

12th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate deep understanding of a variety of original texts for different purposes and different tasks without support. They:</p> <ul style="list-style-type: none"> - read a wide variety of authentic texts of increased complexity on a range of topics (textbook chapters, novels, plays, essays, magazine articles, charts and tables, poetry, satire) - demonstrate understanding of complex authentic texts in a variety of ways (summarize the key ideas in an article, write a short essay comparing two texts, draw conclusions and make generalizations about a text, citing supporting evidence from the text) - respond to complex authentic texts in a variety of ways (give a book talk, write an in-role diary entry for a character in a novel, suggest reasons for the point of view presented in essays, write a critical review of a book or article, etc.) - analyze texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader. - identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts (preview text, divide text into digestible sections, ask questions while reading, reread to consolidate understanding, make jot notes, sort and classify ideas using a concept map, summarize sections of text during reading, synthesize ideas to broaden understanding) - identify different features of texts and explain how they help readers understand the text (charts, graphs, preface, prologues and epilogues in novels, sidebars and illustrations in magazine articles, 	<p>Students write English in a variety of forms for different purposes and audiences with fluency and accuracy. They:</p> <ul style="list-style-type: none"> - produce emails, business reports, presentations, agendas, outlines, essays, letters with almost no grammatical and spelling mistakes. - write complex texts to convey information and ideas for academic purposes using a wide variety of forms. - organize information in a logically structured essay of five or more paragraphs that includes thesis statement, body, and conclusion. - use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (“meanwhile”, “prior to”, to indicate sequence; “despite”, “although” to compare and contrast; “moreover”, “not only... but also” to add details and examples; “in conclusion”, “finally”, “to sum up” to signal closing remarks) - use correctly the grammatical structures and conventions of written English appropriate for this level. - select and use the pre-writing strategies most appropriate 	<p>Students use speaking skills and strategies to communicate in English for a variety of classroom and social purposes with accuracy. They:</p> <ul style="list-style-type: none"> - engage in complex spoken interactions on a wide variety of topics (synthesize ideas in a group discussion, negotiate solutions to problems, sell an idea or product, conduct meetings or presentations) - use a wide variety of conversational expressions to negotiate spoken interactions of all types (“Let’s go back to work now”, “Let’s focus”, “We’re getting off topic” to stay on topic in group tasks; “by the way”, “before I forget”, “speaking of” to shift the topic; “Do you understand what I mean?” “Is that clear?” “Do you get it?” to check for comprehension; “I really mean...?” “What I’m trying to say is...?” to self-correct) - present ideas and information orally for academic purposes in a wide variety of situations. - use correctly the grammatical structures of spoken English for the level. - use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately. - use a wide variety of 	<p>Students understand, interpret, and evaluate spoken English with accuracy in a variety of situations. They:</p> <ul style="list-style-type: none"> - demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations (take detailed notes from oral presentations, summarize information presented orally) - demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations (present a rebuttal in a debate, report back on a survey, express personal views in conversations) - respond to intonation patterns, different pacing and a variety of accents. - respond to spoken English in social, academic, formal, and informal situations, including idioms, and conversational nuances (irony, humour, flattery, sarcasm)

<p>website taskbars and hyperlinks, reference lists)</p> <ul style="list-style-type: none"> - identify a wide variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts ("That is", "i.e." for definition or explanation; "for example", "e.g." for illustration; "first...next" for sequence; "in short" for summary; "by contrast" for comparison and contrast; "as a result" for cause and effect; "possibly" for hypothesis) - demonstrate an understanding of the grammatical structures of English used in familiar and unfamiliar texts. - use a wide variety of vocabulary acquisition strategies to enrich and extend vocabulary (infer meaning from context, use mental imagery to memorize words, keep a vocabulary journal of word associations and contexts in which a word is heard or read) - use knowledge of a wide variety of patterns of word structure and derivation to determine the meaning of unfamiliar words. - Locate information from a wide variety of print and electronic sources, and use it to answer research questions, acknowledging sources of information, ideas, quotations in an approved reference list style. - Extract information for an independent research project from a wide variety of sources. - Compare, synthesize, and evaluate the information gathered from a variety of sources for an independent research project. 	<p>for the purpose to generate vocabulary and develop and organize ideas for writing. (activate prior knowledge through peer and group interaction, make jot notes about background reading)</p> <ul style="list-style-type: none"> - revise, edit, and proofread drafts using a wide variety of strategies (incorporate peer conference feedback to achieve a more effective or logical progression of ideas, self-evaluate to determine next steps in writing, identify correction symbols) - identify and use the most appropriate writing strategies for the purpose before, during, and after writing, and reflect after writing on the strategies found most helpful (produce a plan for carrying out a research project, use a thesaurus to vary vocabulary and achieve precise expression) 	<p>circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication (identify and correct slips and errors that may have caused misunderstandings, use circumlocution and paraphrasing to compensate for gaps in knowledge of vocabulary and grammar)</p>	
--	---	---	--