

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 11th & 12th

| Language | | September | October | November | December | January | February | March | April | May | Activities | Formative Assessment | Summative Assessment |
|--|---|-----------|---------|----------|----------|---------|----------|-------|-------|-----|-----------------------------|--|----------------------------------|
| | | Timeline | | | | | | | | | | | |
| Anchor Standards | Standard | | | | | | | | | | | | |
| 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | SWBAT use language correctly when writing or speaking. | | | | | | | | | | Daily Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | SWBAT cite examples of how language has changed over time or how language varies depending on how it is used. | | | | | | | | | | Daily Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. | SWBAT consult credible references to resolve complex or debatable issues about the way language is used. | | | | | | | | | | Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | SWBAT use correct capitalization, punctuation, and spelling. | | | | | | | | | | Daily Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 2a. Observe hyphenation conventions. | SWBAT use hyphens correctly. | | | | | | | | | | Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 2b. Spell correctly. | SWBAT spell correctly. | | | | | | | | | | Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | SWBAT identify how language works in different situations, identify ways that language choices help with understanding, make choices to aid in understanding. SWBAT identify various ways that language choices can influence meaning or style. | | | | | | | | | | Daily Modeling and Practice | Worksheets/Homework/Quizzes/Writing activities/Essays | Trimester-end post-test/Essays |
| 3a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | SWBAT vary sentence structures for effect, consult references for help in understanding syntax, and identify different sentence structures in complex texts. | | | | | | | | | | Modeling and Practice | Pre-writing Brainstorming Outline Draft Feedback | Essays SAGE Summative Writing |

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| 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. | SWBAT use a variety of strategies to determine what a word or phrase means. | | | | | | | | | | Practice with roots, prefixes and suffixes as well as context and content | Worksheets/Quizzes | SAGE Summative Writing | |
| 4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | SWBAT determine the meaning of a word through context clues or by the way it is used in a sentence or text. | | | | | | | | | | Practice with roots, prefixes and suffixes as well as context and content | Worksheets/Quizzes | SAGE Summative Writing | |
| 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | SWBAT identify how altering parts of words can change their meanings and functions. SWBAT correctly use alternate word endings to change the meanings of similar words. | | | | | | | | | | Practice with roots, prefixes and suffixes as well as context and content | Worksheets/Quizzes | SAGE Summative Writing | |
| 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | SWBAT consult reference materials to find the pronunciation, meaning, accepted usage and origin of unfamiliar words. | | | | | | | | | | Modeling and Practice | Discussion/Group Work | Quizzes/Essays | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SWBAT identify examples of figurative language, recognize how words relate to each other, and identify the slight differences in word meanings based on how they are used. | | | | | | | | | | Model and practice/Close Reading | Unit Exams/Quizzes | SAGE Summative Writing | |
| 5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | SWBAT identify figures of speech such as hyperbole and paradox and explain their meaning and usage. | | | | | | | | | | Model and practice/Close Reading | Unit Exams/Quizzes | Essays/Final Exam | |
| 5b Analyze nuances in the meaning of words with similar denotations. | SWBAT explain the slight differences between words with similar definitions, use various resources to build vocabulary, and define words and phrases that are specific to language arts and apply them in speaking and writing. | | | | | | | | | | Model and practice/Close Reading/Discussion | Unit Exams/Quizzes | Essays/Final Exam | |
| 6: 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 | SWBAT explain and use general academic words in their writing. SWBAT define words and phrases that are specific to language arts and apply them in speaking and writing, and use various vocabulary-building resources and enhance their understanding of the things they read | | | | | | | | | | Weekly vocabulary lessons/Context-specific vocabulary lessons | Homework/In-class Practice/Quizzes/Packets | Final Exam | |

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| independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | or hear. | | | | | | | | | | | | | |