Curriculum Document

Course Title	English Language Grade 12	
Course Code	ENG71 (6 periods)	
Course Delivery	Reading	20%
	Listening	20%
	Writing	20%
	Speaking	20%
	Language	20%

Course Description

The Grade 12 English course is designed to equip learners with the skills required for both higher education and the workforce. The course is built on the Common Core set of educational standards integrated with 21st Century skills, task based learning, and learning outcomes to prepare students for language proficiency exams, university admission exams, success in higher education and the workforce. The Grade 12 Advanced course promotes comprehensive higher order thinking and understanding in all four language skills and language systems. This is achieved through an in-depth and rigorous curriculum which consolidates and builds on student knowledge and links information within real world context. This enables students to address a wide range of concepts, problems or issues which allow students to experience and practice language in relation to what is happening in the real world. This course encourages and provides opportunities for students to enhance their education through task based learning, logical reasoning, and investigation through the use of key 21st century skills where students research and present using a wide variety of technological tools. The course is intended to support independent and self-directed learning, to encourage learners to think laterally, critically and creatively, and to acquire strong problem-solving skills.

Pre-requisites	Successfully completion of Grade 11

Course Learning Outcomes (Elements)

Listening Skills

Students extend their ability to recognize, select and understand the appropriate strategies and the language cueing systems and conventions to construct meaning before, during, and after listening.

Critical Listening: Students extend their listening skills by critically analyzing given situations, making decisions based on their problem-solving abilities and justifying their answers.

Speaking Skills

Students extend their ability to initiate and participate effectively in a variety of collaborative discussions related to different topics, texts, and issues around different themes.

Students will be able to build on others' ideas, express their own opinions clearly and

persuasively and work in a group taking up different roles.
Students will be able to confidently speak about their ideas and findings in front of different audiences.

Reading Skills

Students extend their reading skills by identifying and analyzing a text for gist, main ideas and supporting details.
Students will be able to follow the development of the text and provide an objective summary that clearly shows understanding of the text. Students will be able to select and answer questions about main features and provide justifications for their answers.
Students extend their creativity and literary imagination, improving their general cultural awareness and developing their appreciation of literature.

Writing Skills

Students extend their ability to write fluently in a variety of situations for a variety of purposes and audiences.
Students extend their ability to select and report main features analyzing data of different graphs (bar, line or pie graph), table, chart, or process (how something works, how something is done) to describe and compare data, identify significance and trends in factual information.
Students will extend their ability to write an academic essay, report or creative writing.

Vocabulary

Students extend their vocabulary to gain an awareness and knowledge of new terms related to the themes of different units, their meaning and usage.
Students extend their vocabulary to each of the language skills: reading, writing, listening and speaking.

Grammar

Students extend their ability to recognize and understand the use of targeted grammatical structures and incorporate knowledge into all four language skills: listening, speaking, reading and writing.

STEAM

Students extend their ability to recognize and understand the importance of cross circular integrations across different disciplines where English content reflects subjects such as Science, Technology, Engineering, and Mathematics.
Students extend their ability to recognize and apply inquiry based learning, logical reasoning, collaboration, and investigation to their learning.

21st Century Skills (PBL) and Technology Integration

Students extend, deepen and enhance their learning process with the support of 21st Century Skills along with Technology Integration to achieve autonomy in learning.

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Assessment Scheme		
Term 1		30%
	Type	Percentage
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ	15%
	EOT	50%

Term 2		20%
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ1	30%
	SWQ2	35%

Term 3		20%
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ	65%

End of Year Exam	End of Year Exam= 40% of specific topics from T1 & T2 and 60 % from T3.	30%

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	Program Outcomes	Course Contribution
1	Demonstrate effective self-learning and goal setting.	High
2	Demonstrate effective utilization of technology.	Medium
3	Perform scientific research.	Low
4	Demonstrate effective problem solving skills.	High
5	Demonstrate effective critical and creative thinking to solve real-life problems.	High
6	Emphasize the importance of ethics.	Medium
7	Demonstrate social and emotional growth.	Medium
8	Demonstrate leadership skills.	Medium
9	Perform service to society and the environment.	Low
10	Join top universities.	High

Recommended Resources

PDF ebook	Title	Keynote
	Author	Lewis Lansford Paul Dummett Helen Stephenson
	Publisher	Cengage
	ISBN	978-1-305-39915-0 (hard copy)
Teacher resource	Title	Complete IELTS Band 6.5 – 7.5 C1 Student's book
	Author	Guy Brook-Hart and Venessa Jakeman
	Publisher	Cambridge
	ISBN	978-1-107-62508-2
Teacher resource	Title	The Official Cambridge Guide to IELTS
	Author	Pauline Cullen, Amanda French, Vanessa Jakeman
	Publisher	Cambridge
	ISBN	9-781107-620698
Teacher resource	Title	The Complete Guide to IELTS
	Author	Bruce Rogers, Nick Kenny
	Publisher	Cengage
	ISBN	9-781285-837802

CCSS Standards		Learning Outcomes		Performance Criteria
Listening Skills Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	LS 1	Select and use the appropriate strategies and language cueing systems as well as conventions to construct meaning before, during, and after listening.	LS12.1	Can Identify the **main ideas** of a listening segment
	LS 2	Can use appropriate listening skills (e.g., not interrupting, looking at speaker, understanding directions and instructions, descriptive language, sequence of events…)	LS12.2	Can listen for **gist**
	LS 3	To comprehend and respond critically and relate information to realistic situations.	LS12.3	Can identify speaker's **point of view**
	LS 4	Can understand that social interactions influence the way people engage with ideas and respond to others (E.g. asking for clarification, summarizing information…)	LS12.4	Can relate **new information** to previously acquired concepts
	LS 5	Can interpret ideas and information in spoken texts and listen for key points and intonation in order to carry out tasks and use information for a variety of reasons	LS12.5	Can take note of **basic information** such as Telephone number, address, email, cost, location, ID, occupation, days of the week, months ….
	LS 6	Can demonstrate understanding of everyday vocabulary used to express one's self as	LS12.6	Can **recall** important details

Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills				well as terms and phrases used in specific genre within spoken text
	LS 7	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 listening. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LS12.7	Can **predict** content using visuals
	LS 8	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	LS12.8	Can **anticipate** and **predict** the speaker's message and meaning
	LS 9	Analyze nuances in the meaning of words with similar denotations	LS12.9	Can distinguish between **main ideas and supporting details**
			LS12.10	Can **take notes** while listening to spoken text
			LS12.11	Can **spell high frequency** words correctly
			LS12.12	Can **infer meaning of new terms from context**
			LS12.13	Can identify and take note of **key terms, phrases numbers, dates** needed to

		complete a timetable/calendar of events
	LS12.14	Can listen and arrange **sequential information** in chronological order
	LS12.15	Can listen and identify **change of mind**
	LS12.16	Can recognize **stress** patterns in words
	LS12.17	Can identify and take not of key information found in a **table/chart/map…**
	LS12.18	Can listen and follow **expressions and phrases the express feelings**
	LS12.19	Can use **discourse markers** to verify information, request restatement or clarification, and to interrupt
	LS12.20	Can use **background knowledge** to **predict** content
	LS12.21	Can understand **explicitly** stated ideas and information
	LS12.22	Can use audio **cues** to help understand meaning
	LS12.23	Can identify **discourse markers** to verify information stated positively, negatively or seriously
	LS12.24	Can identify **discourse markers** to verify information used for advertisements,

		telephone messages, different tours and TV news reports
	LS12.25	Can identify **clarification**
	LS12.26	Can listen and identify **cause and effect**
	LS12.27	Can identify **facts from opinion**
	LS12.28	Can follow spoken text presented in a variety of methods (interview, conversation, radio broadcast, Q & A…)
	LS12.29	Can identify terms of **agreement or disagreement**
	LS12.30	Can listen and order events in **chronological order**
	LS12.31	Can listen and identify **time expressions**
	LS12.32	Can identify terms and phrases that indicate **advice and suggestions**
	LS12.33	Can listen and recognize **decision making** and **change of opinion**
	LS12.34	Can identify **certainty or uncertainty in tone of voice**
	LS12.35	Can identify terms and phrases used to **state preference**

	LS12.36	Can identifying **contrasting viewpoints** from spoken text
	LS12.37	Can identify and match **opinions to multiple speakers**
	LS12.38	Can understand and identify language of **persuasion**
	LS12.39	Can listen to a wide variety of **accents**
	LS12.40	Can distinguish **statements from questions**
	LS12.41	Can identify **numerical value** such as years, percentages, cost, process, dates, cardinal number, phone numbers, time, comparative language related to numbers such as doubled, half, a quarter….
	LS12.42	Can **critically listen, analyze and respond** to spoken text
	LS12.43	Can listen to **descriptions**
	LS12.44	Can follow and take note of **examples**
	LS12.45	Can identify **negativity and positivity** in spoken text
	LS12.46	Can **compare and contrast** two or more elements
	LS12.47	Can identify a **series of events** and recall

		sequence of the events
	LS12.48	Can identify the **truthfulness** of a statement
	LS12.49	Can identify the *wh-* of an event
	LS12.50	Can listen and take note of **key terms to complete a wide range of tasks**
	LS12.51	Can understand and identify language of **persuasion**
	LS12.52	Can make use of **contextual clues to infer meanings** of unfamiliar words from context
	LS12.53	Can identify speaker's **purpose and tone**
	LS12.54	Can recognize new **target vocabulary** and idioms
	LS12.55	Can recognize **stress and intonation** patterns in utterances and their effect on meaning
	LS12.56	Can distinguish between definitions and any accompanying **negative and/or positive connotations**
	LS12.57	Can reflect on and evaluate spoken text and **respond critically**
	LS12.58	Can listen and follow **signposts**

