



Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide

Course Title/ Course #: English 12

Start day: 1

Meetings: 180 days

Course Description

English 12 will focus on the oral language, mass media, reading, writing, and research standards outlined in the Virginia Standards of Learning and ensure students are prepared for college and/or the workforce.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
10 meeting days (5 instructional blocks O/E)	<u>12.2 b</u> <u>12.3 b, c, e</u> <u>12.6 a, b, c, d, g, h</u> <u>12.7 a, b</u> <u>12.8 a, b</u>	Unit MP1.1 Purpose in Writing/Know your Audience/Finding Your Voice through Personal Statements	<ul style="list-style-type: none"> - <u>Writing College Essays- NYTimes Learning Blog</u> - <u>Personal Statements Part 1 – Brainstorming</u> - <u>Successful Statements -OWL</u> - <u>Awesome Personal Statements - Shmoop</u> - <u>GrammarAbout –Connotations/Denotations</u> 	<ul style="list-style-type: none"> - Personal Statement Essay - Graphic Organizers - Pre Writes - Peer Editing - <u>Rubric</u> - <u>Conducting Peer Reviews</u>
8 meeting days (4 instructional blocks O/E)	<u>12.2 a</u> <u>12.3 a, b, c, e</u> <u>12.4 a, d, e</u> <u>12.5 a, b</u>	Unit MP1.2 The Dawn of British Literature	<ul style="list-style-type: none"> - <u>Introduction to Beowulf – Read/Write/Think</u> - <u>EMCP Interactive Reading Beowulf</u> - <u>https://quizlet.com/1249583/beowulf-vocabulary-words-flash-cards/</u> - <u>Intro to Beowulf PPT</u> <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Prepare to Read “from Beowulf” P. 36 	<ul style="list-style-type: none"> - Term quizzes - Word Wall/ Visual Dictionary - Key Term Vocabulary Graphic Organizers - <u>Quizlet –Beowulf Greek & Latin Roots</u>

Pacing Resources Assessments MP1 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
12 meeting days (6 instructional blocks O/E)	12.1 b, e, h 12.3 a, b, c, e 12.4 a, d, e 12.6 a, e, g, h 12.7 a, b 12.8 a, b, e	Unit MP1.3 Which is it -Legend, Epic, Tale?	<ul style="list-style-type: none"> - Teacher’s Guide Penguin – Beowulf - Chicago Tribune – Beowulf Articles - Beowulf and the Anglo-Saxons – Discovery Education - Kennings - Transitioning to College Plagiarism Activity - Beowulf Study guide Quizlet - Glencoe Beowulf Study Guide - Writing a Newsletter – 4 Simple Steps - Newsletter 15 Tips <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - “from Beowulf” P. 38-70 	<ul style="list-style-type: none"> - Beowulf Project Options - Quia Beowulf Test - Socratic Seminar - Beowulf Newsletter with Citation - Beowulf Unit Test - Exit Tickets -
10 meeting days (5 instructional blocks O/E)	12.1 e, f, h 12.2 a, b 12.3 b, c, e 12.5 b, f 12.6 a -d, g, h 12.7 a, b 12.8 a, b, c, f, g	Unit MP1.4 My Mission, Goals, Intent, and Influence	<ul style="list-style-type: none"> - Cover Letter Lesson Plan ReadWriteThink - NY Times Creating 21st Century Resumes - UWGB Resume Writing - LEAP.org Lesson Plan Letter of Introductions - VDOE Lesson Plan – Writing for the Workplace - Carroll County Personal Mission Lesson <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Mission statements p. 1012 	<ul style="list-style-type: none"> - Cover Letter and Resume Rubrics - Resume and CV Template - Working Rough Drafts - Teacher/Student Conferences - Peer and Self Editing Activities
5 meeting days (2/3 instructional blocks O/E)	12.1 a, b, c, d 12.2 a, b 12.5 a, f 12.6 a, b, d, g 12.7 a, b 12.8 a, b, e	Unit MP1.5 Analyzing and Assessing My Possibilities	<ul style="list-style-type: none"> - The Common Application –Plan Ahead, Explore Colleges, How to Apply - Career Quiz - How to Take a College Exam - Ten Tips for Timed Writing 	<ul style="list-style-type: none"> - Career Research - Information Highlights from Common App - Letter to Myself in 30 years - Timed Prompt/ Short Essay exam

