

GRADE 12 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50012

Twelfth grade students focus on communication of information and ideas, especially through speech. In Twelfth grade, students analyze speakers and speeches making inferences, conclusions, and generalizations based on specific details from the speech or presentation. Students will organize and present information to address a variety of topics and contexts (including persuasive, formal, and social speeches). They will research, organize, develop and write a variety of speeches/presentations. Students should have command of language conventions and read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

GRADE TWELVE ENGLISH/LANGUAGE ARTS OUTLINE:

| Goals | Skills | Summative Assessments | Time Frame | Main Resources |
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| <ul style="list-style-type: none">• Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument.• Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.• Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style.• Create organization that logically sequences claim(s), counterclaims, reasons, and evidence. | <ul style="list-style-type: none">• Demonstrate command of the conventions of Standard English when speaking.• Adapt speech to a variety of contexts.• Conduct short as well as more sustained research projects to answer a question.• Integrate and evaluate multiple sources of information presented in different media or formats.• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source.• Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information. | Unit Assessments | 1-year | <p><u>38 Basic Speech Experiences</u> Publisher: Perfection Learning Authors: Clark S. Carlile, Dana V. Hensley</p> <p><u>Projects in Speech Communication</u> Publisher: Perfection Learning</p> |

GRADE TWELVE ENGLISH/LANGUAGE ARTS MAP:

| TIME FRAME | BIG IDEAS | CONCEPTS | ESSENTIAL QUESTIONS | STANDARDS | OBJECTIVES | DIFFERENTIATION | ASSESSMENT |
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| Unit 1: Fundamentals of communication (Marking Period 1) | <ul style="list-style-type: none"> Communication has vital social, academic, civic, and professional importance. Communication is ongoing, dynamic, variable, and complex. | Communication Metacommunication Message Receiver Sender Encoding Decoding Feedback Intrapersonal communication Interpersonal communication | <ul style="list-style-type: none"> What is communication? How should public speakers present themselves while delivering a speech? How do we critique a speech properly? | CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | <ul style="list-style-type: none"> Understand the importance of communication in daily life Understand standards for communication decisions Understand how the model of the communication process works Understand the identify the four levels of the communication process | Graphic organizers for notes Extra explanation T-shirt Template | If You Really Knew Me T-shirt Project Presentation T-Shirt Template Worksheet |
| Unit 2 Building a Speech (Marking Period 1) | <ul style="list-style-type: none"> Topic, Audience, Purpose Body of Speech Introduction and Conclusion | Thesis Gathering Supporting Material: Quotations, Statistics, Examples and Anecdotes, Visual Aids Outlining Speech Avoiding Plagiarism | <ul style="list-style-type: none"> How does one prepare for and deliver an effective informative speech? What are a public speaker's options when organizing an informative speech? How does one outline an | CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, | <ul style="list-style-type: none"> Analyze and evaluate a product or movie Understand methods of preparing a review Present the review from minimal speaking notes | Graphic organizer for notes Outline Template Graphic organizer for research | Informative Speech Project: Product or Movie Review Topic Brainstorming Worksheet Formal Speech Outline |

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| | | | <p>informative speech?</p> <ul style="list-style-type: none"> • What research should one incorporate in to an informative speech? | <p>demonstrating understanding of the subject under investigation.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> | | | |
| <p>Unit 3 The Speech to Persuade (Marking Period 2)</p> | <ul style="list-style-type: none"> • The art of persuasion • Listening well and communicating thoughts effectively will enhance persuasive skills | <p>persuasion</p> <p>ethos</p> <p>logos</p> <p>pathos</p> <p>sylogism</p> <p>fallacy</p> <p>Ad hominem</p> <p>false dilemma</p> <p>Faulty cause and effect</p> <p>Red herring</p> | <ul style="list-style-type: none"> • How can you make speeches to persuade as effective as possible? • How does one use rhetoric to persuade? • How does one use research to develop a position and vice versa? • How does one research the counterargument? • How does one avoid discrediting fallacies? | <p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the</p> | <ul style="list-style-type: none"> • Identify a debatable proposition and adopt a position on it • Understand the use of evidence, reasoning, and emotion to convince another • Organize arguments for clarity and maximum impact on listeners • Identify logical fallacies that appear in print and in advertising | <p>Outline Template</p> <p>Graphic organizer for research</p> <p>Graphic organizer for notes</p> | <p>Persuasive Speech Presentation</p> <p>Outline for Persuasive Speech</p> <p>Brainstorming Topic Worksheet</p> <p>Logical Fallacy Project</p> |