	LS12.59	Can listen and **follow suggestions**
	LS12.60	Can distinguish meaning of terms with **multiple meaning**
	LS12.61	Can identify and take note of **evidence** provided in spoken speech
	LS12.62	Can listen and take note of **reports and results**
	LS12.63	Can listen and take note of **personal details** needed to complete a wide range of forms
	LS12.64	Can listen and follow a wide range of **terms, phrases and expressions** used when planning (purpose, time, place and needs)
	LS12.65	Can recall information and identify **falsely stated statements**
	LS12.66	Can listen and take note of **advantages and disadvantages** for a wide range of topics
	LS12.67	Can **spell days of the week, months in a year, common places in the world**
	LS12.68	Can take on new information before listening and make **predictions** of what might be said
	LS12.69	Can identify and take note of **supporting information**
	LS12.70	Can listen and take notes of **experiences** that happened to one or more than one person

	LS12.71	Can listen and take note of **advice** and/or **suggestions** provided and its justifications
	LS12.72	Can listen and **take note** of people reflecting on **past experiences**
	LS12.73	Can understand that **repetition** of information implies importance
	LS12.74	Can identify situations which refer to **successes or problems/failures** as well as solutions
	LS12.75	Can follow **responses** to **different situations**
	LS12.76	Can listen and follow **rationale** of solution provided
	LS12.77	Can identify speaker's **purpose and tone**
	LS12.78	Can comprehend relationships between **ideas, suggestions and possible solutions**
	LS12.79	Can understand and follow conversation where speakers are **agreeing and disagreeing**
	LS12.80	Can listen to and recognize topics related to **motivation**
	LS12.81	Can listen and follow a conversation about **raising money** for different purposes
	LS12.82	Can listen to explanations of **causes and effects** of different choices people make

			LS12.83	Can listen to and take note about a wide range of conversations and lectures related to theme - **exercise, diet, and health**
			LS12.84	Can listen and make a **list of key information**
			LS12.85	Can identify and use terms with the **suffix – *tion***
			LS12.86	Can follow and take note of **questioning and answering**
			LS12.87	Can follow and take note of **instructions**
			LS12.88	Can listen and follow **problems** different people face and how others have tried to find **solutions**
			LS12.89	Can listen and follow **how technology has affected people's lives**
			LS12.90	Can listen to people asking and talking about **how something works**
Speaking Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.	SS 1	Can adapt speech through intonation and discourse markers in a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SS12.1	Can **initiate and participate** effectively in a range of collaborative discussions
	SS2	Can use appropriate vocabulary, pronunciation, terms, phrases and correct	SS12.2	Can **prepare for and participate** effectively in a range of **conversations**

		sentence structure and stress to communicate		
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative | SS3 | Can integrate and evaluate information presented in diverse media and formats, including oral, visually, quantitatively, and be able to respond critically and formally. | SS12.3 | Can **adapt speech** to a variety of contexts and tasks |
	SS4	Can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	SS12.4	Can use **interaction** skills for a variety of situations
	SS5	Can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SS12.5	Can use appropriate **para-linguistic** skills such as **body language and eye contact**
	SS6	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.	SS12.6	Can respond with phrases to **show understanding or a need for clarity**
	SS7	Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	SS12.7	Can produce **cohesive, coherent and grammatically correct** speech

tasks, demonstrating command of formal English when indicated or appropriate. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *different topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Adapt speech to a variety of contexts and tasks, demonstrating command of			SS12.8	Can use **appropriate vocabulary**, **pronunciation**, **intonation**, word and sentence **stress**.
			SS12.9	Can speak with **ease and fluently**
			SS12.10	Can **self-reflect** and speak about personal strengths and weaknesses
			SS12.11	Can talk about familiar **places, people, historical figures, and events** using relevant vocabulary and language constructions
			SS12.12	Can describe basic aspects of their **daily life**, such as **favorite foods** and **daily activities**
			SS12.13	Can talk briefly about familiar topics, such as **weekend or holiday** plans
			SS12.14	Can talk about a familiar topic in a **short presentation**, prepared in **advance but not read**
			SS12.15	Can describe a **daily event** at home, school,…
	SS8	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	SS12.16	Can communicate **opinions and information** on everyday topics and common experiences and provide justification

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formal English when indicated or appropriate.			SS12.17	Can use and variety of **sentence structures** particular to the speaking situation
			SS12.18	Can express what they **like and/or dislike** about something (e.g., food, a book, a particular place, technology).
			SS12.19	Can provide **reasons and justification** for opinions
			SS12.20	Can provide some information concerning their **cultures and celebrations**
			SS12.21	Can provide a short, simple account of something **experienced** (e.g., a class trip, a wedding, a shopping outing).
			SS12.22	Can say most **numbers** and **dates** without hesitation
			SS12.23	Can use and link **background knowledge** to express experiences
			SS12.24	Can summarize a short experience in a simple **sequence of events**
			SS12.25	Can discuss **personal preference** with **justification**
			SS12.26	Can organize your **ideas coherently**
			SS12.27	Can **speak at length** on a given topic using appropriate language
			SS12.28	Can **analyze, discuss** and **speculate** about issues

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	SS12.29	Can use terms and phrases in **turn taking or interruption**
	SS12.30	Can include expressions and **phrases the express feelings**
	SS12.31	Can suggest **solutions to problems**
	SS12.32	Can utilize a range of **descriptive words** to express ideas
	SS12.33	Can **elaborate** on answers from a personal point of view as well as from a global point of view
	SS12.34	Can **report and paraphrase** information presented in spoken context
	SS12.35	Can **compare and contracts** a wide range of elements
	SS12.36	Can emphasize information using **tone of voice**
	SS12.37	Can **transfer ideas** within spoken text to written text
	SS12.38	Can participate effectively and work collaboratively in **group activities** and take on different roles
	SS12.39	Can organize and discuss what will be included in an **introduction**, **background information**, and **conclusion/summary**

	SS12.40	Can **present** using related terms and **phrases** for a wide range of topics
	SS12.41	Can **organize information** and **presentation** about a wide range of topics
	SS12.42	Can use language of **persuasion and convincing**
	SS12.43	Can express the **positive and negative** effects of a wide variety of elements
	SS12.44	Can use **time expressions**
	SS12.45	Can present information using **charts**
	SS12.46	Can express **agreement or disagreement**
	SS12.47	Can use terms to express **certainty , probability and/or possibility**
	SS12.48	Can speak about **success**
	SS12.49	Can participate in a **formal debate**
	SS12.50	Can identify **background, motivation and views** of others
	SS12.51	Can respond to **visuals**
	SS12.52	Can ask **personal questions** such as those found online (telephone, address, school…)

	SS12.53	Can respond to a wide range of **questioning**
	SS12.54	Can **ask and answer open-ended questions**
	SS12.55	Can use **reflecting questions** to show interest and understanding
	SS12.56	Can speak about **old habits**. If they were good or bad habits and why did you stop having these habits
	SS12.57	Can speak about how **habits** have **changed over the years**
	SS12.58	Can speak about **making decisions** and provide explanation
	SS12.59	Can speak about the **positives and negatives**
	SS12.60	Can use some **situationally and idiomatically** appropriate expressions
	SS12.61	Can use **grammar** particular to the speaking situation correctly
	SS12.62	Can express ideas **fluently, accurately, and appropriately**
	SS12.63	Can comprehend prompt or topic and **respond appropriately**
	SS12.64	Can include some high level of **academic language**

	SS12.65	Can use **simple and complex sentences**
	SS12.66	Can use **communication** strategies to participate in group and class discussions
	SS12.67	Can **select, compile, and synthesize** information for an oral presentation
	SS12.68	Can share **personal goals** and how one will achieve them
	SS12.69	Can speak about **planning and future plans**
	SS12.70	Can use a wide range of expressions and phrases to comment on other people's **plans and goals**
	SS12.71	Can provide **suggestions**
	SS12.72	Can speak at length about **past, present and future** in a wide range of situations
	SS12.73	Can speak at length about the importance of **background knowledge**, **worldly knowledge and even languages**
	SS12.74	Can clearly focus on a **main idea** of topic or prompt and provide justification
	SS12.75	Can **include new vocabulary** when speaking
	SS12.76	Can include **numbers, percentages, dates, time and results** when speaking

	SS12.77	Can speak about **optimists and pessimist**, how that affect their character, the people around them and the choices they make in life
	SS12.78	Can argue using specific **terms, phrases and expressions** and support argument by providing justification
	SS12.79	Can give short brief messages that include the **most important information** (like day, date or time, name and phone number)
	SS12.80	Can speak about **success** and a personal point of view and generally what makes people successful.
	SS12.81	Can speak about **failure** and its importance and how people deal with it (positively or negatively)
	SS12.82	Can speak about staying or moving outside a **personal comfort zone**
	SS12.83	Can merge events taken place in the **past along with the present** (Ex. how has your past experiences affected your decisions today?)
	SS12.84	Can speak at length about things that went wrong in life but was a **learning/teaching moment** to take advantage of

	SS12.85	Can follow and participate in a dispute with one or more than one person and **challenges assumptions**
	SS12.87	Can use a wide range of terms, phrases, and expressions to **introduce examples** when speaking
	SS12.88	Can **politely challenge assumptions** and provide strong justification
	SS12.89	Can share **personal common information** such as age, DOB, gender and experience when it comes to jobs, talents, or efficiency
	SS12.90	Can provide **examples** to support what has been said/ stated
	SS12.91	Can provide **advice**
	SS12.92	Can speak at length about the **benefits of living a healthy lifestyle** at a personal level and global level
	SS12.93	Can speak at length about different ways **problem are tackled** on a **personal level and global level**
	SS12.94	Can **disagree** with a statement provided and provide **justification**
	SS12.95	Can **reflect** on different experiences that went well or didn't go will and explain your reaction to that situation

	SS12.96	Can speak at length about **personal motivation** and **motivation in general**
	SS12.97	Can provide a wide range of **reasons why people are not motivated** or are less motivated than those in the past
	SS12.98	Can use specific terms to express **cause and effect**
	SS12.99	Can speak at length about the **advantages and disadvantages** (pros/cons)
	SS12.100	Can **compare and contrast** topics

	SS12.101	Critiquing and reviewing Delivery Skills and Techniques
		   - Enthusiasm and Connection to the Audience
		     - Humor
		     - Visual Aids
		     - Use of Stage Area
		     - Physical – Gestures and Eye Contact
		     - Vocal Variety
		     - Language
		     - Intangibles
		     - Organization
		     - Style
		     - Correctness
		     - Time management
		http://sixminutes.dlugan.com/speech-

		evaluation-1-how-to-study-critique-speech/

	SS12.102	Provide constructive criticism
		Some phrases:
		    - I've noticed that…
		    - ... needs to be improved so that…
		    - I'm not sure that idea would work because…
		    - I can see some difficulties with this application, it could be improved by...
		    - What do you think is the reason we had problems with this project?

