

**CURRICULUM MAP**  
**Language Arts**  
**Grade 12**

Week 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-10	Weeks 11-13	Weeks 14-18
<p>Pre-Assessment  Review of basic skills</p> <ul style="list-style-type: none"> <li>Comprehension strategies</li> <li>Literal, inferential, evaluative and synthesizing techniques</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>Daily Oral Language</li> <li>English language rules</li> <li>Appropriate language for audience</li> </ul> <p>Listening Strategies  Peer Group Interaction  Overview of Literary Periods</p> <ul style="list-style-type: none"> <li>Anglo-Saxon</li> <li>Middle Ages</li> <li>Renaissance</li> <li>Restoration</li> <li>Romantic Period</li> <li>Victorian Period</li> <li>20<sup>th</sup> Century</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Skills are embedded in all reading and writing assignments.</li> </ul>	<p><b>Thematic Unit – Quest/Perilous Journey</b>  Writing Applications  Reflective compositions</p> <ul style="list-style-type: none"> <li>Personal experience translated to generalizations about life</li> <li>Abstract ideas illustrating personal beliefs</li> </ul> <p>Responses to literature</p> <ul style="list-style-type: none"> <li>Interpretative, analytical, evaluative or reflective judgments</li> <li>References to text or authors that support key ideas</li> <li>Analysis of stylistic devices and their effects</li> <li>Identification of ambiguities, nuances and complexities within text</li> </ul> <p>Informal Writings  Literary Text</p> <ul style="list-style-type: none"> <li>Characters and conflict</li> <li>Five elements</li> <li>Historical context</li> <li>Universal themes</li> <li>Subgenres</li> <li>Figurative language</li> </ul>	<p><b>Thematic Unit The Individual and Society</b>  Writing Applications  Functional Documents</p> <ul style="list-style-type: none"> <li>Accurate information</li> <li>Formatting techniques</li> <li>User-friendly documents</li> </ul> <p>Reading Applications</p> <ul style="list-style-type: none"> <li>Rhetorical devices in public documents</li> <li>Effective and valid arguments</li> <li>Structure of workplace documents</li> </ul>	<p><b>Thematic Unit Irony, Satire and the Paradox of Progress</b>  Writing Applications  Informational Essays and Reports</p> <ul style="list-style-type: none"> <li>Clear and relevant perspectives</li> <li>Valid and reliable sources</li> <li>Sense of closure</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Appropriate language</li> <li>Understanding of English language rules</li> <li>Effective speaking strategies for variety of audiences and purposes</li> <li>Varying language choices</li> </ul> <p>Informational Presentations</p> <ul style="list-style-type: none"> <li>Clear perspective</li> <li>Logical sequence</li> <li>Support for controlling idea</li> <li>Consistent organizational structure</li> <li>Visual materials</li> <li>Multiple sources</li> </ul> <p>Formal and informal descriptive presentations  Research</p> <ul style="list-style-type: none"> <li>Variety of techniques</li> <li>Defending credibility and validity of information</li> </ul>	<p><b>Thematic Unit War and the Disintegration of Order</b>  Writing Applications  Persuasive Composition</p> <ul style="list-style-type: none"> <li>Rhetorical devices</li> <li>Appeals to emotion or logic</li> <li>Use of personal anecdotes</li> <li>Types of arguments (e.g., examples, beliefs, expert opinion, cause-effect)</li> </ul> <p>Reading Applications</p> <ul style="list-style-type: none"> <li>Effectiveness and validity of arguments</li> <li>Critique of organization patterns and techniques</li> <li>Achievement of author’s purpose</li> <li>Compile information from multiple sources on a single issue or single author</li> <li>Rhetorical devices</li> <li>Valid and Invalid inferences</li> </ul>	<p><b>Thematic Unit Good vs. Evil; The Nature of Evil</b>  <i>The Lord of the Flies</i></p> <ul style="list-style-type: none"> <li>Implicit/Explicit philosophical assumptions and beliefs about a subject</li> <li>Characterization</li> <li>Symbolism</li> <li>Conflict</li> <li>Theme</li> <li>Setting</li> <li>Universality</li> <li>Foreshadowing</li> <li>Comparison with Shakespeare’s <i>Macbeth</i> (blood)</li> </ul> <p><b>Weeks 17-18</b>  Portfolios  Exit Exhibition  Power Point Presentations</p>

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**Embedded throughout are the following:**

***Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies***

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

***Writing Process:***

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.