

**Independent School District of Boise City**  
**Language Arts - English 12**  
**Course Description**

**District Course #0728**

Open to: 12 One Year Course

Prerequisite: English 11

The course is presented in a primarily chronological format, using various genres of world literature and focusing on language and literature as reflective of the human experience through the ages. Students will explore the historical and cultural currents and events that have influenced cultural evolution on a worldwide scale. Writing and composition instruction is an ongoing aspect of the coursework, integrated with the instructional units presented. Students will expand writing abilities in all major forms of discourse.

**Adopted Materials**

Title: Literature: The Language of Literature: World Literature

Author: Applebee, Arthur N., et al., eds.

Publisher: McDougal Littell, 2006

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| <b>Course Title</b><br><b>English 12</b> | <b>District Reference</b><br>0728 |
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| <b>Instructional Objective</b>            |   | <b>Standard Reference</b>              |                        |
|---|---|--|------------------------|
| 0728.1 Acquire concepts about text        |   | 12.LA.1.2 Reading Process              |                        |
| No.                                       | Performance Objective   | Resource Reference in Scope / Sequence | Assessment Correlation |
| 1   | Identify the features and the rhetorical devices of a variety of literature and informational documents.  | Year-long                              | TMA, EOC               |
| <b>Instructional Objective</b>            |   | <b>Standard Reference</b>              |                        |
| 0728.2 Vocabulary and concept development |   | 12.LA.1.8 Reading Process              |                        |
| No.                                       | Performance Objective   | Resource Reference in Scope / Sequence | Assessment Correlation |
| 1   | Apply knowledge of roots and word parts to draw inferences about new words.   | Year-long                              | TMA, EOC               |
| 2   | Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. | Year-long                              | TMA, EOC               |

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| <b>Instructional Objective</b><br>0728.3 Acquire strategies and skill for comprehending text |  | <b>Standard Reference</b><br>12.LA.2.1<br>Comprehension/Interpretation |                               |
| <b>No.</b>   | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b>                          | <b>Assessment Correlation</b> |
| 1  | Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.   | Year-long  | TMA, EOC                      |
| 2  | Apply reading strategies to self monitor for comprehension.  | Year-long  | TMA                           |
| 3  | Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.  | Year-long  | TMA,                          |
| <b>Instructional Objective</b><br>0728.4 Acquire skills to comprehend expository text        |  | <b>Standard Reference</b><br>12.LA.2.2<br>Comprehension/Interpretation |                               |
| <b>No.</b>   | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b>                          | <b>Assessment Correlation</b> |
| 1  | Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).  | Year-long  | TMA, EOC                      |
| 2  | Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).  | Year-long  | TMA, EOC, DCAO                |
| 3  | Extend, through original analysis, arguments presented in primary and/or secondary sources.  | Third quarter  | DCAO                          |
| <b>Instructional Objective</b><br>0728.5 Acquire skills for comprehending literary text      |  | <b>Standard Reference</b><br>12.LA.2.3<br>Comprehension/Interpretation |                               |
| <b>No.</b>   | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b>                          | <b>Assessment Correlation</b> |
| 1  | Analyze recognized works of literature representing a variety of genres and traditions that:<br>-Trace the development of the major periods of British or World literature.<br>-Contrast the major themes, styles, and trends in different periods.<br>-Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. | Year-long  | TMA, EOC                      |

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| 2 | Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.                 | Year-long | TMA            |
| 3 | Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.                | Year-long | TMA, EOC       |
| 4 | Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes. | Year-long | TMA, EOC       |
| 5 | Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.          | Year-long | TMA, EOC, DCAO |

