

Language Arts - Grade 12

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.	• Identify the text features and the rhetorical devices of a variety of literature and informational documents.	• Compare two or more pieces of text and distinguish between the different text features, genres and rhetorical devices (e.g. metaphor, simile, parallelism, symbolism, rhetoric). • Analyze and evaluate all aspects of two or more works.	details • inference • critique • patterns • text features • contextual and structural clues • graphic aids • evaluate • summarize • paraphrase • synthesize • elements of literature • compare/contrast • rhetoric • metaphor • simile • parallelism • symbolism • genre • analyze • evaluate	• Compare a fiction article with an informational article; prepare a Venn diagram and list components from each work as appropriate.	
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	12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	• Apply knowledge of roots and word parts to draw inferences about unknown words.	• Dissect roots and word parts of unknown words. • Determine meaning based on knowledge of word parts. • Evaluate the effect of etymology on meaning	affixes • Greek • Latin • Anglo-Saxon roots • etymology • prefixes • suffixes • inference	• Locate unknown words in a passage. • Use a dictionary to identify roots, affixes, meanings, and etymology.	
	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.	• Use context analysis to determine the meanings of unfamiliar and multiple-meaning words/phrases in literature representing various English speaking cultures and periods.	• Examine context clues and textual aids to determine and/or explain the meanings of unfamiliar words. • Evaluate the effect of etymology on meaning	inference • connotation/denotation • archaisms • anachronisms • vernaculars • foreign phrases • dialect • diction • idioms • double-entendre • euphemism • etymology	• Read a passage from Shakespeare. • List and define unfamiliar words based on contextual clues. • Translate the passage into contemporary English.	No Fear Shakespeare
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	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.	• Compare and contrast similar themes or topics by authors from different time periods or cultures • Explain how the historical or cultural context shapes each author's point of view.	• Read multiple texts and compare/contrast themes/theses. • Identify and analyze the particular historical and cultural context of the text. • Determine how point of view was affected by the historical and cultural context to develop the theme.	cause and effect • compare and contrast • generalization • thesis • claim • support/evidence • reasoning • point of view • historical context • cultural context • theme	• Read multiple texts from the same genre; from each selection research the historical and/or cultural contexts; locate theses, themes, points of view and authors' purposes; write an essay comparing and contrasting the works.	
	12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	• Apply reading strategies to self monitor for comprehension.	• Review types of reading strategies; i.e., SQ3R, KWL, Cornell note taking, underlining, annotating, outlining, highlighting, summarizing/paraphrasing. • Read selected passages, applying a reading strategy. • Explain and/or summarize selected passages for literal and interpretive comprehension.	SQ3R (survey, question, reading, reciting, and reviewing) • K-W-L (knowledge, want to know, and learned) • Cornell Note taking (journaling) • underlining • annotating • outlining • summarizing/paraphrasing	• Read a selected passage; take notes on key phrases or words (using Cornell Note taking or 5Ws); summarize key points of the passage	
	12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	• Create outlines, notes, annotations, charts, and/or diagrams to demonstrate understanding of text.	• Review outline techniques; create outline from a selected passage. • Summarize a selected passage utilizing note taking and/or writing an annotation. • Create a chart or diagram (graphic organizer) from a selected passage.	SQ3R • K-W-L • Cornell Note taking • underlining • annotating • outlining • summarizing/paraphrasing • charting • diagramming • graphic organizer	• Using paired reading strategy, students take turns reading aloud and create one or more of the following: outline, annotation, chart, diagram, etc. to demonstrate understanding of the text.	inspiration software

