLA 4. provides a works cited or bibliography page

**Language Arts/Reading
Grade Twelve (British and Postcolonial Literature)
Third Nine Weeks Focus: The Garden of Eden and British Romanticism**

COMPONENT	OBJECTIVES	COMPETENCY
III. Language/Word Study	<p>Objectives related to language and word study are ongoing from previous nine weeks. The following language and word study objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Uses various strategies for personal vocabulary growth through context clues, structural analysis, creation of word lists 2. Incorporates new vocabulary in written and oral work 3. Recognizes biased language, and culture-specific words and phrases 	<p>Students will implement the strategy of metacognition during reading, to achieve awareness and understanding of how they think and use strategies during reading and writing.</p>
IV. Listening/Speaking/Viewing	<p>The following objective supports competencies listed in the adjacent column:</p> <ol style="list-style-type: none"> 1. Analyzes and critiques in written or oral form a variety of short audio-visual presentations 2. Designs and delivers an oral presentation for a specific purpose using effective verbal and non-verbal techniques 3. Creates and delivers a five-minute PowerPoint presentation to a given prompt. 	<p>Competencies regarding listening, speaking and viewing ongoing from previous weeks</p>
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>The ongoing objectives following, as strategies both within an individual selection and among a variety of selections, support the adjacent competency:</p> <ol style="list-style-type: none"> 1. Determines the following in a reading selection: stated or implied main idea; sequence of events or ideas; stated or implied cause or effect ; fact/opinion; generalization; conclusion 2. varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) 3. monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) 	<p>Competencies regarding informational reading, information literacy, study and test-taking: The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests and standardized tests, such as the ASVAB, SAT, Act and AP tests.</p>

Language Arts/Reading
Grade Twelve (British and Postcolonial Literature)
Fourth Nine Weeks Focus: The Aftermath of the British Empire

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Stories: Alan Paton, Wole Soyinka, Witi Ihimaera</p> <p>Novels: Chinua Achebe, Bessie Head, Jamaica Kincaid,</p> <p>Poetry: Derek Walcott</p> <p>II. Composition</p>	<p>The following objectives are in addition to the ones for the preceding quarters.</p> <ol style="list-style-type: none"> 1. Relates concepts in literature to personal and cultural value and experiences 2. Reads additional literary selections to enrich understanding 3. Develops the habit of reading as a lifelong activity or as part of a class study <p>The following objectives are ongoing and also support the competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Responds directly and efficiently to a prompt in a timed writing 2. Uses computers and related technology as available for the writing process 	<p>All competencies regarding literature ongoing from preceding quarters.</p> <p>After keeping a portfolio of writing, the student will prepare and submit a “presentation portfolio” that will include:</p> <ol style="list-style-type: none"> 1. products that reflect the writing process, peer editing and evaluation 2. a variety of modes of writing appropriate to audience and purpose to include transactive, expressive, imaginative, narrative, expository, and persuasive 3. the use of at least four organizational patterns selected from among <ol style="list-style-type: none"> a. comparison and/or contrast b. cause and effect c. definition d. classification e. argumentation f. order of importance g. chronological order h. and/or spatial relationships 4. the student’s reflective explanation for each choice

**Language Arts/Reading
Grade Twelve (British and Postcolonial Literature)
Fourth Nine Weeks Focus: The Aftermath of the British Empire**

COMPONENT	OBJECTIVES	COMPETENCY
III. Language/Word Study	<p>Objectives related to language and word study are ongoing from previous nine weeks. The following language and word study objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Employs vocabulary building books, flash cards, word games, word lists and other strategies for actively increasing vocabulary 2. Collects vocabulary from reading and uses it appropriately in compositions 	<p>Students will write stories, poems and essays employing word pools, lists of words , and vocabulary from books and stories being read</p>
IV. Listening/Speaking/Viewing	<p>The following listening, speaking and viewing objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Creates and/or develops an awareness of, and sensitivity to, the various dialects, accents, and speech patterns indigenous to a multicultural community 2. Recognizes and examines techniques of hidden persuasion in commercial movies and television shows 	<p>The students will select an audio-visual presentation and prepare and deliver a reaction speech at least three minutes in length. The speech should use terminology appropriate to the medium and include a discussion of how the denotative and connotative properties of words in combination with visual images can create bias in audiences for political or other purposes</p>
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>Ongoing objectives include the following reading strategies for test-taking purposes, both within an individual selection and among a variety of selections.</p> <ol style="list-style-type: none"> 1. Determines the following in a reading selection: stated or implied main idea; sequence of events or ideas; stated or implied cause or effect ; fact/opinion; generalization; conclusion 2. varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) 3. monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) 	

**Language Arts/Reading
Grade Ten (World Literature)
ESOL Modifications**

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI. Modifications for Students with English Language Learners/Limited English Proficiency/ESOL</p>	<ol style="list-style-type: none"> 1. LEP students will work in small groups and one on one instruction specifically designed to improve English-language reading, writing and conversation skills. 2. LEP students of Levels 3 and 4 in mainstream English classes will be taught using the following strategies: <ol style="list-style-type: none"> a. Students will be guided in their reading b. Students will read in groups with native English speakers c. Students will read along with audio book cassettes d. Students will read simplified versions of texts e. Shortened vocabulary list requirement f. Alternate assessment for reading comprehension (short answer vs. essay, etc.) 3. LEP students of Levels 1 and 2 will receive additional skill and content support from ESOL teacher 4. LEP students of Levels 1 and 2 will be given extended time on assignments and assessments 5. LEP students will be allowed the use of a bilingual dictionary or glossary where appropriate (i.e., not on a definitions test) 6. LEP students of Levels 1-4 will work with content read and reworded, adapted to the student's proficiency level 7. LEP students of Levels 1 and 2 make have examinations questions read out loud to them and reworded for comprehension 8. LEP students of Levels 1 and 2 will have a separate testing location 	<p>Level 1 and 2 English Language Learners will acquire language arts proficiency as swiftly as possible to be able to participate in the mainstream classroom. Level 3 and 4 ELLs will attain sufficient fluency to take tests and do classwork as assigned to fluent English speakers. The proficiency level of LEP students will be taken into account in assessment of grammar and mechanics on written assignments, but progress will be measured and monitored at appropriate intervals over the course of the year.</p>