Twelfth Grade Language Arts—Advanced Placement--Honors

Standards:
1.1 Learning to Read Independently
1.2 Reading Critically in All Content Areas
1.3 Reading, Analyzing and Interpreting Literature
1.4 Types of Writing
1.5 Quality of Writing
1.6 Speaking and Listening
1.7 Characteristics and Functions of the English Language
1.8 Research

Course Description:
Students will continue to study a variety of authors and literary genres; however, this year focuses more on British Literature. They will be asked to respond to selections according to the levels of Bloom’s Taxonomy. Students will continue a vocabulary study that will culminate in this last year in the high school. Research components are applied in a large-scale term paper. Students also create original documents to use the different modalities of learning and to write pieces according to different genres. Students also prepare for the Advanced Placement Exam with additional readings, writings, and applications.

Specific and measurable objectives directly related to the academic standards to be achieved by students:
Students will continue to develop strategies for reading, writing, researching, and communicating (speaking and listening). Emphasis will be placed on literary comprehension and application. The focus of the program will include literary comprehension, analysis, problem solving and evaluation. Specific objectives for this course are stated as benchmarks for the standards in the district-wide Scope and Sequence document. Students will learn strategies to become effective and efficient problem solvers using the Big6 Process.

Content to be used to reach objectives:
In order to offer a balanced literacy approach, many different types of selections and texts will be used. These include: novels, a literature anthology (various selections), a vocabulary workbook, and additional grammar activities.
Materials Available:

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<th>Available Materials</th>
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<tr>
<td>Understanding Poetry</td>
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<td>Beowulf</td>
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<td>Sir Gawain and the Green Knight</td>
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<td>Century Return of the Native</td>
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<td>A Prayer for Owen Meany</td>
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<td>A Portrait of the Artist as a Young Man</td>
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<td>Heart of Darkness</td>
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<td>Antigone</td>
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<td>King Lear</td>
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<td>Waiting for Godot</td>
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<td>various supplemental materials</td>
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Technology (Inspiration, MS Office, web resources)

Instructional Activities: A balanced literacy program demands use of a variety of activities to stimulate creativity and critical thinking. Below is a list of those different activities. They are defined in the glossary.

- Author validity
- Activate prior knowledge
- Setting purpose
- Brainstorming
- KWL
- SQ3R
- DRA/DRTA
- Vocabulary analysis
- Making predictions
- Adjust reading rate
- Reading rate
- Reading aloud
- Visualizing
- Inferences
- Asking questions
- Summarize
- Evaluate text
- Written responses
- Answer questions
- Character maps
- Oral discussion
- Retelling
- Graphic mapping
- Mini-lessons on literary elements of style
- Experiment
- Inquiry
- Vocabulary strategy
- Graphic organizers
- Note taking and note making
- “Post-its”
- mini-lessons
- Fact and opinion
- Essential and non-essential information
- Drawing conclusions
- Technology
- **Big 6 Inquiry Process**
Estimated instructional time to be devoted to achieving objectives

- Approximately 86 minutes per day, on an alternating block schedule

Procedures for measurement of student progress on the objectives
Teachers use an assortment of assessments to determine student progress. They include a variety of assignments based on Bloom’s Taxonomy, including teacher made tests, writing assignments, vocabulary quizzes, homework, writing process checkpoints, formal critical research paper on an author to be determined by the teacher, and a presentation of research or other performance assessment.

An explanation of how student grades will be determined
Students will be evaluated in the areas of classwork, homework, class participation, projects, essays, tests, quizzes, and presentations. Point values will be given for each assignment. Composition Checklist will be used in determining grammatical progress. Grades will be determined by at least five assignments.