Language Arts - Grade 12

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Goal 2.2: Acquire Skills to Comprehend Expository Text	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).	<ul style="list-style-type: none"> Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). 	<ul style="list-style-type: none"> Determine the components of thesis statements and their respective arguments. Assess the efficacy of the theses and arguments. Critique the relationship between theses and arguments. 	thesis statement • argumentation • persuasion • claim • support/evidence • (motivational) appeals • logic • illogic • credibility • transition • refutation • validity of sources • rhetoric • fallacy	<ul style="list-style-type: none"> Analyze a campaign speech or other persuasive writings. Identify the thesis and all arguments, both logical and illogical. Defend or refute the arguments 	
	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).	<ul style="list-style-type: none"> Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). 	<ul style="list-style-type: none"> Compare and contrast the purpose and audience of a variety of communication formats. Evaluate how audience and purpose influences the author's approach. Critique the effectiveness of a variety of communication formats. 	point of view • glossary • table of contents • index • headings (sub-headings) abstracts • précis • prospectus • preface • introduction/conclusion • purpose • audience • essays • letters • user manuals • lab reports • websites • tone • mood • word choice • topic	<ul style="list-style-type: none"> Compare and contrast at least three different communication formats (newspaper or magazine articles, websites, how-to manual) for purpose and audience for the same topic Students compose a letter to their parents, a friend, or audience of their choice explaining the most exciting thing they did last weekend. Have them evaluate the difference in intended audience influences tone, diction, content, length, and detail. 	
	12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.	<ul style="list-style-type: none"> Extend, through original analysis, arguments presented in primary and/or secondary sources. 	<ul style="list-style-type: none"> Identify and define differences between primary and secondary sources Brainstorm and predict the possible extensions of primary and/or secondary source arguments. Generate possible extended arguments. 	argument • fallacy • reliability • credibility • validity • substantiate • practical • premise • primary/secondary sources	<ul style="list-style-type: none"> Begin here - task analysis 	
Goal 2.3: Acquire Skills for Comprehending Literary Text	12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Analyze recognized works of literature representing a variety of genres and traditions. 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. 	<ul style="list-style-type: none"> 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. 	Classical • Anglo-Saxon • Medieval • Middle Ages • Renaissance • Restoration • Enlightenment • Neo-Classical • Romantic • Victorian • Modernism • Contemporary • examples of influences (metaphysical poetry, Humanism, Protestantism, etc.)	<ul style="list-style-type: none"> Read a piece of literature from a specific time period and identify the influences that reflect content, message, and structure. Read a piece of literature from a particular time period and identify elements that demonstrate major literary influences of the period. Read selected passages and identify the time periods represented based on themes, styles, and trends. 	
	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.	<ul style="list-style-type: none"> Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. 	<ul style="list-style-type: none"> Compare and contrast narrative styles (i.e. omniscient, first person, third person) Determine how choice of narration affects characterization, tone, setting, and plot of the work. Predict how the parameters of the narrator's perspective and knowledge will influence the characterization, tone, setting, and plot. 	reliable/unreliable narrator • stream of consciousness • limited narrator • omniscient narrator • types of discourse (e.g. monologue, soliloquy, biography, autobiography, sermons) • text credibility	<ul style="list-style-type: none"> After reading a selected story with a distinctive narrator, rewrite a passage from the story using another character's point of view. Discuss how another viewpoint affects the story, characters, tone, etc. 	
	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.	<ul style="list-style-type: none"> Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. 	<ul style="list-style-type: none"> Identify the theme of the work. Hypothesize about the different ways the theme could apply to various aspects of life. Support with examples from the text and from real-life experiences. 	hypothesis • evidence • examples • moral • theme	<ul style="list-style-type: none"> Choose a theme from a literary work and create a list of textual references that support the existence of the theme. For example, revenge in <i>Hamlet</i>. 	
	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.	<ul style="list-style-type: none"> Analyze the ways in which irony, tone, mood, symbolism, and the "sound" of language achieve specific rhetorical or aesthetic purposes. 	<ul style="list-style-type: none"> Analyze literary devices such as irony, tone, mood and the sound of language. Clarify the meaning and use of rhetorical and aesthetic devices found in literary text. Analyze how literary devices impact the purpose of the text. 	aesthetic • rhetorical • dramatic • situational and verbal irony • satire • purpose • tone • mood • symbolism • alliteration • assonance • consonance, etc.	<ul style="list-style-type: none"> Read a selected passage, identify the most prominent literary device. Justify in writing how these literary devices achieve rhetorical and 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.	<ul style="list-style-type: none"> Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme. 	<ul style="list-style-type: none"> Compare two stylistically different passages (one literal and one figurative) and note the aesthetic differences in style, tone, mood, and theme. Compare the diction of two passages, noting differences in tone, mood, and theme. 	formal/informal (i.e., heroic, vernacular) • diction • style • active/passive voice • syntax • connotation • denotation • tone • mood • figurative language	<ul style="list-style-type: none"> Read <i>Beowulf's</i> arrival to Herot; re-write the passage in resume format, contrasting the figurative 'boasting style' to business writing style. Re-write a soliloquy into modern language; compare and contrast the writing styles. 	Shakespeare in the classroom (National Endowment for the Arts)

