

# Spanish Fork High School

## English Department

### 14-15 Learning Targets for 12<sup>th</sup> Grade

#### Term 1

- I can define words and phrases that have figurative meanings in a fictional text.
- I can analyze the role of hyperbole and paradox in a text, including Shakespeare.
- I can use varied syntax and figurative language.
- I can present a problem, introduce a narrator and/or characters, and establish point of view in narrative writing.
- I can use multiple plot lines, pacing, dialogue, reflection, and description to develop a narrative.
- I can create a smooth progression of events which build on each other to create a cohesive whole.
- I can use sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
- I can provide a conclusion that follows after and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Term 2

- I can define words and phrases with figurative, connotative, and technical meanings that are used in informational text.
- I can write to explain to 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)
- I can introduce and organize ideas in an informational topic.
- I can use transitions, domain-specific vocabulary, formatting, graphics, and multimedia where it is useful to aiding comprehension in an informational topic.
- I can develop a topic with connecting, relevant, and sufficient facts.
- I can develop a topic with extended definitions, quotations or other information and examples appropriate to the audience, and precise language in informational writing.
- I can establish and maintain a formal style and objective tone in my writing of informational text.
- I can provide a conclusion that shows the significance or implications of the topic in an informational text.
- I can use prewriting strategies to develop and plan before writing.
- I can revise and rewrite to address a specific purpose and/or audience.
- I can vary my grammar and usage for rhetorical effect in my own speaking and writing and explain how and why the effect works.
- I can summarize the text, identify themes, and analyze theme development of a non-fiction text.
- I can conform to the guidelines of MLA style.

#### Term 3

- I can determine the meaning of multiple-meaning words and phrases by using context.
- I can determine the meaning of multiple-meaning words and phrases with the help of a reference source.

- I can demonstrate independence in gathering vocabulary knowledge when necessary for comprehension or expression.
- I can establish the significance of my claim (warrant).
- I can distinguish precise, knowledgeable claims from alternate or opposing claims.
- I can use logical organization with words or phrases (e.g. claims, counterclaims, evidence, and reasons) to distinguish precise, knowledgeable claims from alternate or opposing claims.
- I can organize my arguments in an effective way.
- I can create a clear and cohesive text that establishes the relationships among claims, counterclaims, reasons, and evidence.
- I can develop claims and counterclaims.
- I can use evidence to develop fair claims and counterclaims.
- I can point out strengths and limitations to claims and counterclaims.
- I can anticipate the audience's knowledge level and concerns when developing my claims and counterclaims.
- I can anticipate the audience's values and possible biases when developing my claims and counterclaims.
- I can establish and maintain a formal style and objective tone in my writing of arguments.
- I can attend to the norms and conventions of the writing discipline.
- I can provide a concluding statement or section that follows from and supports the argument presented.
- I can produce clear writing in which the idea development is appropriate to genre, purpose, and audience.
- I can produce clear writing in which the organization is appropriate to the genre, purpose, and audience.
- I can produce clear writing in which the style is appropriate to the genre, purpose, and audience.
- I can gather and define my own vocabulary words in order to aid my reading comprehension and expression.
- I can analyze complex ideas or events.
- I can explain how specific individuals, ideas, or events interact and develop throughout the text.
- I can determine whether an argument is clear and convincing.
- I can evaluate the structure of an argument for engagement.
- In an effectively rhetorical text, I can analyze how style contributes to the power, persuasiveness, or beauty of the text.

#### Term 4

- I can write to explain how specific word choices and syntax impact tone, including words with multiple meanings. (Shakespeare recommended)
- I can use nuances of words with similar denotations.
- I can use nuances of words for a specific audience and purpose.
- I can use academic and domain-specific words and phrases.
- I can produce coherent, developed writing over an extended period of time for a range of genres, purposes, and/or audiences.
- I can produce writing on demand for a range of genres, purposes, and/or audiences.
- I can resolve issues of complex or contested usage using reference sources.
- I can generally use standard English capitalization and punctuation correctly.
- I can use hyphens correctly.
- I can generally spell correctly.
- I can evaluate how language reflects meaning and style.
- I can choose language devices for my writing that will effectively create meaning and/or style.
- I can apply my knowledge of language to aid my reading and listening comprehension.

- I can summarize a fictional text.
- I can identify two themes of a fictional text.
- I can analyze theme development and interactions between themes over the course of the text.
- I can analyze the impact of the author's use of the elements of fiction.
- I can analyze how one element of fiction affects another.
- I can cite evidence to support evaluation of fictional texts.