

Bemidji Area Schools English Language Arts Grade 12 Outcomes

L E V E L	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
12	4. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Writing <ul style="list-style-type: none"> Expository Composition: <u>Discovering Your Voice</u> Literature <ul style="list-style-type: none"> Core Literature and menu of choices (available online at: http://www.bemidji.k12.mn.us) 	Choose from: <ul style="list-style-type: none"> Expository, analysis, argument, persuasion essays Panel, roundtable, or literary circle Tests, quizzes Short answer responsive Graphic organizers Role play Symbolic/artistic representation Impromptu speech
12	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
12	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
12	4. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
12	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
12	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		

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12	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Core Literature and menu of choices (available online at: http://www.bemidji.k12.mn.us)	<ul style="list-style-type: none"> Film compare and contrast
12	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		<ul style="list-style-type: none"> Essay, short answer, test, quiz, discussion
12	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	Literature <ul style="list-style-type: none"> Excerpts from <u>Rez Road Follies</u> <u>Night Flying Woman</u> <u>Braided Lives, An Anthology</u> 	
12	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of grade 12, read and comprehend literature and other texts including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <ol style="list-style-type: none"> Self-select texts for personal enjoyment, interest, and academic tasks. Read widely to understand multiple perspectives and pluralistic viewpoints. 	Literature <ul style="list-style-type: none"> Reading group novel choice Independent reading exploration 	<ul style="list-style-type: none"> Lit circle notes and discussion Senior Project: Authentic Assessment, choices
12	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Literacy <ul style="list-style-type: none"> Research for Senior Project 	
12	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Literacy <ul style="list-style-type: none"> Research for Senior Project 	

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12	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Literature · Writing <ul style="list-style-type: none"> • Reading and • <u>Analyzing Non-Fiction</u> • ID Voice: Vision: Identity 	Choose from: <ul style="list-style-type: none"> • Analysis essay • Role play • Panel or roundtable discussion • Tests, quizzes • Graphic organizers • Short answer response and lit circle discussion • Symbolic/artistic representation • Impromptu speech
12	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).		
12	5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
12	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
12	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		
12	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		
12	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	N/A	N/A

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12	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> Research for Senior Project 	<p>Literature</p> <ul style="list-style-type: none"> Senior Project: Authentic assessment choices, essay, and presentation
12	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Literature</p> <ul style="list-style-type: none"> <u>ID Voice: Vision & Identity</u> <u>Introduction to Literacy Theory</u> Reading and analyzing <u>Non-Fiction</u> Research for Senior Project – individual student-driven Expository composition: <u>Discovering Your Voice</u> 	<p>Literature</p> <ul style="list-style-type: none"> Senior Project: Authentic assessment choices, argument essay, and presentation Conferences Writing workshop Lit circle/peer edits Discussion

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12	7. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Writing</p> <ul style="list-style-type: none"> • Senior Project: Journal of Reflection Required original creative non-fiction <i>and</i> Good writing practice pieces in genres <ul style="list-style-type: none"> – Descriptive – Expository – Narrative – Persuasive 	<p>Writing</p> <ul style="list-style-type: none"> • 6 Traits of Writing • Writer's checklist on portfolio pieces • Writer's workshop conferences and formal checks • Peer and self checklists specific to genre and skills

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12	7. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 	Writing <ul style="list-style-type: none"> Senior Project: Journal of Reflection Original poetry and short stories 	Writing <ul style="list-style-type: none"> 6 Traits of Writing Writer's checklist on portfolio pieces Writer's workshop conferences and formal checks Peer and self checklists specific to genre and skills Journal of Reflection and Good Writing Portfolio with multiple examples of writing in <u>authentic form</u> and <u>genre form</u> Publication and presentation
12	7. WRITING	4. Produce clear and coherent	3. Produce clear and coherent writing in which the	Writing	Writing

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		writing in which the development, organization, and style are appropriate to task, purpose, and audience.	development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> Senior Project: Journal of Reflection: 	<ul style="list-style-type: none"> 6 Traits of Writing Writer’s checklist on portfolio pieces Writer’s workshop conferences and formal checks Peer and self checklists specific to genre and skills Journal of Reflection and Good Writing Portfolio with multiple examples of writing in <u>authentic form</u> and <u>genre form</u> Publication and presentation
12	7. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	4. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 75.)		
12	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Literature <ul style="list-style-type: none"> ID Voice: Vision: Identity 	Literature <ul style="list-style-type: none"> PowerPoint, music or other Internet supported technology and artistic presentation