Standard 3: Writing Process

Language Arts - Grade 12

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Goal 3.1: Acquire Prewriting Skills	12.LA.3.1.1 Generate ideas using a variety of strategies.	<ul style="list-style-type: none"> Generate ideas using a variety of strategies to use in an essay. 	<ul style="list-style-type: none"> Explore a variety of pre-writing strategies. Use selected pre-writing strategies to develop ideas for a writing assignment. 	Brainstorm • list • use graphic organizers • free write • outline • research to generate ideas • 5Ws	<ul style="list-style-type: none"> Explore a variety of pre-writing strategies. Use selected pre-writing strategies to develop ideas for a writing assignment. 	inspiration.com
	12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	<ul style="list-style-type: none"> Generate a main idea or thesis appropriate to a type of writing. 	<ul style="list-style-type: none"> Evaluate the components of an effective thesis statement. Compose a tentative thesis statement or main idea appropriate to the mode of writing. 	thesis statement • main idea • tentative	<ul style="list-style-type: none"> Write a tentative thesis statement. 	
	12.LA.3.1.3 Apply organizational strategies to plan writing.	<ul style="list-style-type: none"> Apply organizational strategies to plan writing. 	<ul style="list-style-type: none"> Compose and justify an organizational strategy (spatial, chronological, general to specific, specific to general, order of importance) to use in a specific type of writing. 	induction • deduction • spatial • chronological • general to specific • specific to general • order of importance	<ul style="list-style-type: none"> Create an outline using a specific organizational strategy. 	inspiration.com
	12.LA.3.1.4 Match format to purpose and audience.	<ul style="list-style-type: none"> Match format to purpose and audience. 	<ul style="list-style-type: none"> Determine purpose and audience for a selected piece of writing Select the appropriate format for a specific writing task at grade level 	point of view • audience • memo • persuasive essays • expository and narrative essays • business/personal letters • resumes • poetry • drama • journalistic writing • compare/contrast • purpose	<ul style="list-style-type: none"> Identify the traits of an intended audience for a particular piece of writing. 	
	12.LA.3.1.5 Produce a piece of writing within a set period of time.	<ul style="list-style-type: none"> Produce a piece of writing within a set period of time. 	<ul style="list-style-type: none"> Practice free writing and/or journal writing on any given topic at grade level within a given time frame 		<ul style="list-style-type: none"> Free write for a set amount of time without pausing to check for spelling, punctuation, or coherence. Write whatever occurs in connection with the assignment. 	
Goal 3.2: Acquire Skills for Writing a Draft	12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	<ul style="list-style-type: none"> Use the ideas generated and organized through prewriting to write a draft. 	<ul style="list-style-type: none"> Compose ideas generated through pre-writing into sentences/paragraphs in essays 		<ul style="list-style-type: none"> Using the list, tentative thesis and free writing, compose a rough draft. 	
	12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	<ul style="list-style-type: none"> Sequence ideas in a cohesive, meaningful order. 	<ul style="list-style-type: none"> Arrange ideas into paragraphs (intro, body, conclusion) to suit purpose and audience 	intro • thesis statement • body • topic sentences • transition sentences • supporting evidence • summary • conclusion	<ul style="list-style-type: none"> Review rough draft for organization and sequence, rearranging ideas if necessary for meaning and coherence. 	
Goal 3.3: Acquire Skills for Revising a Draft	12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.	<ul style="list-style-type: none"> Revise draft for meaning, clarity, and effective organization. 	<ul style="list-style-type: none"> Revise draft for meaning, clarity, and effective organization 	revision • clarity • organization (spatial, chronological, specific to general, general to specific, inductive, deductive, continuity)	<ul style="list-style-type: none"> Compare the outline to the rough draft; check for continuity, organization, clarity 	
	12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	<ul style="list-style-type: none"> Add relevant details and delete irrelevant or redundant information. 	<ul style="list-style-type: none"> Self-edit or peer edit a work, adding relevant information and deleting unnecessary or redundant details 	peer edit • redundancy • relevance	<ul style="list-style-type: none"> Peer edit another student's writing, looking for relevancy and redundancy 	
	12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	<ul style="list-style-type: none"> Use transitional words and phrases to clarify meaning and improve organization. 	<ul style="list-style-type: none"> Recognize and use transitional words and phrases to clarify meaning and improve organization 	transitions • verbiage (wordiness)	<ul style="list-style-type: none"> Add transitions between paragraphs and/or sentences. 	
	12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	<ul style="list-style-type: none"> Use a variety of sentence structures to improve sentence fluency and enhance style. 	<ul style="list-style-type: none"> Use a variety of sentence structures and lengths, including active and passive voice Revise writing to incorporate a variety of sentence structures and lengths. Revise or vary sentence beginnings. 	simple • compound • complex • compound-complex sentences • dependent and independent clauses • sentence beginnings • active and passive voice	<ul style="list-style-type: none"> Edit for sentence variety, length, and clarity. It may be useful to read work aloud to listen for chopiness or verbiage. 	
	12.LA.3.3.5 Use literary models to refine writing style.	<ul style="list-style-type: none"> Use literary models to refine writing style. 	<ul style="list-style-type: none"> Compare and contrast a variety of written works to determine different styles and incorporate stylistic techniques in own writing. 	Literary models (expository, persuasive essays, research papers, etc.)	<ul style="list-style-type: none"> Read an essay example; compare/ contrast professional essays upon which to model student's essay. 	
	12.LA.3.3.6 Conference with others to improve writing.	<ul style="list-style-type: none"> Conference with others to improve writing. 	<ul style="list-style-type: none"> Edit and provide feedback on the work of other students and compare writing strategies and styles using a rubric 	critique • constructive criticism • peer editing • revision • rubric	<ul style="list-style-type: none"> Prepare rubric for peer editing of another student's writing, looking for relevancy and redundancy 	student-generated rubrics
Goal 3.4: Acquire Skills for Editing a Draft	12.LA.3.4.1 Use editing marks to indicate errors in conventions.	<ul style="list-style-type: none"> Use editing marks to indicate errors in conventions. 	<ul style="list-style-type: none"> Review editing marks. Use editing marks to indicate errors in conventions. 	proofreading/editing marks	<ul style="list-style-type: none"> Students use an editing symbol chart to edit their own paper. 	