	SS12.103	Give constructive criticism
		    - give concrete examples for your criticism
		    - Give the other person a chance to explain
		    - Say what you would like to see in the future and explain why

	SS12.104	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
	SS12.105	Express feelings in an open but non-threatening way

	SS12.106	Listen carefully to others
	SS12.107	Sense how others feel based on their nonverbal communication

	SS12.108	Develop skills for a healthy group discussion
		    - Openness
		    - Support
		    - Respect

	SS12.109	Build skills for an effective group process
		    - Individual responsibility and accountability
		    - Constructive Feedback
		    - Problem solving
		    - Management and organization
		    - Knowledge of roles

	SS12.110	Provide sufficiently detailed explanations of level appropriate academic vocabulary
	SS12.111	Reflect on the activities and interactions of their group and encourage other group members to do so as well

	SS12.112	Develop higher order thinking skills within a collaborative learning environment in order to:
		    - Development of critical thinking skills
		    - Co-creation of knowledge and meaning,
		    - Reflect
		    - Transform learning

			SS12.113	Anticipates and predicts possible causes of confusion, and deals with them accordingly
			SS12.114	Provides enough background information and detail to ensure message is understood.
			SS12.115	Can support answers with clearly related reasons and examples
			SS12.116	Poses clear and well focused questions
			SS12.117	Use of open ended questioning
			SS12.118	Ask questions about important rather than trivial content.
			SS12.119	Personalise questions where possible
			SS12.120	Check for understanding by paraphrase the question and ask for confirmation
			SS12.121	Ask for clearification of question is not clear
			SS12.122	Pause and allow time to value and process the question and listener
			SS12.123	Answer questions in short, simple and concise statements
Reading	RS1	Interpret words and phrases as they are used in a text.	RS12.1	Can use pre-reading strategies such as **survey, skim and scan** a reading text

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Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape	RS2	Read closely to analyze text written in different formats	RS12.2	Can **skim** text to gain **gist**
	RS3	Can evaluate a text to determine different points of views , opinions or ideas	RS12.3	Can **scan** text to read for **specific detail and/or number(s)**
	RS4	Can determine main points of text and summarize important information	RS12.4	Can **preview** and infer gist from reading passages by examining title, topics, headings, and subheadings
	RS5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	RS12.5	Can recognize the **structural features** of a passage and their relationship to overall meaning and author's purpose
	RS6	Can read and interpret graphical information provided in a variety of graphs, illustrations, charts, …	RS12.6	Can **deduce meaning** from content
			RS12.7	Can identify the **purpose** of the passage
			RS12.8	Can identify **key vocabulary**
			RS12.9	Can identify **paraphrased terms**
			RS12.10	Can identify the **main arguments** and **match examples** or **explanations** to each
			RS12.11	Can identify **explicitly** stated ideas
	RS7	Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of	RS12.12	Can distinguish **main idea**, **supporting ideas** and **examples/evidence**

meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)		
	RS8	Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text	RS12.13	Can recognize relationships between parts of text through **cohesive devices**
			RS12.14	Can read and follow **instructions carefully**
			RS12.15	Can read for **details**
			RS12.16	Can identify **supporting details**
			RS12.17	Can make **predictions**
			RS12.18	Can **take notes** while reading
			RS12.19	Can distinguish **facts** from **opinion**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		RS12.20	Can identify key terms to **summarize** a passage
		RS12.21	Can identify key terms and phrases to **label main parts of a diagram, chart, table etc.**
		RS12.22	Can recognize **conceptual meaning in context** (such as comparison)
		RS12.23	Can read and **link examples** to elements in the passage
		RS12.24	Can recognize **grammatical relationship** at a sentence level (such as: subject verb agreement)
		RS12.25	Can read and **summaries, reflective, and respond** to related reading themes, topics, or issues
		RS12.26	Can demonstrate the ability to read with **increasing speed** and efficiency by applying appropriate reading skills and strategies
		RS12.27	Can identify the **main idea** of a **reading passage**
		RS12.28	Can identify the **main idea** of a **paragraph**
		RS12.29	Can **respond** to a wide variety of comprehension question
		RS12.30	Can respond with a **limited time frame**

		RS12.31	Can identify and **distinguish topic sentences**
		RS12.32	Can provide reason and **justification for opinions**
		RS12.33	Can identify authors point of **view and opinion**
		RS12.34	Can identify **target audience**
		RS12.35	Can read and **understand diagrams** that help organize information
		RS12.36	Can identify terms of **agreement or disagreement**
		RS12.37	Can recognize **idioms**
		RS12.38	Can **justify** and **explain** responses
		RS12.39	Can identify **negativity and positivity** in written text
		RS12.40	Can **pre-read** and scan academic materials to develop a sense of a text's scope and emerging meaning
		RS12.41	Can identify the **truthfulness** of a statements
		RS12.42	Can read and follow a **persuasive** text
		RS12.43	Can **match** information to different areas within a passage

	RS12.44	Can **evaluate the evidence** presented and state an opinion about theme
	RS12.45	Can demonstrate the ability to **read critically** to recognize presuppositions and points of view.
	RS12.46	Can demonstrate the ability to **read closely for textual clues** to meaning
	RS12.47	Can **respond to ideas** in reading passages using new vocabulary
	RS12.48	Can understand **idiomatic expressions** in a reading passage
	RS12.49	Can match **descriptions** provided in a passage with specific groups or people
	RS12.50	Can apply the **skills and strategies of a successful reader**
	RS12.51	Can identify **personal career goals** and be able to write a career goal statement
	RS12.52	Can build on **academic vocabulary**
	RS12.53	Can recognize transition signals to determine **patterns of organization**
	RS12.54	Can demonstrate a significant increase in **word knowledge**
	RS12.55	Can apply **study strategies**, including underlining, taking notes, and outlining

	RS12.56	Can identify key terms to **complete statements or paragraphs**
	RS12.57	Can read, **summarize**, reflect and provide responses to topic and passage
	RS12.58	Can understand **figures** that assist understand of data found within passages
	RS12.59	Can comprehend passages that presents for and **against argument**
	RS12.60	Can read a **biography** and recognize the different elements found in a biography
	RS12.61	Can identify the common types of **support in arguments, their relevance or irrelevance, common argument flaws, opposing points of views, and refutations**
	RS12.62	Can identify **main ideas, both stated and inferred, and important details** in academic reading
	RS12.63	Can identify key **terms or numerical values** to match or label an illustration
	RS12.64	Can **respond thoughtfully and critically** to a reading passage
	RS12.65	Can follow a **sequence of events**
	RS12.66	Can comprehend **definitions** provided in text

	RS12.67	Can follow different **points of view** within a reading passage
	RS12.68	Can follow **change over time**
	RS12.69	Can identify **dates and events** related to that time
	RS12.70	Can **classify** information in a reading passage
	RS12.71	Can use **linkers** and **clauses** to extend sentences
	RS12.72	Can use the **passive voice** when describing a map
	RS12.73	Can read and follow **advantages and disadvantages** within written context
	RS12.74	Can discuss and **respond to content** of the text orally and in writing
	RS12.75	Can identify key terms needed in a **guided summary** which paraphrases the topic sentence, main ideas, and major details from a reading passage
	RS12.76	Read, analyze and evaluate a biography, autobiography, narrative reports - Characters - Setting/Plot/atmosphere - Anecdotes - Chronological order

		- Point of view - Author's Purpose - Use of humor - Literary devices - Descriptive details - Drawing conclusions - make predictions

	RS12.77	Read, analyze and evaluate recounts of events
		   - Personal recount
		   - Factual recount
		   - Imaginative recount

	RS12.78	Read, analyze and evaluate a bulletin, brochure, posters and advertisements
		   - Accurate language
		   - selection of information to be included
		   - Clear purpose
		   - Use of graphic elements
		   - Color use
		   - Layout
		   - Size and shape
		   - Placement
		   - Format
		   - Attention to typographic details
		   - Understand your audience
		   - Maintain a consistent voice
		   - Consider display

		- Creativity

	RS12.79	Read, analyze and evaluate explanatory, informative and expository text
		    - Cause and Effect
		    - Compare and Contrast
		    - Descriptive
		    - Problem and Solution
		    - Sequence of events
		    - Argumentative
		    - Persuasive

