

**Portales Municipal Schools
CURRICULUM MAP**

Subject:	Language Arts	2009	Grade Level:	12
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	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS 1. Use and apply devices to perform and persuade</p> <p>PS 2. Use elements of satire to persuade</p> <p>PS 3. Analyze own work</p>	<p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Grammatical devices • Metaphorical devices • Rhetorical devices • Facts • Ideas • Tone • Voice • Argument • Plot • Clarity • Conciseness 	<p>Students will analyze a student model that shows the traits of a comparison-contrast essay, use the Schaffer writing process to produce a comparison-contrast essay, revise and edit using a rubric for comparison-contrast, create and present an oral report incorporating techniques that involve listeners</p> <p>ASSESSMENT:</p> <p>Prewriting/Editing, pp. 341-345; Writing Rubric, p. 346; Speaking and Listening, p. 347; Writing Support, p. 348; Writing Lessons, p. 8, 9, 14, 23, 35; Speaking and Listening Lesson, p. 2, 5</p>	<p>Writing Workshop: Comparison-Contrast Essay</p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager,</u> <u>Best Practices Toolkit</u></p> <p>Electronic Resources :</p> <p>Class Zone.com WriteSmart CD</p>
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Essential Questions: How can students relate experiences in literature to experiences in their own lives? What impact does an author’s cultural and historical background have on his/her writing? What is the importance of developing good public speaking skills for use outside an academic setting? Why is it important to be an effective editor/proofreader of your own work? How can students develop increased sophistication in their writing?					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	Benchmark I-A: Listen to, read, react to and analyze information	<p>Performance Standard 1. Express reflections and reactions to personal experience</p> <p>PS 2. Analyze and critique texts</p>	<p>Reading for understanding (comprehension)</p> <ul style="list-style-type: none"> • Perspective • Criteria • Assessments • Reasons • Evidence 	<p>Students will explore the key idea of the Holocaust, identify and analyze tone, read a memoir, develop strategies for reading a memoir, make generalizations</p> <p>Students will explore the key ideas of passion, love, obsession, analyze characteristics of the pastoral, read pastoral poems, identify and compare speakers, analyze the characteristics of a Shakespearean Sonnet, read Shakespearean Sonnets, analyze imagery, analyze characteristics Petrarchan Sonnet, read Petrarchan Sonnets, analyze metaphor</p> <p>ASSESSMENT:</p> <p>Summary, p. 305-306; Tone, p. 307-308; Question Support, p. 312; Reading a Memoir, p. 309-310; Reading Check, p. 311</p> <p>Pastoral, pp. 27-28; Question Support, p. 31; Compare Speakers, p. 29-30; Shakespearean Sonnet, p. 63-64; Analyze Imagery, p. 65-66; Petrarchan Sonnet, p. 81-82; Analyze Metaphor, p. 83-84</p>	<p>Writing Workshop: Literary Analysis (Themes Across Cultures)</p> <p><i>Night</i></p> <p>The English Renaissance</p> <p><i>The Passionate Shepherd to His Love</i></p> <p><i>The Nymph’s Reply to the Shepherd</i></p> <p><i>Sonnet 18 (Shakespeare)</i></p> <p><i>Sonnet 29 (Shakespeare)</i></p> <p><i>Sonnet 116 (Shakespeare)</i></p> <p><i>Sonnet 130 (Shakespeare)</i></p> <p><i>Sonnet 90 (Petrarch)</i></p> <p><i>Sonnet 292 (Petrarch)</i></p> <p><u>McDougall Littell Literature</u></p> <p><u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>

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	<p>Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	<p>PS 2. Identify and analyze author's work</p> <p>PS 3. Analyze text</p>	<ul style="list-style-type: none"> • Philosophical assumptions • Basic beliefs • Attitudes • Values • Time period 	<p>Students will explore the key ideas of injustice and perceptions, analyze satire, verbal irony, and fantasy, read and interpret a satire and a fantasy, identify proposition and support, analyze the influence of historical context on satirical writing</p> <p>Students will view a film clip from Gulliver's Travels to understand the challenges of adapting a literary fantasy for the screen, explore the adaptation process, from the standpoint of the filmmakers, compare the ways in which a novel and a film can make the fantastic believable</p> <p>ASSESSMENT:</p> <p>Summary, p. 109-110, 133-134; Satire, p. 111-112; Fantasy, p. 135-136; Question Support, p. 119, 143; Identify Proposition and Support, p. 113-114; Understand Satire and Historical Context, p. 137-138, Reading Check, p. 142</p> <p>Summary, p. 153-154; Close Viewing, p. 155; Standards Lesson File: Lesson 1, 4, 7</p>	<p>The Restoration and the 18th Century</p> <p><i>A Modest Proposal</i> <i>Gulliver's Travels</i></p> <p>Media Study: Gulliver's Travels</p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com MediaSmart DVD</p>
	<p>Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology based information</p>	<p>PS 1. Read a wide variety of texts</p> <p>PS 2. Understand different cultures</p> <p>PS 3. Analyze themes and patterns</p>	<ul style="list-style-type: none"> • Reflections/Reactions • Personal experience • Audience • Issues/Positions • Research • Cultural perspectives • Oral traditions 	<p>Students will explore the key ideas of disappointment and pride, analyze figurative language and allusions, read poetry, clarify sentence meaning, develop strategies for reading difficult texts.</p> <p>Students will explore the key idea of temptation, read and analyze an allegory, understand author's purpose</p> <p>ASSESSMENT:</p> <p>Figurative Language, p 325-326; Allusion, p. 345-346; Question Support, p. 329, 350, Clarify Sentence Meaning, p. 327-328; Read Difficult Texts, p. 347-348</p> <p>Allegory, p. 365-366; Understand Author's Purpose, p. 367-368</p>	<p>The English Renaissance</p> <p><i>How Soon Hath Time</i> <i>When I Consider How My Life is Spent</i> <i>Paradise Lost</i></p> <p><i>The Pilgrim's Progress</i></p>