Language Arts - Grade 12

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	12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	<ul style="list-style-type: none"> Edit for correct punctuation, spelling, grammar, and usage errors. 	<ul style="list-style-type: none"> Provide samples of mistakes and appropriate editing corrections. Use Spell-Check and grammar-check on computer Edit for correct punctuation, spelling, grammar, and usage errors 	proofreading/editing marks • spell-check • grammar-check • grammar usage	<ul style="list-style-type: none"> Students use an editing symbol chart to edit their own paper. 	grammarbytes.com
Goal 3.5: Acquire Skills to Publish Writing	12.LA.3.5.1 Publish improved draft.	<ul style="list-style-type: none"> Publish improved draft. 	<ul style="list-style-type: none"> Re-edit and publish improved draft 	publish	<ul style="list-style-type: none"> Student creates final draft and submits for publishing. 	
	12.LA.3.5.2 Share writing with intended audience.	<ul style="list-style-type: none"> Share writing with intended audience. 	<ul style="list-style-type: none"> Share writing with intended audience 	audience	<ul style="list-style-type: none"> Student presents writing to audience. 	
	12.LA.3.5.3 Use appropriate technology to produce a final draft.	<ul style="list-style-type: none"> Use appropriate technology to produce a final draft. 	<ul style="list-style-type: none"> Use appropriate technology to produce a final draft 	<ul style="list-style-type: none"> Use appropriate technology to produce a final draft 	desktop publishing • multimedia presentations • word processing	
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	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.	<ul style="list-style-type: none"> Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. 	<ul style="list-style-type: none"> Compare and contrast a broad theme with a specific incident within one's life or experience Determine how a specific incident combined with a life theme leads to a generalization or belief Compose a reflective essay using the writing process to explore the relationship between incidents and broader themes that reflect the writer's views about life 	generalization • theme • reflective essay • narrative essay • anecdote • point of view	<ul style="list-style-type: none"> Use a pivotal historical event in the student's life to connect to sociological, psychological, or historical conditions in the world, and then write an essay on how this event changed the student's life. 	
	12.LA.4.1.2 Write original creative works including prose and poetry.	<ul style="list-style-type: none"> Write original creative works including prose and poetry. 	<ul style="list-style-type: none"> Define essays, poems, fiction, drama, articles, monographs, letters, short stories Read examples of essays, poems, fiction, drama, articles, monographs, letters, short stories Compose essays, poems, fiction, drama, articles, monographs, letters, short stories 	essays • poems • fiction • drama • articles • monographs • letters • short stories	<ul style="list-style-type: none"> Write essays, poems, fiction, drama, articles, monographs, letters, short stories 	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	<ul style="list-style-type: none"> Write expository essays that include a main idea/thesis statement, supporting details, and introductory, body, and concluding paragraphs. 	<ul style="list-style-type: none"> Review expository essay formats Compose compare/contrast, cause/effect, process, definition, classification, problem/solution essays with audience and purpose identified 	thesis • support/evidence • introduction/conclusion • body • transitions • outline • compare/contrast • cause/effect • process • definition • classification • problem/solution essays	<ul style="list-style-type: none"> Write an extended definition essay. Students select a letter from a hat, find a word in the dictionary that begins with the letter selected, then write an extended definition. 	
	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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Select a researchable topic and question Identify sources (print and electronic) Make a working bibliography Evaluate sources for validity Synthesize sources effectively Take notes using summary, paraphrase, and direct quotation Define plagiarism Develop a thesis statement Create an organizational structure (i.e., outline, graphic organizer) Draft a grade-appropriate length research paper, integrating summaries, paraphrases, and direct/indirect quotations into original ideas Revise and edit paper Cite sources using parenthetical citation Prepare the list of works cited using four or more sources (including internet, reference sources, books, articles, periodicals) Proofread and publish the final draft 	MLA • APA • CBE • Chicago style books • bibliography • format • works cited • in-text parenthetical citation • direct and indirect quotations • summary • paraphrase • plagiarism	<ul style="list-style-type: none"> State or District required Senior project. 	