	RS12.80	Read, analyze and evaluate what text says explicitly
	RS12.81	Cite textual evidence to support analysis
	RS12.82	Draw inference to support analysis
	RS12.83	Determine central idea through details
	RS12.84	Summarize text distinct from personal opinions or judgment
	RS12.85	Read, analyze and evaluate in detail how a key individual, event, or idea is introduced, illustrated, and elaborated
	RS12.86	Determine the meaning of words and phrases • Figurative language

		• Connotative meanings • Technical meanings
	RS12.87	Read, analyze and evaluate how a particular sentence, paragraph, chapter, or section fits into overall structure of text
	RS12.88	Read, analyze and evaluate how a particular sentence, paragraph, chapter, or section contributes to the development of ideas
	RS12.89	Determine an author's point of view/purpose and explain how it is conveyed
	RS12.90	Draw evidence from informational text to support analysis, reflection, and research
	RS12.91	Engage in collaborative discussions with diverse partners including one-on-one, small groups, teacher led • Read/study required material in preparation for discussion • Draw on evidence and reflect on ideas • Define roles, set specific goals and deadlines, FOLLOW rules for collegial discussions • Pose and respond with elaboration and detail to specific questions under discussion • Review key ideas • Reflect and paraphrase to demonstrate understanding of multiple perspectives

	RS12.92	Interpret information presented in diverse media and formats
		Determine and clarify the meaning of unknown and multiple-meaning words/phrases from a range of strategies • Use context as clue • Use common grade appropriate Greek/Latin affixes and roots • Use reference materials (print and digital) • Verify preliminary determination of the meaning of a word/phrase

	RS12.93	Read, analyze and evaluate informal documents
		Includes but not limited to
		    - Colloquial language
		    - Simple language
		    - Use of contractions and abbreviations
		    - May include empathy and emotion
		    - No specific format
		    - Use of the active voice
		    - Use of the imperative
		    - Use of abbreviations
		    - Use of Clichés

	RS12.94	Read, analyze and evaluate formal documents Includes but not limited to

		- Complex sentence structures - an objective - Limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., - Full words and no contractions and abbreviations - Specific format - Use of third person - Use of the passive voice
	RS12.95	Distinguish between fact and opinion and give reference to text
	RS12.96	Identify terms/clues related to opinion such as *think, feel, believe, and seem.* Other common clue words are *always, never, all, none, most, least, greatest, best, and worst.*
	RS12.97	Identify terms/clues related to facts such as *research has shown that, experts say, findings, results,...*
	RS12.98	Locate relevant informational text in print and digital formats.
	RS12.99	Analyze information for answers to questions or problems.
	RS12.100	Identify information from multiple sources.

Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	WS1	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WS12.1	Can **recognize** that writing is an important tool for communicating, for clarifying thinking, and for learning
	WS2	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WS12.2	Can use writing to **communicate**
	WS3	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WS12.3	Can read, understand and **address the requirements of the task**
	WS4	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	WS12.4	Can achieve good legible **penmanship**
	WS5	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	WS12.5	Can demonstrate command of the conventions of standard English **punctuation**, **capitalization and spelling**

| Write for a wide variety of genres to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, describing details, to convey information

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WS6	Can write a formal piece of writing that includes an introduction, several body paragraphs and a conclusion.	WS12.6	Can generate and explore ideas by **brainstorming**, discussing, reading/listening/viewing and including personal experiences.
	WS7	Uses a sufficient range of vocabulary to allow some flexibility and precision. uses less common lexical items with some awareness of style and collocation. Uses a variety of sentence structures, has good control of grammar and punctuation.	WS12.7	Can use and value writing to **express and share experiences**, feelings, ideas, and opinions with a range of audiences in mind
	WS8	Addresses all parts of the task, presents a clear position throughout the response. Presents, extends and supports main ideas. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WS12.8	Can **paraphrase** elements found in the prompt and NOT copy and paste the statement used within the prompt(s)
	WS9	Logically organizes information and ideas; there is clear progression throughout. Uses a range of cohesive devices appropriately, presents a clear central topic within each paragraph.	WS12.9	Can produce **clear and coherent** writing which the development, organization and style are appropriate to task and purpose
	WS10	Can communicate ideas in writing to accomplish a variety of purposes. May include creative and critical responses. Can include gather relevant information from 1-2 print and digital sources, assess the credibility and accuracy of each source, and	WS12.10	Can use **cohesive devices** effectively

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Use precise language and domain-specific vocabulary to manage the complexity of the topic

Establish and maintain a formal style and objective tone while attending to the norms and | | integrate the information while avoiding plagiarism. | | |
	WS11	Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented (interpret and describe graphical information provided in a variety of graphs, illustrations, charts, …)	WS12.11	Can use an adequate range of **vocabulary** for the task
			WS12.12	Can try to attempt to use **less common vocabulary**
			WS12.13	Can **spell high frequency** words correctly
	WS 12	Write persuasive/ argumentative texts of more than four paragraphs, 3 in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	WS12.14	Can demonstrate **control of a wide range of sentence structures** (simple and complex)
			WS12.15	Can write for a wide range of **purposes**
			WS12.16	Can summaries, describe, compare, and explain information found in tables, **graphs, charts, process, how something works, diagrams**…
	WS 13	Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling,	WS12.17	Can **introduce a topic**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it

conventions of the discipline in which they are writing.		grammar and punctuation by using features of spelling and grammar checker)		to unify the whole
			WS12.18	Can use appropriate and varied **transitions** and **syntax** to link major sections of a text, create **cohesion** and **coherence** clarifying relationships among complex ideas and concepts
			WS12.19	Can provide a **concluding statement** that follows and supports the information presented in the written text
	WS 14	Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	WS12.20	Can maintain **consistency** in style and tone
			WS12.21	Can **peer edit**
			WS12.22	Can **develop** a topic thoroughly by selecting the most significant and relevant facts and numbers to describe graphs, charts, tables, maps, etc.
	WS 15	Use advanced features of search common engines to collect information, collaboratively construct knowledge, generate, produce, publish, update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	WS12.23	Can provide **reasons** and **justifications** for opinions
			WS12.24	Can use **precise language**, and use **specific terminology** related to task
			WS12.25	Can develop and strengthen writing by **planning, revising, editing, rewriting or trying new approaches**

		WS12.26	Can **write over a short amount of time** (in a single sitting) for a range of tasks and purposes
		WS12.27	Can write over a an **extended time frame** (in a single sitting) for a range of tasks and purposes
		WS12.28	Can establish and maintain a **formal style** and an objective tone while writing
		WS12.29	Can use inquiry or **research** process to gather additional ideas and information for specific purpose
		WS12.30	Can use **technology**, including the internet, to produce and publish writing and interact collaborate with others
		WS12.31	Can write a **strong introduction** which includes a **grabbing sentence**, background knowledge, express the aim of the essay and provide a thesis statement (an outline of what will be covered within the essay)
		WS12.32	Can use **connectives** to make writing cohesive
		WS12.33	Can identify and describe main **stages of an event of diagram**
		WS12.34	Can use **cardinal and ordinal** numbers (CEPA)

		WS12.35	Can include an **overview** to summarize the illustration
		WS12.36	Can use **sequencing** words
		WS12.37	Can **logically organizes information** and ideas when writing
		WS12.38	Can read a prompt carefully and **address each part of the prompt**
		WS12.39	Can discuss **other points of views**
		WS12.40	Can write about **personal opinion** and provide justification
		WS12.41	Can **agree** or **disagree with an opinion**
		WS12.42	Can go through the **stages of the writing process** to improve writing
		WS12.43	Can identify **purpose** and audience (for profile)
		WS12.44	Can identify **key information** needed to be included within a profile
		WS12.45	Can write a **profile** in third person
		WS12.46	Can identify and **highlight strengths**
		WS12.47	Can identify **weaknesses** and provide how you will be working on improving

	WS12.48	Can write about **personal accomplishments**
	WS12.49	Can include **contact information**
	WS12.50	Can **proof read and revise** written work
	WS12.51	Can **plan, compose, organize** and revise written tasks
	WS12.52	Can use some **idiomatic expressions**
	WS12.53	Can use a wide range of terms and phrases to **introduce an essay**
	WS12.54	Can **order information** logically
	WS12.55	Can identify **the time frame of the graph** and use the correct tenses (by now students should be able to use all the different tenses)
	WS12.56	Can **group data** logically
	WS12.57	Can include **complex sentence** structures when writing
	WS12.58	Can objectively read, analyze and **describe data**
	WS12.59	Can **report on an impersonal topic** without the use of opinion
	WS12.60	Can describe **trends** found in visuals data (with the use of adjectives and adverbs)

	WS12.61	Can objectively describe **change over time**
	WS12.62	Can use **Conjunctive Adverbs** with written text (accordingly, moreover, in addition…) (CEPA)
	WS12.63	Can use a wide range of **synonyms** to avoid repetition
	WS12.64	Can use a wide range of **connective words** to make writing cohesive within sentences and paragraphs
	WS12.65	Can include **numerical values** to describe data
	WS12.66	Can **express opinion** using a wide range of terms, phrases and expressions
	WS12.67	Can fluently, logically and coherently **justify opinion**
	WS12.68	Can provide **examples** based on experience and background knowledge
	WS12.69	Can use **persuasive** language
	WS12.70	Can express **percentages** in different forms
	WS12.71	Can **compare and contrast** illustrated data
	WS12.72	Can use language of **approximation**

	WS12.73	Can use more **complex sentences** to describe bar charts
	WS12.74	Can structure an **essay logically**
	WS12.75	Can write a strong **thesis statement**
	WS12.76	Can provide **supporting ideas**
	WS12.77	Can **present, extend and support** main ideas
	WS12.78	Can identify **personal career goals** and be able to write a career goal statement Here are some questions to help students: - Who are you and what do you want to achieve in life? - Why are you interested in this career? - What are your values? - Why does this career fit you? - What do you expect to achieve from this career in the long run? - Describe your achievements, experience and qualifications for this career. - What do you intend to do in the future?