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	<p>Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures</p>	<p>PS 1. Analyze and interpret literary movements</p> <p>PS 2. Demonstrate how concepts and perspectives relate to life experiences</p>	<ul style="list-style-type: none"> • Societal movements • Perspectives • Life experiences 	<p>Students will explore the key idea of peace, analyze romantic poetry, read poetry, analyze stylistic elements (sentences, syntax, punctuation)</p> <p>ASSESSMENT:</p> <p>Romantic Poetry, p. 91-92; Analyze Stylistic Elements, p. 93-94</p>	<p>The Flowering of Romanticism</p> <p><i>Lines Composed a Few Miles Above Tintern Abbey</i> <i>Composed Upon Westminster Bridge</i> <i>The World is Too Much With Us</i> <i>I Wandered Lonely as a Cloud</i></p>
	<p>Benchmark II.B: Apply grammatical and language conventions.</p> <p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS 1. Demonstrate the ability to expound upon ideas</p> <p>PS 1. Use and apply devices to perform and persuade</p> <p>PS 2. Use elements of satire to persuade</p> <p>PS 3. Analyze own work</p>	<p>Grammar & Sentence Structure</p> <ul style="list-style-type: none"> • Comprehension • Coherence • Conciseness <p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Grammatical devices • Metaphorical devices • Rhetorical devices • Facts • Ideas • Tone • Voice • Argument • Plot • Clarity • Conciseness 	<p>Students will demonstrate increased sophistication of comprehension, coherence, and conciseness by producing correctly formatted business documents.</p> <p>ASSESSMENT: Completed documents, teacher generated assignments</p> <p>Students will analyze a student model that shows the traits of biographical narratives, use the Schaffer writing process to produce a biographical narrative, revise and edit using a rubric for biographical narratives, plan and produce a video documentary.</p> <p>ASSESSMENT :</p> <p>Prewriting/Editing, p. 277-281; Writing Rubric, p. 282; Publishing with Technology, p. 283; Writing Support, p. 284; Standards Lesson File: Writing Lessons 1, 2, 33, 39; Media Lesson 20</p>	<p>Writers Inc. textbook</p> <p>Writing Workshop: Biographical Narrative</p> <p><u>McDougall Littell Literature New Mexico: Resource Manager, Best Practices Toolkit</u></p> <p>Electronic Resources :</p> <p>Class Zone.com Easy Planner DVD WriteSmart CD</p>

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Essential Questions: How can students use research skills outside an academic setting? What is the importance of developing good public speaking skills for use outside an academic setting? Why is it important to be an effective editor/proofreader of your own work? How can students develop increased sophistication in their writing?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student/Assessments	Resources/Materials
3 rd	Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum	<p>PS 1. Identify and defend research questions</p> <p>PS 2. Use a variety of resources</p> <p>PS 3. Demonstrate increasing sophistication</p>	<p>Research</p> <ul style="list-style-type: none"> • Issues of future importance • Meaning • Thematic connections • Multiple ideas • Use of resources • Effective argument 	<p>Students will use research strategies, use Internet and library resources, evaluate print and online sources, take and document notes, use various sources to develop a personal perspective on a topic</p> <p>ASSESSMENT:</p> <p>Choosing and Shaping a Topic, p. 15; Formulate research questions, p. 16; Use search engines, p. 17; Consult data bases, p. 18; Finding reliable websites, p. 19; Evaluating newspapers and periodicals, p. 20; Choosing trustworthy non-fiction books, p. 21; Finding the right sources, p. 22; Note taking and plagiarism, p. 23; Paraphrases and summaries, p. 24; Quote information responsibly, p. 25; Evaluating contradictory sources, p. 26; Recognizing bias, p. 27; Developing your thesis, p. 28</p> <p>Standards Lesson File: Reading Lessons 8, 9, 17; Research and Study Skills Lessons 1, 3-9, 12, 13; Media Lessons 12, 17, 18</p>	<p>Research Strategies Workshop</p> <p><u>McDougall Littell Literature New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p> <p>Writers Inc. textbook</p>
	Benchmark III-B: Understand Literary Elements and Concepts	PS 1. Identify significant themes and concepts in literary works as they relate to the reader		<p>Students will explore the key idea of ambition, analyze characteristics of Shakespearean tragedy such as: blank verse, soliloquies, asides, foreshadowing, and irony, read a drama, read a Shakespearean drama</p> <p>ASSESSMENT:</p> <p>Summary, p. 101-102, 121-122, 137-138, 153-154, 171-172; Shakespearean Tragedy, p. 103-104, 123-124, 139-140, 155-156, 173-174; Question Support, p. 110, 126, 142, 158, 176; Reading Shakespearean Drama, p. 105, 107; Reading Check, p. 109, 125, 141, 157, 175;</p>	<p>Shakespearean Drama</p> <p><i>The Tragedy of Macbeth</i></p> <p><u>McDougall Littell Literature New Mexico: Resource Manager, Graphic Organizer/Strategies</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p> <p>Test Generator CD</p> <p>Audio Anthology CD</p> <p>WriteSmart CD</p>

