

**SPEED S.E.J.A #802**  
 Reading Curriculum  
 12th Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 1: Read with understanding and fluency.</b>  <b>STANDARDS: A. Apply word analysis and vocabulary skills to comprehend selections.</b>  <b>BENCHMARKS: 1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.  <b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p><b>STANDARDS: B. Apply reading strategies to improve understanding and fluency.</b>  <b>BENCHMARKS: 1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.  <b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.  <b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.  <b>1.B.5d</b> Read age-appropriate material with fluency and accuracy</p> <p><b>STANDARDS: C. Comprehend a broad range of reading materials.</b>  <b>BENCHMARKS: 1.C.5a</b> Use questions and predictions to guide reading across complex materials..  <b>1.C.5b</b> Analyze and defend an interpretation of text.  <b>1.C.5c</b> Critically evaluate information from multiple sources.  <b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.  <b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).  <b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>		
<p>Analyze and interpret specialized vocabulary/terminology.</p> <p>Apply knowledge of word origins and derivations in a variety of practical settings.</p> <p>Determine the relationship(s) between pairs of words in analogous statements.</p> <p>Extend ideas and enrich vocabulary through</p>	<p>Using dictionary.</p> <p>Discussing</p> <p>Taking notes</p> <p>Cooperative learning</p> <p>Sharing</p>	<p><b>1A.J - A Vocabulary Word a Day</b> </p> <p>Students will develop their own vocabulary list by presenting to the class one vocabulary word each day from their reading.</p> <p>Worksheets</p> <p>Large Group Review</p> <p>Discussion participation</p>

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<p>independent exploration of words.</p> <p>Select/use strategies to analyze the meaning of abstract concepts to facilitate comprehension.</p> <p>Relate reading to self, world, and other texts and experiences and make connections to related information.</p> <p>Use both implicit and explicit information to form an interpretation of text.</p> <p>Define the characteristics and structures of a variety of complex literary genres and analyze how genre affects the meaning and function of the texts.</p> <p>Compare the author's strategies and organizational patterns in a variety of compositions.</p> <p>Analyze and compare a variety of texts for purpose, structure, content, detail, and effect.</p> <p>Demonstrate fluency with age-appropriate materials.</p> <p>Select and read books for recreation.</p> <p>Use preview questions and predictions to guide reading across complex materials and confirm or</p>	<p>Practicing</p> <p>Journal writing</p> <p>Cooperative Learning</p> <p>Oral discussion</p> <p>Vocabulary activities</p> <p>Constructing character attribute webs</p> <p>Writing activities related to the novel</p> <p>Read variety of novels</p> <p>Graphic organizers</p> <p>Vocabulary activities</p> <p>Reading short stories</p> <p>Journal writing</p> <p>Use of tape recorder to listen and follow along with the text</p> <p>Videos</p> <p>Answer comprehension questionns</p>	<p>Pre- tests</p> <p>Flashcards</p> <p>Teacher made tests</p> <p>After reading selections from Emerson and Thoreau, students will develop an analysis of the readings.</p> <p>Students will survey the books they have read and select one to present to their high school's English Department for adoption as a classroom text.</p>

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<p>deny predictions.</p> <p>Use topic, theme, organizational pattern, context, and point of view to guide interpretation.</p> <p>Analyze and defend an interpretation of text by integrating interpretation with text-based support.</p> <p>Evaluate how authors and illustrators use text and art to express their ideas.</p> <p>Critically evaluate information from multiple sources.</p> <p>Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>Analyze the techniques and effects of writing strategies.</p> <p>Synthesize key points and supporting detail to form conclusions.</p> <p>Analyze tables, graphs, diagrams, and/or maps for accuracy and relevancy for text support.</p> <p>Construct tables, graphs, and/or maps that are accurate and support written text.</p> <p>Recognize types of writing (e.g., expository,</p>		

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persuasive, narrative).

