

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS: 12TH GRADE

At Hammond Baptist High School, the 12th grade's English course's curriculum includes a weekly spelling-vocabulary list, a weekly hymn or Gospel hymn, grammar lessons reviewing from the parts of speech to clauses, American literature, and composition including reactions to literature, research sources, and assigned outside reading. The curriculum basically follows this weekly schedule:

- Monday: Spelling/vocabulary, song, grammar or literature assignments due Friday
- Tuesday Sing weekly song and Bible verses & Bible vocabulary quizzes with remaining class time given for English assignments
- Wednesday: Two in-class book reports each grading period (see attached for samples).
Otherwise, spelling/vocabulary review; sing song; grammar or literature lesson.
- Thursday: Spelling/vocabulary review; sing song; grammar or literature lesson
- Friday: Collect week's assignments and test spelling (multiple choice format) & song (written in poetry form and spelled/punctuated correctly) 1st five weeks of the grading period and test grammar or literature on the 6th week of the grading period.

Everyday, class begins with reading the week's Bible verse(s), the Bible vocabulary word of the day, prayer, and oral reading of a Bible passage of about 20 verses so that we read through most of the Bible each school year. Every Tuesday the Bible Verse/Vocab quiz includes matching of word-of-the-day to its definition, supplying those words in verses by using context clues, and writing the verse(s) of the week completely by memory with the words spelled correctly as given in the Bible.

For the Monday-Friday spelling/vocabulary, the students record the definition and use the word correctly in an original sentence. The testing is for both spelling and usage understanding. The words are related to words found in history books, similarly spelled words, words following and breaking standard spelling rules, and homonyms.

A term paper (research paper) is assigned just before Thanksgiving. The steps of researching and writing such a paper as done in 11th grade are reviewed (see 11th grade) and the students follow the written procedures given to them in Week 14. Thereafter, the teacher only answers questions and posts the due dates on the room calendar.

The students may choose to do the standard paper—showing the motivation, “product,” and importance of a Christian, either American or British—or a persuasive paper that will be memorized and delivered at the Lake County Right to Life Oratory Contest in the spring. A student attempting the oratory is obligated to go as far as his winning allows, from Lake County to the Indiana state competition to the National Right to Life Annual Oratory Contest. The students entering the contest practice/present their speeches to the class, are critiqued in class for all to hear, and submit themselves to a preliminary contest after school.

No homework is assigned on Wednesdays, due on Thursday, because of Wednesday night church. Likewise, during special conferences which run typically Sunday through Wednesday, no homework is given the nights of the conference. Therefore, some usual teaching days may be “work days,” in which the students do their usual written or outside reading homework assignments. Additionally, the schedule as stated in the Scope & Sequence as well as the State's Standards mapping is adjusted as necessary; the material is still covered, and the goals are still accomplished.

**CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS:
12TH GRADE**

The Indiana Academic Standards for 12th-English/Language Arts consist of three domains: Reading Comprehension, Writing, and Communication and Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

12th Grade English/Language Arts

Standards identified as essential for mastery by the end of the each grade band are indicated with gray shading and an *E*. The learning outcome statement for each domain immediately precedes each set of standards.

READING COMPREHENSION	
<i>Learning Outcome:</i> Students analyze the author’s technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
12.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.	In 6-12 Book Reports: All nonfiction: 1-2 every grading period See included high school sample. Persuasive speech: Propaganda Unit (weeks 3- & 5) Term Paper research (3 rd -5 th grading periods)
12.RC.2 Compare and contrast the development of similar themes across two or more works of literature, and analyze how they merge and are shaped and refined by specific details.	No secular lit. in 12 th ; done in 10 th & 11 th . The themes of the Bible are discussed and applied in Speech Units: Propaganda Unit (Wks 3 & 5) Bible Reading (Wks 13 & 15) The Art of Bible-Story Telling (Wks 18-22) Giving “Devotions” (Wks. 21-24) Teaching a Sunday School Lesson (Wks 31, 33-35)
12.RC.3 Analyze the evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	Structure in Speech Unit: Poetry (Wks.6-7)
12.RC.4 Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	No secular lit. in 12 th ; done in 10 th & 11 th . The relevance of the Bible is discussed and applied in Speech Units: Propaganda Unit (wks 3 & 5) Poetry (Wks.6-7) Bible Reading (Wk.) The Art of—Bible—Story Telling (Wks 18-22) Giving “Devotions” (Wks. 21-24) Teaching a Sunday School Lesson (Wks 31, 33-35) Term Paper/Right to Life research.
12.RC.5 Analyze the development of similar central ideas across two or more excerpts and determine how specific details shape and refine the central ideas. (E)	During Composition Review relating to researching & writing Term Paper & Right to Life speech (3 rd or 4 th grading period)