	WS12.79	Can clearly show **direction for the future**
	WS12.80	Can state **purpose of your career**
	WS12.81	Can **communicate the steps already taken** towards accomplishing personal career goals
	WS12.82	Can employ a **positive vocabulary** and perspective throughout the essay
	WS12.83	Can mention anything **special or unique about self**
	WS12.84	Can **group information** logically
	WS12.85	Can use **abbreviations** while note taking
	WS12.86	Can answer *WH- questions* related to message or phone conversation
	WS12.87	Can **identify and** describe all different stages **of the illustration using the passive voice**
	WS12.88	Can include more **less frequently used words used**
	WS12.89	Can write an **argumentative essa**y
	WS12.90	Can focus on clearly and **logical on transitions** between the introduction, body, and conclusion.

	WS12.91	Can provide **evidential support** (whether factual, logical, statistical, or anecdotal)
	WS12.92	Can write a **conclusion** that does not simply restate the thesis, but readdresses it in light of the evidence provided.
	WS12.93	Can pre-plan for **writing minutes** this includes an agenda and template for the minute taking Should include such item like: - Date, time and place of the meeting - The purpose of the meeting - The meeting lead or chair's name - Attendance - Assigned action items - Decisions made
	WS12.94	Can identify **important content** to be included within the minutes such as actions taken, voting outcomes, suggestions,…
	WS12.95	Can write minutes using the **same tense** throughout the document
	WS12.96	Can effectively write **bullet points** of main information
	WS12.97	Can read a **key** to a map and use it to describe maps
	WS12.98	Can identify and describe **main features** found in an image

			WS12.99	Can find a **link between to images** and compare them
			WS12.100	Can determine which **tense** to use to describe the image(s)
			WS12.101	Can write a **cause and effect** essay
			WS12.102	Can be **clear and to the point** when asking questions
			WS12.103	Can write an **inquiry email** Should include: - Dear………, - Introduction - Ask questions (can use bullet points if there are many questions) - Ending - Signature
			WS12.104	Can keep **letter of inquiry simple**
			WS12.105	Can use **polite language when inquiring**
			WS12.106	Can write **coherent questions**
Vocabulary and Spelling Apply knowledge of language to	VS1	Students will extend their vocabulary to gain an awareness and knowledge of new terms related to the unit, what they mean	VS12.1	Can **spell and pronounce** commonly used terms and those that are specific to each unit

understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening		and how to use them correctly. Students will extend their vocabulary to each of the language skills; reading, writing, listening and speaking.		
	VS2	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.	VS12.2	Can understand the **gist of a term** through context
	VS3	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	VS12.3	Can understand **how words interact** with each other in a particular context
	VS4	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, or its etymology.	VS12.4	Can utilize specific skills to **analyze meaning** from context
	VS5	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	VS12.5	Can **infer** meaning from context

at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	VS6	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	VS12.6	Can identify meaning of terms with **multiple meanings**, and how those meanings are often affected by their context
	VS7	Analyze nuances in the meaning of words with similar denotations.	VS12.7	Can use strategies to analyze **homophones**
	VS8	Can use USA / UK spell correctly patterns	VS12.8	Can use **synonyms and antonyms** of terms found in the unit
			VS12.9	Can understand and use **opposites**
			VS12.10	Can analyze **prefixes and suffixes** to better understand new terms
			VS12.11	Can identify and use **adjectives**
			VS12.12	Can use various **vocabulary building strategies** and techniques
			VS12.13	Can use frequently **confused words** (E.g. to/too/two – there/their)
			VS12.14	Can utilize **verb phrases** related to theme
			VS12.15	Can use different **descriptive words**
			VS12.16	Can use a **wide variety of terms** to express self and opinion
			VS12.17	Can recognize and understand **academic words** when seen in different context.

	VS12.18	Can replace some simple terms with more **sophisticated terms**
	VS12.19	Can utilize the three types of vocabulary to suit the needs of the context (**content vocabulary, academic vocabulary and supporting vocabulary**)
	VS12.20	Can recognize and analyze **compound words**
	VS12.21	Can choose words and phrases to express **cause and effect**
	VS12.22	Can choose terms and phrases to convey **ideas and descriptions** precisely
	VS12.23	Can use terms to **describe graphs, charts, tables, diagrams**…
	VS12.24	Can use synonyms to **avoid repetition**
	VS12.25	Can **express numeracy** within text
	VS12.26	Can understand and use terms to **express results**
	VS12.27	Can **categorize information**
	VS12.28	Can choose appropriate language and expressions to **express ideas precisely and concisely**

	VS12.29	Can use **key terms in context**
	VS12.30	Can understand and use different **collocations** related to theme
	VS12.31	Can use **frequency adverbs** (CEPA)
	VS12.32	Can use terms **expressing interest**
	VS12.33	Can use terms that express **opinion** **Personal Point of View** Examples words and phrases to express a personal point of view: - In my experience… - As far as I'm concerned… - Speaking for myself… - In my opinion… - Personally, I think… - I'd say that… - I'd suggest that… - I'd like to point out that… - I believe that… - What I mean is…
	VS12.34	Can use a wide range of terms that **express agreements** with a point of view **Agreeing with an opinion** Examples of words and phrases to **agree**

		with someone else's point of view: • Of course. • You're absolutely right. • Yes, I agree. • I think so too. • That's a good point. • Exactly. • I don't think so either. • So do I. • I'd go along with that. • That's true. • Neither do I. • I agree with you entirely. • That's just what I was thinking. • I couldn't agree more.
	VS12.35	Can use a wide range of terms that **express disagreements** with a point of view **Disagreeing with an opinion** Examples of words and phrases to **disagree** with someone else's point of view: • That's different. • I don't agree with you. • However… • That's not entirely true.

		• On the contrary… • I'm sorry to disagree with you, but… • Yes, but don't you think… • That's not the same thing at all. • I'm afraid I have to disagree. • I'm not so sure about that. • I must take issue with you on that. • It's unjustifiable to say that...
	VS12.36	Can use a wide range of **adverbs, phrased and verbs** to compare two or more elements (CEPA)
	VS12.37	Can contrast by using **adverbs and transitional verbs**
	VS12.38	Can use **conjunctions**
	VS12.39	Can use a wide range of expressions to **compare and contrast**
	VS12.40	Can use a wide range of **linking words**
	VS12.41	Can use language of **persuasion**
	VS12.42	Can use a wide range of **transitional terms** and phrases (and use the correct punctuations for such phrases)
	VS12.43	Can use **sequencing words**
	VS12.44	Can use a wide range of **action verbs** (CEPA)
	VS12.45	Can use a wide range of **conjunctions**

		(CEPA)
	VS12.46	Can use a wide range of **quantifiers** (CEPA)
	VS12.47	Can use a wide range of terms to **describe data trends**
	VS12.48	Can use a wide range of **time expressions**
	VS12.49	Can **avoid repetition** by using **synonyms** of terms related to theme
	VS12.50	Can use terms of **approximation**
	VS12.51	Can describe **change over time**
	VS12.52	Can use a wide range of **cohesive devices**
	VS12.53	Can use a wide range of nouns and verbs to **describe movements**
	VS12.54	Can use a wide range of adjectives and adverbs to **describe degree of change**
	VS12.55	Can use a wide range of adjectives and adverbs to **describe speed of change**
	VS12.56	Can understand and use terms to **express opinion of agreeing or disagreeing**
	VS12.57	Can use **persuasive language**
	VS12.58	Can use a wide range of phrases to **state an opinion**: • It seems to me that … • In my opinion, … • I am of the opinion that …/ I take the view that ..

		- My personal view is that … - In my experience … - As far as I understand / can see, … - As I see it, … / From my point of view … - As far as I know … / From what I know … - I might be wrong but … - If I am not mistaken … - I believe one can (safely) say … - It is claimed that … - I must admit that … - I cannot deny that … - I can imagine that … - I think/believe/suppose … - Personally, I think … - That is why I think … - I am sure/certain/convinced that … - I am not sure/certain, but … - I am not sure, because I don't know the situation exactly. - I am not convinced that … - I have read that … - I am of mixed opinions (about / on) …

		• I am of mixed opinions about / on this. • I have no opinion in this matter.
	VS12.59	Can use a wide range of **intensifiers** (CEPA) Examples: These are examples of intensifiers: • I *strongly* disagree. • It's *extremely* hot in Africa. • You play soccer *very* well. • Do you *really* mean it? • It's *fairly* interesting. • It's *quite* calm here. • He's *pretty* intelligent. • These students are *rather* noisy. • I *so* wanted to buy the dress. • She writes poems *too* often. • It's *absolutely* amazing. • I am *a little* angry with her.
	VS12.60	Can use **formal language** when dealing with or applying to external bodies (through an application, letter, email…)
	VS12.61	Can identify **adjectives** that are **positive and negative**
	VS12.62	Can use a wide range of **linking devices**