Language Arts - Grade 12

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
	12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	• Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	<ul style="list-style-type: none"> Identify and apply conventions of technical and scientific writing. Distinguish the difference between abstract and concrete language. Select an objective. Complete an audience analysis. Identify main ideas. Support main ideas by identifying the process and steps to complete the objective. Write, edit, and publish a technical and/or scientific draft. <ul style="list-style-type: none"> Identify audience. Select appropriate format. Follow the appropriate format conventions. Distinguish the difference between abstract and concrete language. Create a cover letter interpreting resume, announcing objective, and stating qualifications. 	abstract/concrete language	Create one of the following: <ul style="list-style-type: none"> Identify and apply conventions of technical and scientific writing. Distinguish the difference between abstract and concrete language. Select an objective. Complete an audience analysis. Identify main ideas. Support main ideas by identifying the process and steps to complete the objective. Write, edit, and publish a technical and/or scientific draft. <ul style="list-style-type: none"> Identify audience. Select appropriate format. Follow the appropriate format conventions. Distinguish the difference between abstract and concrete language. Create a cover letter interpreting resume, announcing objective, and stating qualifications. 	
Goal 4.3: Acquire Persuasive Writing Skills	12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.	• Write persuasive compositions that take into consideration the validity and reliability of sources.	• Write persuasive essays that consider the audience and purpose, present logical evidence, make justifiable claims, examine and use a variety of reliable sources, document and correctly cite those sources, refute major opposing arguments, avoid reasoning fallacies, and follow the style conventions	fallacy • appeal • premise • conventions • evidence • claim • reliability • validity • persuasive essay	• Choose a controversial topic and write a persuasive research-based paper defending your position.	
Goal 4.4: Acquire Skills for Literary Response	12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	• Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	<ul style="list-style-type: none"> Identify elements of literature Select devices or elements to analyze in a specific work Compose a thoughtful, debatable claim based upon chosen devices or elements Cather applicable evidence from the text to support chosen claim Compose a solid thesis that maps out the paper and makes the claim Incorporate concrete detail and commentary to support claim Utilize appropriate parenthetical citations Create a works cited page as needed 	literary terms (e.g. characterization, theme, symbolism, figurative language)	• Choose a story, movie, or fairy tale and trace the hero's (or archetype of a hero) journey (internal or external) from beginning to end and identify each stage of the journey using textual references as evidence.	Joseph Campbell: The Hero with a Thousand Faces
	12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	• Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	<ul style="list-style-type: none"> Critique, compare, contrast author's style/s, use of language and conventions, in the correct format, using documentation and parenthetical citation Create a document that applies a school/s of literary criticism to provide the framework for an examination of the literary work 	style (i.e. dialect, stream of consciousness, local color, imagery, period language, diction, rhythm, rhyme scheme, dialogue) Literary Criticism: Reader-Response • Biographical or Historical • New Historicism • Archetypal • Psychological • Linguistic • Moral or Ethical • New Criticism • Deconstructionism • Reconstructionism • Marxism • Feminism	• Select a field of literary criticism and apply to a literary work (e.g.; apply archetypal criticism to <i>Heart of Darkness</i>)	
Standard 5: Writing Components						
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	12.LA.5.3.1 Apply correct and varied sentence types in writing.	• Apply correct and varied sentence types and structures in writing.	• Review complex clausal relationships within sentences, conjunctions, and parallel structure. Compose longer sentences; use complex clausal relationships within sentences, avoid weak conjunctions between independent clauses, and maintain parallel structure between clauses	dependent and independent clauses • parallel structure • parts of speech • conjunctions	• Select a passage from a piece of Victorian literature and analyze for parallelism. • Convert several simple sentences into complex sentences after introducing conjunctions.	