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<p><b>STATE GOAL 2: Read and understand and literature representative of various societies, eras and ideas.</b></p> <p><b>STANDARDS: A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>BENCHMARKS: 2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> <p><b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.</p> <p><b>2.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p> <p><b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p><b>STANDARDS: B. Read and interpret a variety of literary works.</b></p> <p><b>BENCHMARKS: 2.B.5a</b> Analyze and express an interpretation of a literary work.</p> <p><b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p>Class Discussions</p> <p>Teacher/Student directed activities</p> <p>Outside library</p> <p>Textbooks</p> <p>Computer software</p> <p>Internet activities</p>	<p><b>BURKE'S PENTAD AND LITERARY ANALYSIS</b></p> <p>Each student will read a work of literature and answer the questions from Burke's Pentad as preparation for the writing of an evaluation of the author's writing technique and intended message.</p> <p>▶ The Text and the Times <input checked="" type="checkbox"/></p> <p>Students will read two selections about similar topics, situations or problems, but written by different authors and analyze the authors' treatments of the topic.</p>
<p>Evaluate how the author uses literary elements and techniques to achieve the intended effect.</p> <p>Support assertions with evidence from the text.</p> <p>Critique the author's style or form.</p> <p>Evaluate an understanding of the interrelationships among reader, author, form, and text.</p> <p>Evaluate how a text reflects a culture, society, or historical period.</p> <p>Analyze and compare ideas and impressions communicated through a variety of literary works.</p>		

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Evaluate an interpretation by linking the interpretation to specific aspects of the text.

Demonstrate how a text reflects its time, place, and circumstances.

Construct connections to relevant aspects of contemporary and historical human experience.

Evaluate the treatment of issues in works from varying historical periods and cultural perspectives.

Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).

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**STATE GOAL 3: Write to communicate for a variety of purposes.**

**STANDARD: A Use correct grammar, spelling, punctuation, capitalization and structure.**

**BENCHMARKS: 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.**

**STANDARD: B Compose well-organized and coherent writing for specific purposes and audiences.**

**BENCHMARKS: 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.**

**STANDARD: C Communicate ideas in writing to accomplish a variety of purposes.**

**BENCHMARKS: 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.**

**3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).**

<p>Edit/revise draft documents to more effectively communicate the intended message.</p> <p>Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences.</p> <p>Use appropriate style manuals and guides (e.g., MLA, APA).</p> <p>Format documents in final form for submission and/or publication.</p> <p>Proofread for c Organize around a structure appropriate to purpose, audience, and context.</p>	<p>Worksheets</p> <p>Teacher made activities</p> <p>Interactive Games</p> <p>Class discussion</p> <p>Teacher/student Directed Activities</p> <p>Educational films</p> <p>Work samples</p> <ul style="list-style-type: none"> <li>-Dioramas</li> <li>-Mobiles</li> <li>-Posters</li> <li>-Reports</li> </ul>	<p>Each student will read a work of literature and answer the questions from Burke's Pentad as preparation for the writing of an evaluation of the author's writing technique and intended message</p> <p>Tests</p> <p>Quizzes</p> <p>Each student will write an expository theme on a topic chosen by the teacher or selected through a classroom activity such as brainstorming. (Writing with Symbols, or Boardmaker pictures)</p> <p>Each student will write a letter to the editor of his/her local newspaper in which he/she addresses a current issue in the community</p>
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<p>Compose a clear thesis/claim that contains the main idea in an essay.</p> <p>Communicate the intended message.</p> <p>Elaborate ideas.</p> <p>Employ appropriate editing and revision strategies.</p> <p>Evaluate and demonstrate the use of figurative language.</p> <p>Critique word and/or technique choices.</p> <p>Publish writing using an appropriate format.</p> <p>Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.</p> <p>Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.</p> <p>Accomplish the assumed purpose (e.g., job application, resume, petition).</p> <p>Apply appropriate format and structure that effectively address a variety of real-life</p>		<p>Tests Quizzes</p>

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<p>situations.</p> <p>Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.</p> <p>Evaluate a variety of compositions for purpose, structure, content, and details.</p>		

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**STATE GOAL 4: Listen and speak effectively in a variety of situations.**

