

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Reading

GRADE: 12

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Semester 1

<p>Strand: Literature Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. M</p> <p>2. Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. M</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). M</p>	<p>I can cite strong, thorough, evidence from the text. I can analyze specific ideas in the text. I can draw inferences from the text. I can determine where the text leaves matters uncertain. I can determine two or more themes or central ideas of a text. I can analyze the development of the themes throughout a text, including how they interact or build upon each other. I can provide an objective summary of a text.</p> <p>I can analyze how setting affects the story. I can analyze the impact of the author's choices on development of plot and character.</p>	<p>Knowledge Comprehension Application Analysis</p> <p>Evaluation Analysis Synthesis</p> <p>Analysis Comprehension Application Evaluation</p>	<p>Central idea Characterization Concept Culture Evidence Inference Objective summary Parallel structure Plot Sequence of events Setting Theme</p>
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Colorado SS: RL.1, RL.2, RL.3

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<p>Strand: Literature Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) M</p>	<p>I can determine the figurative and connotative meaning of words or phrases based on their placement in a text. I can analyze the impact of author's word choices on meaning and tone in a text.</p>	<p>Knowledge Comprehension Application Analysis</p>	<p>Alliteration Etymology Imagery Inference Multiple meaning words Paraphrase Prefix Suffix Tone</p>

<p>Colorado SS: RL.4</p>

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<p>STRAND: INFORMATIONAL Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. M</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. M</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. M</p>	<p>I can cite strong, thorough, textual evidence that supports my inferences and analysis of the text. I can determine where the text leaves matters uncertain.</p> <p>I can determine two or more ideas of a text. I can analyze the development of central ideas throughout a text, including how they interact or build upon each other. I can give an objective summary of the text.</p> <p>I can analyze a complex set of ideas or sequence of events and explain how they interact or develop throughout the text.</p>	<p>Knowledge Analysis</p> <p>Application Analysis Evaluation</p> <p>Analysis Comprehension</p>	<p>Allusion Central/main idea Descriptive details Elements of an argument Emotional appeals Essay Evaluate ideas Overstatement Perspective Persuasion Primary source Rhetorical devices Subjectivity Theme Transcendentalism</p>
<p>Colorado SS: RI.1, RI.2, RI.3</p>			

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<p>Craft and Structure</p> <p>1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). M</p> <p>2. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. M</p> <p>3. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. M</p>	<p>I can determine the meaning of words and phrases as used in the text for figurative, connotative or technical texts at the eleventh grade level. I can analyze how an author refines the meaning of key terms throughout the course of a text.</p> <p>I can analyze and evaluate the effectiveness of the structure an author uses in his/her argument. I can determine whether the author's structure makes points clear, convincing and engaging.</p> <p>I can determine the author's point of view in a text. I can determine the author's purpose for writing a text. I can analyze how style and content contribute to the power, persuasiveness and beauty of a text.</p>	<p>Analysis Application Synthesis</p> <p>Analysis Evaluation</p> <p>Knowledge Analysis Synthesis</p>	<p>Allusion Analyze Argument Author's purpose Connotation Emotional appeals Essay Figurative Graphics Irony Persuasion Persuasive speech Political words Rhetorical devices Rhetorical techniques Structure Style Subjectivity Synthesis Technical Text Text structure Voice</p>
<p>Colorado SS: Use text features and graphical representations to complement comprehension and enhance critical analysis of a text. RI.1, RI.2, RI.3</p>			