	VS12.63	Can **expand vocabulary** through practice
	VS12.64	Can distinguish between def**initions and any accompanying negative and/or positive connotations** and use those to help determine facts, opinions, blended statements or an author's bias.
	VS12.65	Can use a wide range of **verbs and nouns** to describe a bar chart
	VS12.66	Can identify and use **abstract nouns**
	VS12.67	Can identify and write the **abbreviations** for the days of the week and the months in the year
	VS12.68	Can use a wide range of terms, phrases or expressions to give **reasons**
	VS12.69	Can use a wide range of **transitional terms**
	VS12.70	Can recognize written and spoken **numerical words and phrases**
	VS12.71	Can write and **express numerical words** and phrases
	VS12.72	Can chose **strong academic terms** as an alternative to phrasal verbs
	VS12.73	**Can understand and use terms, phrases and** expressions to convey positive feelings and negative feelings **(Ex "having a black**

		cloud hanging over my head"
	VS12.74	Can identify common **idioms** related to creativity such as "think outside the box",
	VS12.75	Can use a wide range of terms, phrases or expressions used in a **problem solution essay**
	VS12.76	Can identify the correct **preposition** for a range of expressions
	VS12.77	Can **expand targeted academic vocabulary**
	VS12.78	Can identify the difference and equivalence between terms used in the **metric system and the English system**
	VS12.79	Can understand and use terms related to **sport**, **finance, sponsorship, partnership**
	VS12.80	Can identify the difference and equivalence between terms used in the **metric system and the English system**
	VS12.81	Can identify common **idioms** related to creativity such as "think outside the box",
	VS12.82	Can identify the correct **preposition** for a range of expressions
	VS12.83	Can understand and use terms related to **sport**, **finance, sponsorship, partnership**

	VS12.84	Can understand and use terms related to **business, investments and entrepreneurship**
	VS12.85	Can understand and use terms related to theme (**exercise, diet, and health**)
	VS12.86	Can use **linking verbs** (CEPA)
	VS12.87	Can use terms that express **cause and effect** **Cause** - The first cause of (Y) is (X) - The next reason is (X) - Because of (X), (Y) - As a result of (X), (Y) - As a consequence of (X), (Y) - because/since/as (X) - to result from (X) - (X) results in (Y) - to be the result of (X) - (Y) is due to (X) - Owing to (X), (Y) - (Y) is because of (X) - (Y) is the effect of (X) - (Y) is the consequence of (X) **Effect** - The first effect of (X) is (Y) - Another result of (X) is (Y)

				- As a result, (Y) - As a consequence, (Y) - Consequently (Y) - Therefore, (Y) - Thus (Y) - Hence (Y) - (X) results in (Y) - (X) causes (Y) - (X) has an effect on (Y) - (X) affects (Y) - (X) is one of the causes of (Y) - (X) is the reason for (Y)
			VS12.88	Can understand the difference between **'effect' and 'affect'**
			VS12.89	Can write **clear and to the point questions**
Grammar and Punctuation Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	GP1	Students extend their ability to recognize and understand the use of targeted grammatical structures and incorporate knowledge into all four language skills; listening, speaking, reading and writing.	GP12.1	Can identify and use **statements, questions, commands and exclamations** and their functions in texts
	GP2	Use parallel structure.	GP12.2	Can understand that **punctuation** is a feature of written text
	GP3	Use various types of phrases (noun, verb, adjectival, adverbial, participial,	GP12.3	Can use **capital letters** when needed

counterclaims.		prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GP4	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	GP12.4	Can demonstrate an awareness of **nouns, pronouns and conjunctions**
			GP12.5	Can recognize simple **pronoun references** to maintain meaning
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			GP12.6	Can demonstrate an awareness of **subject-verb agreement**
	GP5	Build on and continue applying language structures learned previously; use language structures of: Simple Present, Past, Future Present Continuous and Present Perfect Past Perfect and Past Continuous Present Continuous Future continuous, Future perfect mixed conditionals wish, would rather, if only would, used to passives written cohesive devices for reference (e.g., He was aggressive. My Boss.), enumeration, and ellipses (e.g., Sade bought some	GP12.7	Can produce **complete sentences**, recognize and correct fragment and run-on sentences
			GP12.8	Can use all **simple tenses**
			GP12.9	Can use all **continuous tenses**

		oranges and Seun some guavas), functional phrases for delivering presentations		
	GP 6	Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	GP12.10	Can use all **perfect tenses**
			GP12.11	Can use **countable uncountable nouns**
			GP12.12	Can use **quantifiers**
	GP7	Extend the ability to use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although…..)	GP12.13	Can use **modals** with the correct verb tense
			GP12.14	Can use the Zero, first and second **conditionals**
			GP12.15	Can use the different types of **prepositions** - Preposition for Time - Preposition for Place - Preposition for Direction - Preposition for Agent - Preposition for Instrument - Prepositional Phrase

			GP12.16	Can use definite and indefinite **articles**
			GP12.17	Can use relative pronouns and **clauses**
			GP12.18	Can use time **conjunctions**
			GP12.19	Can use the **singular and plural** forms of nouns
			GP12.20	Can use the **3rd person singular** -s in simple present & [has] in perfect tenses
			GP12.21	Can use **possessive nouns**
			GP12.22	Can write basic *wh-* **questions**
			GP12.23	Can understand and use the **comparative and superlative** fluently and accurately
			GP12.24	Can use of **correct verb tenses**
			GP12.25	Can **recognize and correct vague pronouns**
			GP12.26	Can use **time clauses**
			GP12.27	Can use **gerunds and infinitives** as direct objects
			GP12.28	Can use **adjective clauses**

	GP12.29	Can use **Past perfect, past perfect progressive, and future perfect tenses**
	GP12.30	Can use **reported speech**
	GP12.31	Can incorporate a **variety of sentence patterns**
	GP12.32	Can incorporate a variety of **phrases and clauses**
	GP12.33	Can produce **complex sentences**
	GP12.34	Can attempt produce **long complex sentences** with few mistakes
	GP12.35	Can use of **correct verb tenses**
	GP12.36	Can **recognize and correct vague pronouns**
	GP12.37	Can incorporate **simple and complex** sentences when speaking and writing
	GP12.38	Can distinguish different **parts of speech**
	GP12.39	Can recognize **grammatical relationship** at a sentence level (such as: subject verb agreement)
	GP12.40	Can use the **active and passive voice**
	GP12.41	Can use *'verb to be'*

	GP12.42	Can use *'by + agent'*
	GP12.43	Can use a wide range of **prepositional phrases**
	GP12.44	Can use the **comparatives and superlatives**
	GP12.45	Can identify the **correct sentence patterns** when using dependent connections join a dependent clauses with an independent clause
	GP12.46	Can ask **questions** and understand the differences between all *WH- Questions*
	GP12.47	Can modify comparatives when comparing
	GP12.48	Can use cohesive clauses, relative clauses and other complex sentence structures
	GP12.49	Can **negate a statement**
	GP12.50	Can use **pronouns**
	GP12.51	Can use the **third person** when writing professionally
	GP12.52	Can use **demonstrative determiners**
	GP12.53	Can understand and use **conjunctive adverbs** to show cause and effect, sequence, contrast, comparison, or other relationships.

	GP12.54	Can use a wide range of **adjectives and adverbs** to describe **data**
	GP12.55	Can use a wide range of **connective words**
	GP12.56	Can **connect ideas** between sentences using linkers
	GP12.57	Can distinguish and use both **defining and non-defining relative clauses**
	GP12.58	Can use **countable and uncountable** nouns including abstract nouns
	GP12.59	Can use a wide range of tenses including but not limited to the **present and past perfect**
	GP12.60	Can use Coordinating Conjunctions
	GP12.61	Can use Subordinating Conjunctions
	GP12.62	Can write **negative, indirect and tag questions**
	GP12.63	Can use '*verb do*'
	GP12.64	Can understand the uses of the **future tense** and use all the future tenses (simple, continues and perfect)
	GP12.65	Can use **adverbs of manner, place and time**
	GP12.66	Can use the **present perfect** to describe

		change
	GP12.67	Can understand and use the **comparatives and superlatives**
	GP12.68	Can use correlative **conjunctions**
	GP12.69	Can understand and **compare between past, present and possible future**
	GP12.70	Can **spell** and use a wide range of **irregular verbs**
	GP12.71	Can use **distributive determiners**
	GP12.72	Can use **narrative tenses**
	GP12.73	Can use possessive **determiners**
	GP12.74	Can use '***used to***' and '***would***' describe things that happened or used to happen in the past
	GP12.75	Can use defining determiners; which and whose
	GP12.76	Can use **narrative tenses** in the past simple, past continuous, past perfect simple as well as Past perfect continuous
	GP12.77	Can use "*used to*' and '*would*'

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			GP12.78	Can understand and use **forward and backward referencing**
			GP12.79	Can use specific sentence structures to present **cause and effect** (result)
Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids		**Literary Analysis: Movie**	LA 12.1	Can list the main characters in the movie (the protagonist and the antagonist)
	LA 1	Enhance their ability to understand, appreciate, and discuss works of a movie through analyzing and discussing of each section of the movie	LA 12.2	Can describe the plot of the story ➢ Exposition ➢ Rising action ➢ Climax ➢ Falling Action Resolution
	LA 2	Analyze the plot structure, setting, characterization, theme, and moral of the movie.	LA 12.3	Can describe the setting of the story (where and when the story takes place)

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	LA 3	Learn and utilize new terminology such as; character, plot, theme, setting morals.	LA 12.4	Can analyze the main characters and take into consideration why this character is the way he/she is
	LA 4	Demonstrate an understanding of the problems in the story and critically analyze the solutions.	LA 12.5	Can describe their favorite character and explain why
	LA 5	Develop an understanding of critical analysis of a movie through careful examination the characters, focusing on character development, dramatic structure, and spoken elements.	LA 12.6	Can describe their least favorite character and explain why
			LA 12.7	Can describe a change in a character over time
			LA 12.8	Can express ones emotions with what happens The three main emotions: - Sympathy – the audience IDENTIFIES with the character's problems and triumphs - Empathy – the audience UNDERSTANDS the emotions that drive the character Antipathy – the audience wants the character to "GET WHAT THEY DESERVE"
			LA 12.9	Can describe what they have learnt from the movie