| <b>Instructional Objective</b>             |  | <b>Standard Reference</b>                     |                               |
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| 0728.6 Acquire prewriting skills           |  | 12.LA.3.1 Writing Process                     |                               |
| <b>No.</b>                                 | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b> | <b>Assessment Correlation</b> |
| 1  | Generate ideas using a variety of strategies.                              | Year-long                                     | TMA, DCAO                     |
| 2  | Generate a main idea or thesis appropriate to a type of writing.           | Year-long                                     | TMA, DCAO                     |
| 3  | Apply organizational strategies to plan writing.                           | Year-long                                     | TMA, DCAO                     |
| 4  | Match format to purpose and audience.                                      | Year-long                                     | TMA, DCAO                     |
| 5  | Produce a piece of writing within a set period of time.                    | Year-long                                     | TMA, DCAO                     |
| <b>Instructional Objective</b>             |  | <b>Standard Reference</b>                     |                               |
| 0728.7 Acquire skills for writing a draft  |  | 12.LA.3.2 Writing Process                     |                               |
| <b>No.</b>                                 | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b> | <b>Assessment Correlation</b> |
| 1  | Use the ideas generated and organized through prewriting to write a draft. | Year-long                                     | TMA, DCAO                     |
| 2  | Sequence ideas in a cohesive, meaningful order.                            | Year-long                                     | TMA, DCAO                     |
| <b>Instructional Objective</b>             |  | <b>Standard Reference</b>                     |                               |
| 0728.8 Acquire skills for revising a draft |  | 12.LA.3.3 Writing Process                     |                               |
| <b>No.</b>                                 | <b>Performance Objective</b>   | <b>Resource Reference in Scope / Sequence</b> | <b>Assessment Correlation</b> |
| 1  | Revise draft for meaning, clarity, and effective organization.             | Year-long                                     | TMA, DCAO                     |
| 2  | Add relevant details and delete irrelevant or redundant information.       | Year-long                                     | TMA, DCAO                     |

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| 3 | Use transitional words and phrases to clarify meaning and improve organization.     | Year-long | TMA, DCAO      |
| 4 | Use a variety of sentence structures to improve sentence fluency and enhance style. | Year-long | TMA, DCAO, EOC |
| 5 | Use literary models to refine writing style.  | Year-long | DCAO, TMA, EOC |
| 6 | Conference with others to improve writing.  | Year-long | TMA, DCAO      |

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| <b>Instructional Objective</b><br>0728.8 Acquire skills for editing a draft |  | <b>Standard Reference</b><br>12.LA.3.4 Writing Process |  |
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| No. | Performance Objective  | Resource Reference in Scope / Sequence | Assessment Correlation |
|-----|--|--|------------------------|
| 1   | Use editing marks to indicate errors in conventions.               | Year-long                              | TMA, DCAO              |
| 2   | Edit for correct punctuation, spelling, grammar, and usage errors. | Year-long                              | TMA, DCAO, EOC         |

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| <b>Instructional Objective</b><br>0728.9 Acquire skills to publish writing |  | <b>Standard Reference</b><br>12.LA.3.5 Writing Process |  |
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| No. | Performance Objective                                | Resource Reference in Scope / Sequence | Assessment Correlation |
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| 1   | Publish improved draft.                              | Year-long                              | TMA, DCAO              |
| 2   | Share writing with intended audience.                | Year-long                              | TMA, DCAO              |
| 3   | Use appropriate technology to produce a final draft. | Year-long                              | TMA, DCAO              |

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| <b>Instructional Objective</b><br>0728.10 Acquire expressive (narrative/creative) writing skills |  | <b>Standard Reference</b><br>12.LA.4.1 Writing Application |  |
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| No. | Performance Objective   | Resource Reference in Scope / Sequence | Assessment Correlation |
|-----|---|--|------------------------|
| 1   | Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. | First quarter                          | DCAO                   |
| 2   | Write original creative works including prose and poetry.   | Semester one                           | TMA,                   |

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| <b>Instructional Objective</b><br>0728.12 Acquire expository (informational/ research) writing skills |  | <b>Standard Reference</b><br>12.LA.4.2 Writing Application |  |
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| No. | Performance Objective | Resource Reference | Assessment |
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|   |  | <b>in Scope / Sequence</b>    | <b>Correlation</b> |
| 1 | Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.   | Second, third, fourth quarter | DCAO               |
| 2 | Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. | Third quarter                 | DCAO               |
| 3 | Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.  | First semester                | TMA                |