<p>12.RC.6 Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.</p>	<p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.7 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)</p>	<p>Song of the Week</p> <p>Bible Vocabulary weekly quiz: “The Word of the Day Is ____.”</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.8 Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.</p>	<p>Speech Unit: Propaganda (Wks. 3 & 5)</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.9 Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.</p>	<p>Speech Unit: Propaganda (Wks. 3 & 5)</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.10 Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes and rhetorical features.</p>	<p>Speech Units: Oratory (related to Right to Life speeches) Declamation (if time permits 5th grading period)</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.11 Use context to determine or clarify the meaning of words and phrases.</p>	<p>Song of the Week</p> <p>Bible Vocabulary weekly quiz: “The Word of the Day Is ____.”</p> <p>Speech Unit: Poetry (Wk.6)</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.RC.12 Analyze nuances in the meaning of words with similar denotations.</p>	<p>Song of the Week</p> <p>Bible Vocabulary weekly quiz: “The Word of the Day Is ____.”</p> <p>Speech Units: Propaganda (Wks. 3 & 5) Poetry (Wks.6-7)</p> <p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>

<p>12.RC.13 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Song of the Week</p> <p>Bible Vocabulary weekly quiz: “The Word of the Day Is ____.”</p> <p>Speech Unit: Poetry (Wks.6-7)</p>
<p>12.RC.14 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)</p>	<p>During Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>WRITING</p> <p><i>Learning Outcome:</i> Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</p>	
<p>12.W.1 Write arguments in a variety of forms that:</p> <ol style="list-style-type: none"> a. Introduces precise claim(s), establish the significance from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between the reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate for the purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. (E) 	<p>Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)— “The Argumentative Edge”</p>

<p>12.W.2 Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Choose language and content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate for the purpose and audience. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E) 	<p>Book Reports</p> <p>Speech Preparation: Introductions: Self and of Another "Sales Pitch" Giving Devotions "Telling the Bible Story" Teaching a Sunday School Lesson</p> <p>Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>
<p>12.W.3 Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or character. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.(E) 	<p>Book Reports</p> <p>Speech Preparation: Giving Devotions "Telling the Bible Story" Teaching a Sunday School Lesson</p> <p>Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)</p>

<p>12.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</p> <ol style="list-style-type: none"> Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Utilize a standard style guide framework for in-text documentation formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	<p>All Book Reports (see high school sample)</p> <p>Composition Review relating to researching & writing Term Paper & Right to Life speech (3rd or 4th grading period)—</p> <p>Grading Scale for all Composition: 1 Serious Error=C 2 Serious Errors=D 3+ Serious Errors=F</p> <p>(Serious Error=misspelling; run-on; comma splice; or sentence fragment)</p> <p>Publishing: Yearbook Class, not in English.</p>
<p>12.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> Formulate an inquiry question and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. Present information, choosing from a variety of formats. (E) 	<p>Term Paper (Topic: <u>Why</u> a Christian Did <u>What</u> He Did and <u>How</u> It's Important) and Right to Life Oratory (Weeks 15-31):</p> <p>“How to Research” “How to Take Notes” “How to Write a Bibliography” “When You Need a Footnote and Other Citations” “How to Write a Thesis” “How to Write an Outline” Complete Parallel Sentences Using and Coding Note Cards “How to Write/Develop Sentences & Paragraphs, including Introductions & Conclusions”</p> <p>In Book Reports—1 or 2 each grading period— and term paper: 1 “serious error”=C 2 “serious errors”=D 3+ “serious errors”</p>
<p>Communication and Collaboration</p> <p><i>Learning Outcome:</i> Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.</p>	
<p>12.CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.</p>	<p>Mondays, Wednesdays, & Thursdays: As relating to hourly Bible reading</p> <p>Original Sr. Play: Done in Senior Seminar & after school</p> <p>Schedule Permitting: Original skits portraying “Story Behind the Hymn” or “Story Behind the Christmas Carol” or on assigned, relevant theme</p>
<p>12.CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)</p>	<p>Right to Life speech prep</p> <p>Debates in Government Class</p>

12.CC.3	Expand 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; and promote divergent and creative perspectives.	Right to Life speech prep Debates in Government Class
12.CC.4	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)	In Government Class.
12.CC.5	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	Right to Life speech prep Debates in Government Class
12.CC.6	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspective, ensuring the organization, development, substance, and style are appropriate to purpose and audience.	Right to Life speech prep Debates in Government Class
12.CC.7	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	In Media Class Visual Aid required in Speech Units: Propaganda: Sales Pitch— “You Just Can’t Life Without . . .” “How to Teach a Sunday School Lesson”
12.CC.8	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	Relating to researching & writing Term Paper & Right to Life speech (3 rd & 4 th grading periods) Speech Unit: Propaganda (Wks. 3 & 5)

Bibliography

In addition to the Bible:

12th Grade English: “I Will Teach Thee What Thou Shalt Say”: Weeks 1-6; Weeks 7-12; Weeks 13-18; Weeks 19-24; Weeks 25-30; and Weeks 31-36. Schererville: Hammond Baptist Schools, 1996-2024.

Each notebook is divided into weeks and days. Each day has its lesson plan (“Teacher’s Toolbox” and “Blueprint”), the teacher’s lesson, the students’ work sheets, notes, and literature readings, as well as the homework, quizzes, & tests (known as Skill Builders) and their keys.

The students have access to the teacher’s classroom library of over 2,000 books for both book reports and research.