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12	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		<ul style="list-style-type: none"> Senior Project: Authentic assessment choices, essay, and presentation
12	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Literature <ul style="list-style-type: none"> ID Voice: Vision: Identity 	<ul style="list-style-type: none"> Senior Project: Authentic assessment choices, essay, and presentation
12	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”). 		
12	7. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <ol style="list-style-type: none"> Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 	Writing <ul style="list-style-type: none"> <u>Writing Down the Bones</u> Various poetry and song lyrics; student generated 	Writing <ul style="list-style-type: none"> Writer’s workshop Good writing practice Authentic assessment choices

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12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Literature</p> <ul style="list-style-type: none"> • <u>ID Voice: Vision: Identity</u> • <u>Night Flying Woman</u> • <u>Rez Road Follies</u> • <u>Menu of film choices</u>, both documentary and drama 	<p>Choose from menu of:</p> <ul style="list-style-type: none"> • Group presentations • Menu of discussion options • Dramatic and artistic interpretations • Multiple source group presentations
12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	1. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p>Literature</p> <ul style="list-style-type: none"> • <u>ID Voice: Vision: Identity</u> • <u>Menu of film choices</u>, both documentary and drama 	<p>Choose from menu of:</p> <ul style="list-style-type: none"> • Group presentations • Menu of discussion options
12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	2. Evaluate a speaker's point of view, reasoning, intended audience , and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p>Literature</p> <ul style="list-style-type: none"> • Great Speeches by American Women 	<p>Choose from menu of:</p> <ul style="list-style-type: none"> • Dramatic and artistic interpretations • Multiple source group presentations

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12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. While respecting intellectual property , present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., persuasion, argumentation, debate).	Literature <ul style="list-style-type: none"> • <u>ID Voice: Vision: Identity</u> • <u>Menu of film choices</u>, both documentary and drama • Great Speeches by American Women 	Choose from menu of: <ul style="list-style-type: none"> • Group presentations • Menu of discussion options • Dramatic and artistic interpretations Multiple source group presentations
12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	5. Adapt speech to a variety of contexts, audiences , tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 75 for specific expectations.) <ol style="list-style-type: none"> Apply assessment criteria to evaluate oral presentations by self and others. 	Writing · Literature <ul style="list-style-type: none"> • Grad speeches: contemporary and classic • Best movie speeches • Great speeches <u>by American Women</u> 	Writing · Literature <ul style="list-style-type: none"> • Slam poetry competitions • Grad speeches • Impromptu speeches
12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	6. Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. <ol style="list-style-type: none"> Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain. Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages. Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices. 	Writing · Literature <ul style="list-style-type: none"> • Reading and analyzing <u>Non-Fiction</u> • Student-generated examples: print, internet, and other 	<ul style="list-style-type: none"> • Symbolic and artistic representation • Menu of discussion options • Essay

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12	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	8. As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire). a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses. b. Publish the work and share with an audience.	Writing · Literature <ul style="list-style-type: none"> Research for: Senior Project: authentic assessment choices, essay and presentation <i>And</i> Senior Project: Journal of Reflection 	Literature <p>Senior Projects:</p> <ul style="list-style-type: none"> Authentic assessment choices, essay and presentation <p>Writing</p> <ul style="list-style-type: none"> Journal of Reflection
12	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	STUDENT GENERATED Literature <ul style="list-style-type: none"> Senior Projects: Authentic assessment choices, essay, and presentation <p>Writing</p> <ul style="list-style-type: none"> Senior Project: Journal of Reflection 	Literature <p>Senior Projects:</p> <ul style="list-style-type: none"> Authentic assessment choices, essay, and presentation <p>Writing</p> <ul style="list-style-type: none"> Journal of Reflection
12	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.		

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12	11. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Literature <ul style="list-style-type: none"> Senior Project: Authentic assessment choices, essay, and presentation Writing Journal of Reflection	Literature <ul style="list-style-type: none"> Senior Project: Authentic assessment choices, essay, and presentation Writing <ul style="list-style-type: none"> Journal of Reflection
12	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Literature · Writing Courses <ul style="list-style-type: none"> Research for Senior Project 	
12	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> <u>The Lyric Library</u> Student choice poetry and songs 	P. Writing Course <ul style="list-style-type: none"> Original Creative Non-Fiction Poetry Narrative writings

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12	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Literature · Writing Course <ul style="list-style-type: none"> Core choices 	Literature <ul style="list-style-type: none"> Senior Project: Authentic assessment choices, and essay Writing <ul style="list-style-type: none"> Journal of Reflection