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| | | <p>Hasty generalization</p> <p>Bandwagon</p> <p>Slippery Slope</p> <p>Circular Reasoning</p> | | <p>argument presented.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | | | |
| <p>Unit 4 - Capstone Project & Preparing for Senior Symposium (Marking Period 3)</p> | <ul style="list-style-type: none"> An exploration into both a topic and a process | <p>Open-ended Research Question</p> <p>Thesis</p> <p>Annotated Bibliography</p> <p>Finding/data</p> <p>Credible sources</p> <p>MLA citation</p> | <ul style="list-style-type: none"> How can students synthesize their research and then adjust their use of spoken, written, and visual language to fit the needs of a particular audience? | <p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to</p> | <ul style="list-style-type: none"> Conduct in-depth exploration of a topic that relates to students' Senior Project Produce accurate annotated bibliography Create professional-looking poster on topic that can be displayed at Senior Symposium | <p>Research Scaffold</p> <p>MLA graphic organizer</p> | <p>Capstone Poster</p> <p>Mini Lessons on Thesis, Evaluating credible sources, MLA citations</p> |

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| | | | <p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> | <ul style="list-style-type: none">• Practice research skills, including evaluation of sources, paraphrasing and summarizing relevant information, and citation of sources used | | |
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| <p>Vocabulary Development Level G (Marking Period 1-4)</p> | <ul style="list-style-type: none"> Provide students with skills/opportunities to learn words independently and nurture an appreciation of words and their use | <p>Contextual Analysis - infer or predict a word from context</p> <p>Morphemic Analysis - examine meaningful parts (prefixes, suffixes, roots, etc.)</p> | <ul style="list-style-type: none"> How does understanding the meaning of words help students comprehend oral and written language? | <p>CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> | <ul style="list-style-type: none"> Learn definitions and spellings of a set of 10 vocabulary words bi-weekly Use designated set of vocabulary within writing assignments | <p>Extra explanation</p> <p>Modified test with word bank</p> <p>Google slides guided notes/fill in the blank</p> | <p>Vocabulary Quiz - matching word to its definition, correctly spelling each word</p> |
| <p>Unit 5 Speeches for Special Occasions Tribute Speech (Marking Period 4)</p> | <ul style="list-style-type: none"> Preparing a tribute speech in praise of a person's life and the contributions he/she made to the community who has died. | <p>Tone</p> <p>Eulogy</p> <p>Tribute</p> <p>Anecdote</p> <p>Theme</p> <p>Testimonial</p> <p>Chronological order</p> | <ul style="list-style-type: none"> How do speeches for special occasions differ in content and organization? | <p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced,</p> | <ul style="list-style-type: none"> Tribute Speech Presentation Tribute Speech Outline Tribute Speech Brainstorming Worksheet | <p>Graphic organizer for notes</p> <p>Graphic organizer for research</p> <p>Outline Template</p> | <p>Tribute Speech Presentation</p> <p>Tribute Speech Outline</p> <p>Tribute Speech Brainstorming Worksheet</p> |

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| | | | | <p>observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> | | | |
| <p>Unit 6 Social Speeches The Farewell Speech - Senior Speech (Marking Period 4)</p> | <ul style="list-style-type: none"> Adapting a speech to a variety of contexts and tasks | <p>Farewell speech</p> | <ul style="list-style-type: none"> How does one publicly say good-bye to a group of friends or colleagues? How does one express appreciation for friends/colleagues | <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E</p> | <ul style="list-style-type: none"> Identify the necessary elements of a speech of leave-taking Analyze the emotions present in a farewell situation Determine how to adapt a speech to the audience Organize and present a speech of leave-taking | <p>Graphic organizer for notes</p> <p>Graphic organizer for outline</p> | <p>Farewell Speech Presentation</p> <p>Farewell Speech Outline</p> |

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| | | | | Adapt speech to a variety of contexts and tasks. | | | |
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