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	<p>Benchmark II.B: Apply grammatical and language conventions.</p>	<p>PS 1. Demonstrate the ability to expound upon ideas</p>	<p>Grammar & Sentence Structure</p> <ul style="list-style-type: none"> • Comprehension • Coherence • Conciseness 	<p>Students will demonstrate increased sophistication of grammatical conventions and language usage by submitting a grammatically and mechanically correct research paper. ASSESSMENT: Writing rubric, research paper</p>	<p>Currently adopted Grammar textbooks and workbooks</p> <p>Writers Inc. textbook</p>
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Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	Benchmark III-B: Understand literary elements, concepts, and genres	<p>PS 1. Identify significant themes and concepts</p> <p>PS 2. Analyze thematic connections</p>	<p>Literary Elements</p> <ul style="list-style-type: none"> • Relationship to reader • References • Universal theme 	<p>Students will explore the key ideas of class, money, anonymity, identify and analyze characteristics of psychological fiction, read a short story and a critical review, analyze diction, draw conclusions about social context, identify, analyze, and interpret theme, draw conclusions, identify, analyze, and evaluate situational and verbal irony, read poetry, identify and interpret key ideas</p> <p>Students will explore the key ideas of infatuation and promise, identify, analyze, and evaluate first person point of view, read a short story, identify and analyze descriptive details, identify and analyze foreshadowing, analyze impact of flashback, identify, analyze, and evaluate examples of ambiguity</p> <p>ASSESSMENT:</p> <p>Summary, p. 65-66; Psychological Fiction, p. 67-68, Question Support, p. 75; Analyze Diction, p. 69-70; Reading Check, p. 74; Theme, p. 91-92; Draw Conclusions, p. 93-94; Irony, p. 113-114; Interpret Ideas, p. 115-116</p> <p>First-Person Point of View, p. 169-170; Analyze Descriptive Details, p. 171-172; Foreshadowing/Flashback, p. 215-216; Analyze Ambiguity, p. 217-218</p>	<p>Modern and Contemporary Literature</p> <p><i>The Duchess and the Jeweler</i> <i>The Rocking Horse Winner</i> <i>Musee des Beaux Arts</i> <i>The Unknown Citizen</i></p> <p><i>Araby</i> <i>The Demon Lover</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources : Class Zone.com</p>
	Benchmark II.B: Apply grammatical and language conventions.	PS 1. Demonstrate the ability to expound upon ideas	<p>Grammar & Sentence Structure</p> <ul style="list-style-type: none"> • Comprehension • Coherence • Conciseness 	<p>Students will demonstrate increased sophistication of comprehension, coherence, and conciseness by producing correctly formatted personal correspondence.</p> <p>ASSESSMENT: Completed documents, teacher generated assessments</p>	<p>Currently adopted Grammar textbooks and workbooks</p> <p>Writers Inc. textbook</p>

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	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS 1. Use and apply devices to perform and persuade</p> <p>PS 2. Use elements of satire to persuade</p> <p>PS 3. Analyze own work</p>	<p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Grammatical devices • Metaphorical devices • Rhetorical devices • Facts • Ideas • Tone • Voice • Argument • Plot • Clarity • Conciseness 	<p>Students will analyze a student model that shows the traits of cause and effect essays, use the Schaffer writing process to produce a cause and effect essay, revise and edit using a rubric for cause and effect essays, create and deliver a power presentation</p> <p>ASSESSMENT:</p> <p>Prewriting/Editing, p. 439-443; Writing Rubric, p. 444; Publishing with Technology, p. 445; Writing Support, p. 446; Standard Lesson File: Writing Lessons 1, 8, 24; Media Lesson 22</p>	<p>Writing Workshop: Cause-and-Effect Essay</p> <p><u>McDougall Littell Literature New Mexico: Resource Manager, Best Practices Toolkit</u></p> <p>Electronic Resources :</p> <p>Class Zone.com Easy Planner DVD WriteSmart CD</p>
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