Lakewood City Schools Language Arts Course of Study – Twelfth Grade – Broadcast/Theatre Production Elective (1&2)

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
A) Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast, cause and effect. B) Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. C) Explain the influence of the English language on world literature, communications, and popular culture. D) Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. E) Use multiple resources to enhance comprehension of vocabulary.	**By the end of Grade 12, the student will:** *Contextual Understanding* 1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. *Conceptual Understanding* 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. 3. Examine and explain the influence of the English language on world literature, communications and popular culture. *Structural Understanding* 4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-are vocabulary (e.g., unknown words in science, mathematics and social studies). *Tools and Resources* 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	**Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read.

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Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
A) Apply reading comprehension strategies to understand grade appropriate texts. B) Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). C) Use appropriate self-monitoring strategies for comprehension.	**By the end of Grade 12, the student will:** *Comprehension Strategies* 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. *Self-Monitoring Strategies* 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. *Independent Reading* 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	**Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read. Also, the use of the twice weekly script for the video announcements as read by students using teleprompter for production. Fourth quarter final project which requires reading beyond that done in class.

	5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	

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Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 12, the student will:	
A) Analyze the features and structures of documents and critique them for their effectiveness.	1. Analyze the rhetorical devices used in public documents including newspaper editorials and speeches.	**Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read. Also, the use of the twice weekly script for the video announcements as read by students using teleprompter for production.
	2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	
B) Identify and analyze examples of rhetorical devices, valid and invalid inferences.	3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	
C) Critique the effectiveness and validity of arguments in text, and whether they achieve the author's purpose.	4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	
	5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	
D) Synthesize the content from several sources on a	6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	

single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. E) Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	7. Analyze the structure and features of functional and workplace documents including format, sequence and headers and how authors use these features to achieve their purposes and to make information accessible and usable. 8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	**Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read. Also, the use of the twice weekly script for the video announcements as read by students using teleprompter for production.

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Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
A) Analyze and evaluate the five elements (e.g., plot, character, setting, point of view, theme) in literary text. B) Explain ways characters confront similar situations and conflict. C) Recognize and analyze characteristics of subgenres and literary periods. D) Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. E) Critique an author's style.	**By the end of Grade 12, the student will:** 1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. 2. Analyze the historical, social and cultural context of setting. 3. Explain how voice and narrator affect the characterization, plot and credibility. 4. Evaluate the author's use of point of view in a literary text. 5. Analyze variations of universal themes in literary texts.	Units Two and Three- Plays read for consideration for production at the high school. Examples of past plays are: You Can't Take It With You The Laramie Project Greater Tuna To Kill a Mockingbird The Effect of Man-In-The-Moon Marigolds Tom Jones Antigone Seussical Pippin HMS Pinafore End of the World, etc.

	6. Recognize characteristics of subgenres including satire, parody and allegory and explain how choice of genre affects the expression of a theme or topic.	
	7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	
	8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism, sounds of language), citing specific examples from text to support analysis.	

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Writing Processes Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 12, the student will: *Prewriting*	
A) Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	**Ongoing**; twice weekly story meeting for creating video announcements.
B) Select and use an appropriate organizational structure to refine and develop ideas for writing.	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	**Ongoing;** twice weekly script writing assignment for video announcements
C) Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.	4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	
	5. Use organizational strategies (e.g., notes and outlines) to plan writing. *Drafting, Revising and Editing*	**Ongoing;** twice weekly script writing assignment for video announcements
D) Apply editing strategies to eliminate slang and improve conventions.	6. Organize writing, to create a coherent whole, with an effective and engaging introduction and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	**Ongoing;** twice weekly script writing assignment for video announcements
E) Apply tools to judge the	7. Use a variety of sentence structures and lengths (e.g., simple,	

quality of their writing.	compound and complex sentences; parallel or repetitive sentence structure).	
F) Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.	8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	**Ongoing;** twice weekly script writing assignment for video announcements
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	
	10. Use available technology to compose text.	**Ongoing;** twice weekly script writing assignments must be done using Microsoft word 2003 or 2007; twice weekly graphic representation of script must be created using Microsoft Power Point 2003 or 2007.
	11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	
	12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	**Ongoing;** twice weekly editing of video announcement script prior to taping.
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	**Ongoing;** twice weekly editing of video announcement script prior to taping.
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	
	Publishing	
	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	**Ongoing;** twice weekly script writing assignment for video announcements

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Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 12, the student will:	Scriptwriting assignment – unit two on "A Day in the Life of Me" video mini-project
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.	1. Write reflective compositions that: a. use personal experiences as a basis for reflection on some aspect of life; b. draw abstract comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalizations about life.	
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author's use of stylistic devices and effects created.		Writing analysis of plays in the lighting and set design units.
	2. Write responses to literature that: a. advance a judgment that it is interpretative, analytical, evaluative or reflective; b. support key ideas and view points with accurate and detailed references to the text or to other works and authors; c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and	Writing analysis of plays in the lighting and set design units. Creating written justification of floor plans, perspective, and light plots during units 2 and 3.
C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or		

misunderstandings, and include formatting techniques that are user friendly.
 	
D) Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.
 	
E. Use a range of strategies to elaborate and persuade when appropriate including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.
	f. provide a sense of closure to the writing.
	
	3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:
	   a. report, organize and convey information accurately;
	   b. use formatting techniques that make a document user-friendly; and
	   c. anticipate readers' problems, mistakes and misunderstandings.
	
	4. Write informational essays or reports, including research, that:
	   a. develop a controlling idea that conveys a perspective on the subject;
	   b. create an organizing structure appropriate to purpose, audience and context;
	   c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
	   d. make distinctions about the relative value and significance of specific data, facts and ideas;
	   e. anticipate and address a reader's potential biases, misunderstandings and expectations; and
	   f. provide a sense of closure to the writing.
	
	5. Write persuasive compositions that:
	   a. articulate a clear position;
	   b. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and
	   c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
	
	6. Produce informal writings (e.g., journals, notes, poems) for various purposes.
		Creation of floor plans, perspectives, working drawings and light plots during units 2 and 3.
		
		Pre-production reports written during unit one and unit four. Play analysis reports during unit 2 and 3.
		
		Sixty second video commercial project.
		
		Twice weekly script writing for video announcements

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Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use correct spelling conventions. B) Use correct punctuation and capitalization. C) Demonstrate understanding of the grammatical conventions of the English language.	**By the end of Grade 12, the student will:** ***Spelling*** 1.Use correct spelling conventions. ***Punctuation and Capitalization*** 2. Use correct capitalization and punctuation. ***Grammar and Usage*** 3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Ongoing; writing script twice weekly for video announcements.

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 12, the student will:	
A) Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.	1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. 2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Question of the day and background information for stories on the twice weekly video announcements.
B) Compile, organize and evaluate information; take notes and summarize findings.	3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	
C) Evaluate the usefulness and credibility of data and sources, and synthesize information from multiple sources.	4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. 5. Integrate quotations and citations into written text, maintaining a flow of ideas.	**Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read
D) Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement.	6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement. 7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	
E) Communicate findings, reporting on the substance		

and processes orally, visually and in writing, or through multimedia.		

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Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

11-12 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 11, the student will:	
A) Use a variety of strategies to enhance listening comprehension.	*Listening and Viewing* 1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	Directing, producing, serving as talent for the twice weekly video announcements.
B) Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, argument, evidence, organization of ideas, delivery, diction and syntax.	2. Identify types of arguments used by the speaker, such as causation, analogy and logic. 4. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Weekly critique of production of the video announcements during unit one. **Ongoing;** Use of newspaper, newsletters, press releases and other sources of information for creating the script for the
C) Select and use effective speaking strategies for a variety of audiences, situations and purposes. D) Give persuasive presentations that structure ideas and arguments in a logical fashion; clarify and defend positions with relevant evidence; and anticipate and address the	5. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience. *Speaking Skills and Strategies* 5. Demonstrate an understanding of the rules of the English language	video announcements twice weekly. As well as reading of plays being considered for production in order to apply set-design and lighting units to the specific play(s) read

audience's concerns.
 	
E) Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.
 	
F) Give presentations using a variety of delivery methods, visual displays and technology.
	and select language appropriate to purpose and audience.
	
	6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
	
	7. Vary language choices as appropriate to the context of the speech.
	
	Speaking Applications
	8. Deliver informational presentations (e.g., expository, research) that:
	   a. present a clear and distinctive perspective on the subject;
	   b. present events or ideas in a logical sequence;
	   c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
	   d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
	   e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
	   f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.
	
	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
	
	10. Deliver persuasive presentations that:
	   a. establish and develop a logical and controlled argument;
	   b. include relevant evidence, differentiating between evidence and opinion to support position and to address counter-arguments or listener bias;
	   c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;
		Ongoing; serving as talent, teleprompter, director, etc., for the twice weekly video announcements.
		
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		Ongoing; serving as talent, teleprompter, director, etc., for the twice weekly video announcements.
		
		Ongoing; serving as talent, teleprompter, director, etc., for the twice weekly video announcements.

	d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	