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<p>Integration of Knowledge and Ideas</p> <p>1. 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. M</p> <p>2. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). M</p> <p>3. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. M</p>	<p>I can integrate and evaluate multiple sources from different media to address a question or solve a problem.</p> <p>I can delineate and evaluate the reasoning in seminal US texts, including application of constitutional principles and legal reasoning.</p> <p>I can evaluate the premise, purpose and arguments in works of public advocacy.</p> <p>I can analyze significant seventeenth-century, eighteenth-century, and nineteenth-century U.S. documents for purpose and rhetorical features.</p>	<p>Application Evaluation</p> <p>Evaluate Analyze</p> <p>Analysis Application Evaluation</p>	<p>Advocacy Analyze Analyze text structure Argument Constitutional principles Context Cultural context Delineate Essay Evaluate sources Historical Historical context Literacy movement Modernism Naturalism Primary source Reference materials Regionalism Research Seminal Synthesize Technology Timeline</p>
<p>Colorado SS: RI.1, RI.2, RI.3</p> <p>1. Use reading and note-taking strategies (outlining, mapping systems, skimming scanning, key word search) to organize information and make connections within and across informational texts</p> <p>2. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details</p> <p>3. Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</p> <p>4. Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</p>			

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Range of Reading and Level of Text Complexity 10. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. M	I can read and comprehend nonfiction writing at the eleventh grade level.	Knowledge Comprehension Application	Collaboratively Discuss Overstatement Persuasively Predict
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Colorado SS: RI.10

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<p>Strand: Speaking and Listening Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. M</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. M</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. M</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on atopic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. M</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. M</p>	<p>I can participate in a variety of class discussions by expressing my own ideas clearly and persuasively.</p> <p>I can prepare effectively in advance, drawing on evidence during discussion.</p> <p>I can collaborate with peers to have civil, democratic discussions by setting goals, deadlines, and individual roles as needed.</p> <p>I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote creative perspectives.</p> <p>I can respond to diverse perspectives, synthesize comments, claims, and evidence on all sides, resolving contradictions and deciding what more is needed to enhance or complete the task.</p>	<p>Knowledge Comprehension Application Synthesis Evaluation</p>	<p>Credibility Debate Discrepancy Discussion Informal consensus Online feature article Panel Primary source Research wiki Secondary source Socratic circle Summary Validity</p>
<p>Colorado SS: SL.1a – SL.1d</p> <ol style="list-style-type: none"> 1. Implement an effective group effort that achieves a goal 2. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities 3. Assume a leadership role in a group that is collaboratively working to accomplish a goal 4. Self-evaluate roles in the preparation and completion of the group goal 5. Critique and offer suggestions for improving presentations given by own group and other groups 			

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<p>Strand: Speaking and Listening Comprehension and Collaboration (continued) 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. M</p>	<p>I can make informed decisions and solved problems using multiple sources of information, while evaluating the credibility and accuracy of each source.</p>	<p>Knowledge Comprehension Application Evaluation Analysis Synthesis</p>	
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<p>Colorado SS: SL.2</p>			
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<p>Strand: Speaking and Listening Comprehension and Collaboration</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. M</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. M</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. M</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) M</p>	<p>I can evaluate a speaker's point of view, reasoning, and use of evidence/rhetoric. I can assess the stance, premises, connecting of ideas, word choice, emphasis and tone of a presentation.</p> <p>I can present information, findings, and evidence with a specific perspective showing alternate viewpoints so that listeners can follow the line of reasoning. I can present information with appropriate organization, substance and style for purpose and audience.</p> <p>I can add digital media strategically to add interest, enhance reasoning, and understanding of findings in my presentations.</p> <p>I can adapt my speech to multiple contexts and tasks. I can demonstrate a command of formal spoken English.</p>	<p>Evaluate Analysis</p>	<p>Audience Blog Connotation Denotation Digital media Evidence Feature article Findings Formal register Formal task Formal tone Informal register Informal task Informal tone Interactive elements Podcast Point of view Reasoning Rhetoric Style Style manual Wiki</p>

Colorado SS: SL.3, SL.4, SL.5, SL.6

1. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
2. Choose specific words and word order for intended effect and meaning
3. Select appropriate technical or specialized language

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RESOURCES AND NOTES FOR SEMESTER 1:

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TIMELINE: Semester 2

<p>Strand: Literature Key Ideas and Details</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. M</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). M</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) M</p> <p>10. By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the <i>grades 11 CCR text complexity band</i> independently and proficiently. M</p>	<p>I can analyze the structure of specific parts of text. I can examine how author’s choices contribute to overall structure and meaning.</p> <p>I can distinguish between what is directly stated and what is meant. I can distinguish among satiric, sarcastic, ironic, and understated points of view.</p> <p>I can analyze multiple interpretations of a piece of literature.</p> <p>I can comprehend many genres of literature at my grade level.</p>	<p>Analysis Comprehension Evaluation</p> <p>Analysis Evaluation Application</p> <p>Analysis Evaluation</p> <p>Comprehension Evaluation</p>	<p>Aesthetics Comedic resolution Conclusion Irony Plot Point of view Sarcasm Satire Source text Tragic resolution Understatement</p>
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Colorado SS: RL.5, RL.6, RL.7, RL.10

1. Describe and contrast characteristics of specific literary movements and perspectives
2. Evaluate the influence of historical context on the form, style, and point of view of a written work
3. Analyze and relate a literary work to source documents of its literary period or to critical perspectives
4. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)
5. Demonstrate knowledge of classical foundational works of world literature

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<p>Strand: Speaking and Listening Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. M</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. M</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. M</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. M</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. M</p>	<p>I can participate in a variety of class discussions by expressing my own ideas clearly and persuasively.</p> <p>I can prepare effectively in advance, drawing on evidence during discussion.</p> <p>I can collaborate with peers to have civil, democratic discussions by setting goals, deadlines, and individual roles as needed.</p> <p>I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote creative perspectives.</p> <p>I can respond to diverse perspectives, synthesize comments, claims, and evidence on all sides, resolving contradictions, and deciding what more is needed to enhance or complete the task.</p>	<p>Knowledge Comprehension Application Analysis Synthesis Evaluation</p>	<p>Collaboration Credibility Debate Discrepancy Discussion Informal consensus Online feature article Panel Primary source Research wiki Secondary source Socratic circle Summary Validity</p>
<p>Colorado SS: SL.1a – SL.1d</p> <ol style="list-style-type: none"> 1. Implement an effective group effort that achieves a goal 2. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities 3. Assume a leadership role in a group that is collaboratively working to accomplish a goal 4. Self-evaluate roles in the preparation and completion of the group goal 5. Critique and offer suggestions for improving presentations given by own group and other groups 			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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<p>Strand: Speaking and Listening Comprehension and Collaboration (continued) 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. M</p>	<p>I can make informed decisions and solve problems using multiple sources of information presented in many formats. I can evaluate the credibility and accuracy of sources noting any discrepancies.</p>	<p>Knowledge Comprehension Application Evaluation Analysis Synthesis</p>	
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<p>Colorado SS: SL.2</p>			
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<p>Strand: Speaking and Listening Comprehension and Collaboration</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. M</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. M</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. M</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. M</p>	<p>I can evaluate speaker's point of view, evidence, and rhetoric. I can assess points presented including word choice, emphasis, and tone.</p> <p>I can present organized information using a clear and distinct perspective. I can offer opposing perspectives when appropriate. I can use formal or informal style determined by purpose.</p> <p>I can strategically use multimedia components in presentations to enhance understanding, evidence, and reasoning, and add interest.</p> <p>I can adapt speech to contexts and tasks.</p>	<p>Evaluation Analysis</p> <p>Synthesis Application Analysis</p> <p>Synthesis Application</p> <p>Comprehension Application Evaluation</p>	<p>Audience Blog Connotation Denotation Digital media Evidence Feature article Findings Formal register Formal task Formal tone Informal register Informal task Informal tone Interactive elements Podcast Point of view Reasoning Rhetoric Style Style manual Wiki</p>

Colorado SS: SL.3, SL.4, SL.5, SL.6

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RESOURCES AND NOTES FOR SEMESTER 2