**STANDARDS: A. Listen effectively in formal and informal situations.**

**BENCHMARKS: 4.A.5a** Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.

**4.A.5b** Use techniques for analysis, synthesis, and evaluation of oral messages.

**STANDARDS: B. Speak effectively using language appropriate to the situation and audience.**

**BENCHMARKS: 4.B.5a** Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

**4.B.5b** Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals .

**4.B.5c** Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).

**4.B.5d** Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills)

<p>Demonstrate understanding of materials, concepts, and ideas.</p> <p>Analyze, synthesize, and evaluate information.</p> <p>Analyze possible alternative viewpoints related to the content of verbal presentations (e.g., debates).</p> <p>Develop and ask questions related to the content and purpose of oral/media presentations.</p> <p>Paraphrase and/or summarize information with appropriate editorial comment.</p> <p>Critique the relationship between a speaker's</p>	<p>Reading short stories for enjoyment and to improve comprehension.</p> <p>Journal-Writing on course related subjects.</p> <p>Internet research</p> <p>Completing: Applications, Job applications, Business Letters and Resumes.</p> <p>Interactive learning experiences.</p> <p>Teacher/Student directed activities.</p> <p>Textbooks</p> <p>Computer software</p>	<p>Each student will listen to a 3 – 5 minute speech given by a fellow student and will fill out an evaluation sheet based on the content and purpose of the speech.</p> <p>End of chapter/Unit Tests.</p> <p>Quarterly Projects.</p> <p>Observations/Written assignments.</p> <p>Student portfolios</p> <p>Class participation</p> <p>Group related projects</p> <p>Informal oral presentation using portfolio cover</p>
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verbal communication skills

Use effective non-verbal feedback (response) strategies.

Use a variety of verbal and non-verbal cues.

Speak clearly and confidently (e.g., use good volume, eye contact, body language).

Use appropriate grammar, word choice, and pacing.

Demonstrate effective use of visual aids and available technology.

Analyze possible discussion roles; select, evaluate, and reselect as appropriate.

Analyze information to make appropriate predictions and judgments.

Internet activities

Projects/Annotated research

as a graphic aid

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**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**  
**STANDARDS: A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.**

**BENCHMARKS: 5.A.5a** Develop a research plan using multiple forms of data.  
**5.A.5b** Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**  
**STANDARDS: B. Analyze and evaluate information acquired from various sources.**

**BENCHMARKS: 5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.  
**5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

**STANDARDS: C. Apply acquired information, concepts and ideas to communicate in a variety of formats.**

**BENCHMARKS: 5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.  
**5.C.5b** Support and defend a thesis statement using various references including media and electronic resources.

<p>Survey a subject and select a topic.</p> <p>Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).</p> <p>Evaluate a number of informational sources for relevancy and accuracy.</p> <p>Develop, collect, and analyze various kinds of information related to a topic.</p> <p>Organize information for a presentation.</p> <p>Follow appropriate style manual accurately (e.g.,</p>	<p>Survey topics</p> <p>Outlines</p> <p>Internet hunt</p> <p>Using search engines</p> <p>Write reports</p> <p>Internet research</p> <p>Worksheets</p> <p>Field trips</p>	<p>Each student will complete a research paper which follows the conventions of the selected format (e.g. MLA, APA, Chicago Manual of Style).</p> <p>Each student will analyze the information gathered for the research paper from 5A – Stage J and will select the information to include in the report.</p> <p>The student will develop a multimedia to accompany the speech developed for ELA Standard 4B.J and will present the speech with a multimedia accompanying and enhancing the presentation. Rubrics</p>
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<p>APA, MLA).</p> <p>Identify information most pertinent to task.</p> <p>Develop simple conclusions based on inductive and/or deductive reasoning.</p> <p>Defend relevant information by linking it to the problem and/or area requiring clarification.</p> <p>Cite all source(s) of quoted and borrowed information.</p> <p>Develop a bibliography and a works/sources cited page using an appropriate format.</p> <p>Use multiple, reliable sources to develop and support major ideas in an oral or multimedia presentation.</p> <p>Choose, evaluate, and use multiple primary and secondary sources.</p> <p>Organize, edit, and revise information for presentation to an audience.</p> <p>Design and present an individual and/or group written, oral, video, or multimedia project that:</p> <p>Effectively communicates the intended</p>	<p>Power point presentation</p> <p>Guest speakers</p> <p>Role playing</p> <p>Simulated presentations</p> <p>Internet resources</p>	

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<p>message;</p> <p>Engages the audience's interest;</p> <p>Establishes and maintains a focus;</p> <p>Organizes around a structure appropriate to purpose, audience, and context;</p> <p>Elaborates ideas through facts, details, description, analysis, and narration;</p> <p>Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</p> <p>Shows synthesis of multiple sources with new ideas/concepts generated.</p> <p>Critique an individual or group project (e.g., written, oral, video, multimedia).</p>		
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