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| <b>Instructional Objective</b>            |  | <b>Standard Reference</b>     |  |
| 0728.12 Acquire persuasive writing skills |  | 12.LA.4.3 Writing Application |  |

| No. | Performance Objective   | Resource Reference in Scope / Sequence | Assessment Correlation |
|-----|---|--|------------------------|
| 1   | Write persuasive compositions that take into consideration the validity and reliability of sources. | Second, third, fourth quarters         | DCAO                   |

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| <b>Instructional Objective</b>               |  | <b>Standard Reference</b>     |  |
| 0728.13 Acquire skills for literary response |  | 12.LA.4.4 Writing Application |  |

| No. | Performance Objective   | Resource Reference in Scope / Sequence | Assessment Correlation |
|-----|---|--|------------------------|
| 1   | Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. | Second and fourth quarters             | TMA, DCAO              |
| 2   | Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.               | Year-long                              | TMA, DCAO              |

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| <b>Instructional Objective</b>                |  | <b>Standard Reference</b>    |  |
| 0728.14 Acquire skills for sentence structure |  | 12.LA.5.3 Writing Components |  |

| No. | Performance Objective  | Resource Reference in Scope / Sequence | Assessment Correlation |
|-----|--|--|------------------------|
| 1   | Apply correct and varied sentence types in writing.              | Year-long                              | TMA, DCAO              |
| 2   | Edit for agreement, word usage, parallel structure, and fluency. | Year-long                              | TMA, EOC, DCAO         |

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| <b>Instructional Objective</b>               |  | <b>Standard Reference</b>    |  |
| 0728.15 Acquire skills for using conventions |  | 12.LA.5.4 Writing Components |  |

| No. | Performance Objective | Resource Reference in Scope / Sequence | Assessment Correlation |
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| 1 | Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. | Year-long | TMA,<br>DCAO,<br>EOC |
| 2 | Demonstrate in writing the correct use of punctuation and capitalization.   | Year-long | TMA,<br>DCAO,<br>EOC |

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 12  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 12, the student will be able to:**

12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

No objectives at this grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

No objectives at this grade level.

**Goal 1.6: Acquire Decoding Skills Using Context**

No objectives at this grade level.

**Goal 1.7: Acquire Fluency**

No objectives at this grade level.

**Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 12, the student will be able to:**

12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.

12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.

**Standard 2: Comprehension/Interpretation**

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

### **Goal 2.1: Acquire Strategies and Skill for Comprehending Text**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).
- 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that:
  - Trace the development of the major periods of British or World literature.
  - Contrast the major themes, styles, and trends in different periods.
  - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
- 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
- 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

## **Standard 3: Writing Process**

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

### **Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.3.1.1 Generate ideas using a variety of strategies.
- 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 12.LA.3.1.3 Apply organizational strategies to plan writing.
- 12.LA.3.1.4 Match format to purpose and audience.
- 12.LA.3.1.5 Produce a piece of writing within a set period of time.

**Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

**Goal 3.3: Acquire Skills for Revising a Draft**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 12.LA.3.3.5 Use literary models to refine writing style.
- 12.LA.3.3.6 Conference with others to improve writing.

**Goal 3.4: Acquire Skills for Editing a Draft**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

### **Goal 3.5: Acquire Skills to Publish Writing**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.3.5.1 Publish improved draft.
- 12.LA.3.5.2 Share writing with intended audience.
- 12.LA.3.5.3 Use appropriate technology to produce a final draft.

### **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

#### **Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- 12.LA.4.1.2 Write original creative works including prose and poetry.

#### **Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
- 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.

#### **Goal 4.3: Acquire Persuasive Writing Skills**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.

#### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
- 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.
- 12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created.

### **Standard 5: Writing Components**

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

**Goal 5.1: Acquire Handwriting Skills**

No objectives at this grade level.

**Goal 5.2: Acquire Spelling Skills**

No objectives at this grade level.

**Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.5.3.1 Apply correct and varied sentence types in writing.
- 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.

**Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
- 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

**Standard 6: Communication**

Goals and objectives for this standard included in Grade 9-12 Speech.