			LA 12.10	Can describe their favorite scene
			LA 12.11	Can provide specific scenes as examples for justification of answers
			LA 12.12	Can describe and write about the theme or moral of the story
			LA 12.13	Can relate elements of the story to real life experiences
		Literary Analysis: Short Story	LA 12.14	Scan narrative and identify the context and topic
	LA 6	Analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	LA 12.14	Note the structure and discourse features of the texts
			LA 12.16	Identify conventions of narrative texts
			LA 12.17	Scan text to locate specific details

			LA 12.18	Identify the different characters and their role within literary text
				    - Major or central Character
				    - Minor Character
				    - Dynamic
				    - Static
				    - Round

				- Flat - Stock - Antagonist - Protagonist - Anti - Hero - Foil - Symbolic
			LA 12.19	Analyze interaction between characters
			LA 12.20	Determine how the interaction affects the plot
			LA 12.21	Understand that the interaction elements within a story have a cause effect relationship (If one element changes, it would affect all the others)
			LA 12.22	Recognize and discuss selected texts
			LA 12.23	Engage in close analysis of narrative and language use
			LA 12.24	Engage in comparative work, draw general conclusions and use textual evidence to argue a case
			LA 12.25	Understand and use academic conventions: referencing and bibliography.
	LA 7	Analyze in detail how an author's ideas are	LA 12.26	Identify the stated argument claimed by the

		developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)		author
			LA 12.27	Identify any assumptions (supporting details) that are necessary to provide support for the conclusion
			LA 12.28	Express whether or not enough information was provided to persuade the audience, with justification of opinion
			LA 12.29	Identify fairness within the argument. (Is the argument fair and balanced, or does it contain bias?)
			LA 12.30	Evaluate whether the supporting details are reliable and relevant
			LA 12.31	Identify any contradictory points
			LA 12.32	Evaluate the overall argument to determine its value and persuasiveness
			LA 12.33	Analyze an argument by breaking down each point given individually and in relation to other parts of the argument

	LA 12.34	Think critically and skeptically about reasons or evidence within the argument
	LA 12.35	Identify whether the reasons and evidences provided support or weaken the argument
	LA 12.36	Determine whether the argument succeeds logically
	LA 12.37	Identify use of the first point of view and recognize a story told from the first person point of view involves the narrator as part of the story
	LA 12.38	Observe key features used in first point of view pronouns: I, me, mine, our, we, us, etc.
	LA 12.39	Identify that the use of first point of view is often effective in giving a sense of closeness to the character
	LA 12.40	Identify use of the second person and recognize a story told from the second person point of view treats the reader as the main character in the story
	LA 12.41	Identify elements of a story: - Plot - Setting - Character - Conflict - Theme

	LA 12.42	Identify setting; time, location, environment, circumstances,…

	LA 12.43	Identify types of setting
		   - Integral Setting
		   - Backdrop Setting

	LA 12.44	Identify narrative Point of view
	LA 12.45	Identify the different elements within the plot of the story
	LA 12.46	Read and establish different connections between the characters, suggesting causes of events, and relationships of both the characters and events

	LA 12.47	Identify the different types of plot structure:
		   - A Dramatic or Progressive Plot: This is a chronological structure which first establishes the setting and conflict, then follows the rising action through to a climax (the peak of the action and turning point), and concludes with a denouement (a wrapping up of loose ends).
		   - An Episodic Plot: This is also a chronological structure, but it consists of a series of loosely related incidents, usually of chapter length, tied together by a common theme and/or characters. Episodic plots work best when the writer wishes to explore the

		personalities of the characters, the nature of their existence, and the flavor of an era.
		   - A Parallel Plot: The writer weaves two or more dramatic plots that are usually linked by a common character and a similar theme.
		   - A Flashback: This structure conveys information about events that occurred earlier. It permits authors to begin the story in the midst of the action but later fill in the background for full understanding of the present events. Flashbacks can occur more than once and in different parts of a story.

	LA 12.48	Identify type of conflict:
		   - The Protagonist against Another
		   - The Protagonist against Society
		   - The Protagonist against Nature
		   - The Protagonist against Self

	LA 12.49	Identify theme and provide justification for your inferences

	LA 12.50	Identify the style used by the author:
		   - Word Choice
		   - Sentence Length and Construction
		   - Exposition
		   - Dialogue

	LA 12.51	Identify Tone (Tone refers to the author's mood and manner of expression in a work of literature)

		- humor - parody - condescending tones (if included)
	LA 12.52	Identify elements used to create mystery and suspense and providing evidences
	LA 12.53	Identify clues left by the author in order to infer possible outcomes
	LA 12.54	Identify red herrings (clues that take the reader and/or characters in the wrong direction)

	LA 12.55	Identify how tension is incorporated within a story:
		   - anticipation of conflict
		   - changes that impact the novel's characters
		   - a series of unexpected events or revelations
		   - uncertainty
		   - torment
		   - possible consequence
		   - secrets
		   - dialogue
		   - subtext
		   - a sense of urgency

	LA 12.56	Identify the purpose of each character and explain the importance of his/her/its role

	LA 8	Contrast points of view (e.g., first and third person, limited or omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work; recognize how the same incidents in stories can be told from other points of view	LA 12.57	Understand that stories can be told from many different points of view
			LA 12.58	Identify the point of view from which a story is being told
			LA 12.59	Compare and contrast stories that use the same point of view.
			LA 12.60	Compare and contrast stories that use different points of view
	LA 9	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective	LA 12.61	Identify use of the first point of view and recognize a story told from the first person point of view involves the narrator as part of the story
			LA 12.62	Observe key features used in first point of view pronouns: I, me, mine, our, we, us, etc.
			LA 12.63	Identify that the use of first point of view is often effective in giving a sense of closeness to the character
			LA 12.64	Identify use of the second person and recognize a story told from the second person point of view treats the reader as the

				main character in the story
			LA 12.65	Identify effective argument uses ethos, logos and pathos to advance a point of view
			LA 12.66	Analyze how an author uses rhetoric to develop and/or advance a point of view or purpose.
			LA 12.67	Analyze how an author uses language and tone to illuminate his/her point of view or purpose
			LA 12.68	Analyze and evaluate effective rhetorical devices used by an author to support a point of view or purpose
			LA 12.69	Analyze and evaluate how style and content work together to advance the ideas in a text
			LA 12.70	Evaluate the effectiveness of an author's use of rhetoric and how it contributes to the power, persuasiveness, or beauty of the text.
		Literary Analysis: Poetry	LA 12.71	Increase higher thinking skills through analysis of the ideas, techniques, and devices employed by poets
	LA 10	Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	LA 12.72	Widen experience with the different poetic forms and devices in order to write original poems

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	LA 12.73	Understand and identify to ability to express feelings and ideas through poetry
	LA 12.74	Improve reading, expressive, and communicative skills through poetry
	LA 12.75	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
	LA 12.76	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	LA 12.77	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	LA 12.78	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	LA 12.79	Explain major similarities and differences between poems, drama, and prose between the English and Arabic version
	LA 12.80	Engage in comparative work, draw general conclusions and use textual evidence to

				argue a case
	LA 11	Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	LA 12.81	Analyze context of historical and literary documents
			LA 12.82	Identify how tone, syntax, and mood affect meaning in seminal UAE documents
			LA 12.83	Examine related themes among seminal UAE documents
			LA 12.84	Identify that an argument relies on ethos, logos and pathos to establish a relationship and credibility with the reader and to advance a point of view
			LA 12.85	Discern the purpose(s) of seminal U.S. documents by analyzing author's purpose and text structure
			LA 12.86	Analyze rhetorical features and literary elements of seminal UAE documents and evaluate their impact on meaning and purpose
			LA 12.87	Analyze multiple seminal U.S. documents for related themes and concepts.

	21st Century Skills and Technology Integration		21C12.1	Can build on **time management** skills
	21C1	Students extend, deepen and enhance their learning process with the support of 21st Century Skills and Technology Integration.	21C12.2	Can **take notes**
	21C2	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.	21C12.3	Can **work collaboratively in small groups or in pairs** to complete specific tasks
	21C3	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.	21CA10.4	Can take on **different roles** within different types of teamwork tasks

	21C4	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.	21C12.5	Can demonstrate **imagination, creativity and curiosity**
	21C5	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.	21C12.6	Can use a variety of **techniques to brainstorm** ideas
	21C6	Draw evidence from literary or informational texts to support analysis, reflection, and research.	21C12.7	Can respond to change in a **flexible** manner
			21C12.8	Can **organize** ideas with the aid of a table
			21C12.9	Can **create** a problem solution diagram expressing specific information
	21C7	Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	21C12.10	Can **suggest changes** within the educational system
			21C12.11	Can **compare and contrast** different approaches in education
			21C12.12	Can use different methods to **gather information** (surveys, questionnaires, encyclopedia,…)

				21C12.13	Can use **organizational chart** such as tables and time lines
				21C12.14	Can **critical think, problem solve, reason, analyze, interpret, and synthesize information**
				21C12.15	Can **critical think, problem solve, reason, analyze, interpret, and synthesize information**
				21C12.16	Can **back up** information with **multiple resources** through research.
				21C12.17	Can conduct **short research projects** based on focused questions, demonstrating understanding of the subject under investigation
				21C12.18	Can **relate different disciplines to English language**
				21C12.19	Can understand and build on issues to enhance **Global awareness**
				21C12.20	Can **cite** information provided by other resources
				21C12.21	Can **analyze, evaluate and suggest ideas** in order to improve creative efforts and to **justify** answers
				21C12.22	Can **draw evidence** from literary or informational texts to support analysis, reflection and research