Language Arts - Grade 12

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
	12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	<ul style="list-style-type: none"> Edit for agreement, word usage, parallel structure, and fluency. 	<ul style="list-style-type: none"> Compose text that ensures subject verb agreement when a phrase or clause between the two suggests a different number for the verb Compose text which includes contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas Compose text which contains parallel structure 	parts of speech • verbals • fluency • context • idiom • pronoun/antecedent • active and passive voice • parallel structure		grammarbytes.com
Goal 5.4: Acquire Skills for Using Conventions	12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	<ul style="list-style-type: none"> Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. 	<ul style="list-style-type: none"> Compose text that ensures subject verb agreement i.e. correct tense and placement Compose text which includes contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas Compose text which contains parallel structure Apply sophisticated language or ideas revise this section 	dependent and independent clauses • parallel structure • parts of speech • verbals • active and passive voice • fluency • context • idiom • conventions • verb tense		
	12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	<ul style="list-style-type: none"> Demonstrate in writing the correct use of punctuation and capitalization. 	<ul style="list-style-type: none"> Compose texts using correct punctuation and capitalization 	punctuation marks • editing marks • capitalization	<ul style="list-style-type: none"> Write a cover letter and resume and edit until no errors exist. 	
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.	<ul style="list-style-type: none"> Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. 	<ul style="list-style-type: none"> Examine and validate the relationship between mood and tone as well as language and delivery and how each affects the other and the effect on the audience 	mood • tone • effect		
	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<ul style="list-style-type: none"> Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. 	<ul style="list-style-type: none"> Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject 	purpose • point of view • summary • perspective • delivery		
	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.	<ul style="list-style-type: none"> Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. 	<ul style="list-style-type: none"> Critique a discussion scenario to identify ideas, issues, topics, and evidence, and then draw conclusions 			
	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	<ul style="list-style-type: none"> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. 	<ul style="list-style-type: none"> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language 	argumentation • evidence • clarity • coherence		
	9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).	<ul style="list-style-type: none"> Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). 	<ul style="list-style-type: none"> Critique a speaker's arguments, identifying the results that argument by causation, analogy, authority, emotion, or logic would elicit 	argumentation • evidence • causation • appeals (logical, emotional, ethical) • argument by authority		
Goal 6.2: Acquire Speaking Skills	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.	<ul style="list-style-type: none"> Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. 	<ul style="list-style-type: none"> Identify appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources Choose the appropriate technique 	anecdotes • authoritative sources		
	9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<ul style="list-style-type: none"> Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. 	<ul style="list-style-type: none"> Identify elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) Use these elements in formulating rational arguments 	classical speech forms • rational arguments		
	9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	<ul style="list-style-type: none"> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 	<ul style="list-style-type: none"> Identify props, visual aids, graphs, and electronic media Select the prop, etc., that best enhances the appeal and accuracy of the presentation 	props • visual aids • graphs • electronic media		