	21C12.23	Can **transfer** language and information from **one skill to another**
	21C12.24	Can **self-reflection and learn from prior mistakes**
	21C12.25	Can forecast **possible challenges**
	21C12.26	Can understand methods used in **phishing** and avoid such fraud
	21C12.27	Can build on **time management** skills
	21C12.28	Can use different **technology** to enhance language learning and presenting
	21C12.29	Can learn from other **people's experiences**

	21C12.30	Present with the 7Cs of communication in mind
		  - Clear
		  - Concise
		  - Concrete
		  - Correct
		  - Coherent
		  - Complete
		  - Courteous

	21C12.31	Focus on the objective of the presentation
	21C12.32	Ensure that the presentation is carefully crafted and makes sense
	21C12.33	Use of high quality, relevant images

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	21C12.34	Keep colors, branding, and overall design consistent throughout the presentation
	21C12.35	Include audio or video to create a more immersive experience
	21C12.36	Embed links to references and resources.
	21C12.37	Integrate real life examples
	21C12.38	Limit the amount of time spent on each slide
	21C12.39	Include a recap or summary at the end of presentation
	21C12.40	Prepare for a Q&A session
	21C12.41	Self assess upon completion of the presentation
	21C12.42	self reflect and identify strengths and weaknesses
	21C12.43	Recommend changes for future presentations

	21C12.44	Can cite a wide range of resource according to the APA or MLA style
		  - Book
		  - Webcite
		  - Journals
		  - Magazines
		  - Newspapers
		  - Film

			- Interviews - Lectires - Photograph - ...
		21C12.45	Use of technology to facilitate citations
		21C12.46	Paraphrase material taken from a resource and included within a paper/ assignment
		21C12.47	Use quotes when including word per word statements taken from a resource
		21C12.48	Include a bibliography with assignment
		21C12.49	Formulate the bibliography accurately
		21C12.50	Use technology to check for plagiarism
	Presentation skills The graduation project is a culmination of all the life skills, as well as the knowledge acquired throughout the different courses of the career oriented programs. It aims to place students in the active role of problem solvers, as they investigate a question,	PI7.1	Can **structure content** logically and effectively
		PI7.2	Can deliver an effective **opening** and **closing** your talk
		PI7.3	Can use **visual aids** to support your ideas
		PI7.4	Can **avoid 'death by PowerPoint'** – less text, more visuals

	follow all the steps of the scientific method to find a conclusion before presenting their work during their graduation project ceremony.	PI7.5	Can ask **rhetorical questions** to grab the attention of the audience
		PI7.6	Can understand various **learning styles** and preferences of an audience and tend to their needs
		PI7.7	Can use a wide range of **strategies for handling Q & A sessions**
		PI7.8	Can be able to deliver an **engaging presentation**
		PI7.9	Can master a range of **memorization techniques** so as not to read from cue cards
		PI7.10	Can feel **confident** to stand and deliver before any size group
		PI7.11	Use **eye contact, gestures, and body language** for maximum effect
		PI7.12	Can control **rhythm, speed, volume and pitch** of voice
		PI7.13	Can vary **tone of voice** to make a point o Keeps your audience interested o Emphasizes ideas Conveys enthusiasm for your topic
		PI7.14	Can **overcome nerves** and anxiety through a variety of techniques
		PI7.15	Can use **humor** effectively when appropriate

			PI7.16	Can use **props** to enhance presentation
			PI7.17	Can use **examples** to enhance presentations
			PI7.18	Can **repeat key ideas** for emphasis
			PI7.19	Can **provide a demonstration** during a presentation
			PI7.20	Can **pace self and information** correctly
			PI7.21	Can use **pauses to emphasize** essential points
			PI7.22	Can **reflect** and **provide suggestions for improvement**

	Project Based learning		PB12.1	Can compare information from different sources before completing an assignment
	PBL1	Students extend, deepen, and enhance their learning process through creation, completion, and presentation of content related project-based learning activities.	PB12.2	Can draw their own conclusions based on analysis of numbers, facts, or relevant information
			PB12.3	Can try to solve complex problems or answer questions that have no single correct solution
			PB12.4	Can give feedback to peers or assess other students' work

	PB12.5	Can convey their ideas using media other than a written paper (such as posters, blogs, or videos)
	PB12.6	Can answer questions in front of an audience
	PB12.7	Can generate their own ideas about how to confront a problem
	PB12.8	Can analyze a situation by thinking about the subject, purpose, sender, receiver, medium, and context of a message.
	PB12.9	Can choose the most affective medium by deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a report.
	PB12.10	Can evaluate messages by deciding whether they are correct, complete, reliable, authoritative, and up-to-date.
	PB12.11	Can listen actively by carefully paying attention, taking notes, asking questions, and otherwise engaging in the ideas being communicated.
	PB12.12	Can take turns by effectively switching from receiving ideas to providing ideas, back and forth between those in the communication situation.

	PB12.13	Can understand technology by understanding the abilities and limitations of any technological communication, from phone calls to e-mails to instant messages.
	PB12.14	Can analyze and break something down into its parts, examining each part, and note how the parts fit together.
	PB12.15	Can argue using a series of statements connected logically together, backed by evidence, to reach a conclusion.
	PB12.16	Can classify by identifying the types or groups of something, and show how each category is distinct from the others.
	PB12.17	Can compare and contrast by pointing out the similarities and differences between two or more subjects
	PB12.18	Can define by explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms.
	PB12.19	Can describe something by explaining the traits, such as size, shape, weight, color, use, origin, numeric value, condition, location…

	PB12.20	Can evaluate by deciding on the worth of something by comparing it against an accepted standard of value.
	PB12.21	Can explain is telling what something is or how it works so that others can understand it. As well as restating one's self to give clarification.
	PB12.22	Can solve problems by analyzing the causes and effects of a problem and finding a way to stop the causes or the effects by providing solutions and justifying them
	PB12.23	Can track cause and effect to determine why something is happening and what results from it.
	PB12.24	Can brainstorm ideas involves asking a question and rapidly listing all answers, even those that are far-fetched, impractical, or impossible.
	PB12.25	Can create something requires forming it by combining materials, perhaps according to a plan or perhaps based on the impulse of the moment.
	PB12.26	Can design something by conjunction between form and function and shaping materials for a specific purpose.

	PB12.27	Can imagine and covey ideas original ideas
	PB12.28	Can improvise a solution which involves using something in a novel way to solve a problem.
	PB12.29	Can be innovative by creating something that hasn't existed before, whether an object, a procedure, or an idea
	PB12.30	Can look at something from different points of view by flipping it to get a new perspective, perhaps by redefining givens, reversing cause and effect, or looking at something in a brand new way.
	PB12.31	Can question and actively reaches into what is unknown to make it known, seeking information or a new way to do something.
	PB12.32	Can allocate resources and responsibilities to ensure that all members of a team can work optimally.
	PB12.33	Can make decisions which require to sort through the many options provided to the group and arriving at a single option to move forward.

	PB12.34	Can delegate tasks by assigning duties to each member of the group and expecting them to fulfill their parts of the task.
	PB12.35	Can evaluate products, processes, and members of the group provide a clear sense of what is working well and what improvements could be made.
	PB12.36	Can set goals that require the group to analyze the situation, decide what outcome is desired, and clearly state an achievable objective.
	PB12.37	Can lead a group to create an environment in which all members can contribute according to their abilities.
	PB12.38	Can manage their time by matching up a list of tasks to a schedule and tracking the progress toward goals.
	PB12.39	Can resolve conflicts which occur from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring.
	PB12.40	Can build a strong team by working cooperatively over time to achieve a common goal

		Real world connections	RWC12.1	Can use Props to enhance presentation	
		In addition to 21st Century skills and PBL outcomes the following KPIs allows students to present through a wide variety of prompts related to real world situations.	RWC12.2	Can write an short opinion such as those found on a blog or Facebook comment	
			RWC12.3	Can use examples to enhance presentations	
			RWC12.4	Can repeat key ideas for emphasis	
		Real-world connections draw from, or upon, actual objects, events, experiences and situations to effectively address a concept, problem or issue.	RWC12.5	Can write a **list and prioritize** each element and take into consideration a wide range of elements such as time and money	
			RWC12.6	Can provide a demonstration during a presentation	
		Real-world connections involves learning that allows students to actually experience or practice concepts and skills, as opposed to learning that is theoretical or idealistic.	RWC12.7	Can provide written online advice and/or recommendations and include examples and justification with limited word count (through an online tool; e.g. a blog, on Facebook…)	
		Real-world connections features learning projects that directly relate to, are relevant to, or provide benefit to students, their families or the community.	RWC12.8	Can be authentic when presenting	
			RWC12.9	Can write a news story – neutral report	
			RWC12.10	Can present facts without bias	

			RWC12.11	Can using visuals to support presentations
			RWC12.12	Can use rhetorical questions to grab attention of listener(s)
			RWC12.13	Can pace self and information correctly
			RWC12.14	Can use pauses to emphasize essential points
			RWC12.15	Can identify health and safety issues and deal with them accordingly
			RWC12.16	Can write a consumer review for a wide range of products or experiences
			RWC12.17	Can vary tone of voice to make a point ○ *Keeps your audience interested* ○ *Emphasizes ideas* ○ *Conveys enthusiasm for your topic*
			RWC12.18	Can think of ways to be a social entrepreneur