Language Arts - Grade 12

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
	9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	<ul style="list-style-type: none"> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. 	<ul style="list-style-type: none"> Identify audience Select the appropriate verbal and nonverbal techniques for the audience 	voice • gesture • eye contact • kinetics • proximity		
	9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.	<ul style="list-style-type: none"> Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. 	<ul style="list-style-type: none"> Utilize the following for clarity and specificity: interesting language, formal expression, standard English and technical language 	clarity • specificity • word choice • technical language		
	9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.	<ul style="list-style-type: none"> Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. 	<ul style="list-style-type: none"> Listen to a famous speech Discuss rhetorical devices Identify the rhetorical devices being used Evaluate the features that makes these speeches memorable 	metaphor • alliteration • imagery • allusion • simile • other figurative language • symbolism • repetition		
	9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.	<ul style="list-style-type: none"> Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. 	<ul style="list-style-type: none"> Dramatize a narrative Prepare an introduction of the narrative 	narrative • dramatize • sequence of events		
	9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.	<ul style="list-style-type: none"> Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. 	<ul style="list-style-type: none"> Compose an expository speech that includes supporting evidence Deliver the speech 	expository • evidence • claim • perspective		
	9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.	<ul style="list-style-type: none"> Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. 	<ul style="list-style-type: none"> Identify a piece of literature that expresses an opinion Formulate a judgment or demonstrate an understanding of the ideas within the passage Support the judgment/understanding using evidence from the piece and from other works 	judgment • opinion • evidence		
	9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.	<ul style="list-style-type: none"> Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. 	<ul style="list-style-type: none"> Identify logic and reasoning Organize ideas into a coherent format Deliver a logical persuasive argument 	logic • pathos • ethos • logos • inductive • deductive • syllogism • fallacy • analogy • reasoning		
	9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.	<ul style="list-style-type: none"> Deliver multimedia presentations that incorporate information from a wide range of media. 	<ul style="list-style-type: none"> Choose mode of multimedia presentation Prepare a multimedia presentation Present a multimedia presentation 	multimedia		
Goal 6.3: Acquire Viewing Skills	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).	<ul style="list-style-type: none"> Examine strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). 	<ul style="list-style-type: none"> Identify examples of strategies used in media Categorize strategies Create an example 	media • strategies • inform • persuade • entertain • transmit • culture • stereotyping • special effects		
	9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	<ul style="list-style-type: none"> Determine the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. 	<ul style="list-style-type: none"> Observe variety of media presentations Identify message Determine the impact of the message 	impact • democratic process • influence • attitudes • images • shaping		
	9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.	<ul style="list-style-type: none"> Differentiate the techniques used in media messages for a particular audience and evaluate their effectiveness. 	<ul style="list-style-type: none"> Identify various media techniques used Apply knowledge of techniques to evaluate their effectiveness Form an opinion based on evaluations of techniques 	media techniques • propaganda • surveys • interviewing • censorship and audience appropriateness		

Language Arts - Grade 12

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
	9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.	<ul style="list-style-type: none"> Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. 	<ul style="list-style-type: none"> Select a current event that is covered in more than one media genre Survey a variety of media genres (i.e. televised news, news magazines and documentaries, and online information) Compare and contrast the ways in which the different genres cover the same event 	current event • documentary • periodical		
	9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.	<ul style="list-style-type: none"> Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. 	<ul style="list-style-type: none"> Discuss personal likes and dislikes View a presentation on a topic Establish standards of personal censorship Synthesize information to form an opinion Create an aesthetically pleasing presentation 	aesthetic • appropriateness • ethics • personal responsibility • censorship		