Pacing Resources Assessments MP2 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
6 meeting days (3 instructional blocks O/E)	12.2 a, b 12.3 b, c, e 12.6 a-d, f, g 12.7 a, b	Unit MP2.1 The Craft of Persuasion	<ul style="list-style-type: none"> - Supporting a Thesis with Evidence -Pearson - ReadWriteThink –Developing Persuasive Strategies - NY Times- Evidenced Based Editorials 	<ul style="list-style-type: none"> - Rubric - Rough Drafts - Peer Edit - Student-Teacher Conferences
10 meeting days (5 instructional blocks O/E)	12.1 f, h 12.3 a-d, f 12.4 a, d, e	Unit MP2.2 Social and Cultural Functions of Literature	<ul style="list-style-type: none"> - Canterbury Tales Prologue Self-test - Canterbury Tales Quizlet - Discovery Education – Canterbury Tales - Youtube Part 1 and Part 2 on Satire <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Canterbury Tales Prologue p. 90-115 	<ul style="list-style-type: none"> - Admit/Exit Slips - Think-Pair-Share - Journals - Role Play - Modeling
8 meeting days (4 instructional blocks O/E)	12.1 a, b, e, f, h 12.3 a, b, c, d, e 12.4 b, d, e	Unit MP2.3 Traveling through a Tale (Pick a Canterbury Tale)	<ul style="list-style-type: none"> - Reader Friendly Versions The Canterbury Tales - Wikipedia – General Canterbury Tales Info - Canterbury Tales- Overview and Summary <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - <i>Canterbury Tales</i> <ul style="list-style-type: none"> o The Nun’s Priest’s Tale p. 118-137 o The Pardoner’s Tale p. 140-150 	<ul style="list-style-type: none"> - Reading Comprehension Questions - Quizzes/Quia.com - Retelling - Authentic Questioning - Projects - Presentations - Chaucer Assessment
12 meeting days (6 instructional blocks O/E)	12.1 g, i 12.2 a, b 12.3 b, c, f 12.5 a-f 12.6 a-d, f, g 12.7 a, b	Unit MP2.4 Debate, Persuasive Arguments, and Counterarguments	<ul style="list-style-type: none"> - Logical Fallacies - 10 Famous speeches and What you Can Learn from Them - VDOE Writing Counterarguments - 10 Questions to Help you Find Your Voice - VDOE That’s Debatable - Gates Millennium Scholars Essays p.5-8 - Gates Millennium Application Page - SOAPS –Close Reading Strategy - ProCon.org 	<ul style="list-style-type: none"> - Dialogue - Socratic Seminar - Journals - Debate - Identify and Analyze Argument and Counter-Argument

Pacing Resources Assessments MP2 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
7 meeting days (3/4 instructional blocks O/E)	12.3 a, b, c, f 12.4 a, b, d, e, h 12.6 a-f 12.7 a, b	Unit MP2.5 Legendary Adventures	<ul style="list-style-type: none"> - PBS Arthur: The Once and Future King - MENSA –I need a hero –Lessons 1-3 - NY Times Debate – Can Chivalry Be Brought Back to Life? <p><i>Literature The British Tradition- Prentice Hall</i></p> <ul style="list-style-type: none"> - “Sir Gawain and the Green Knight” p. 160-175 - “Morte d’Arthur” p. 176-185 	<ul style="list-style-type: none"> - What will Your Legend Be? What is a Hero? - Chivalry Essay

Pacing Resources Assessments MP3 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
8 meeting days (4 instructional blocks O/E)	12.1 a, b, e, f 12.3 a, b, d, f 12.4 a, b, f, g 12.5 a, b, c	Unit MP3.1 Introduction to English Renaissance	<ul style="list-style-type: none"> - What is a Sonnet? - ReadWriteThink Traditional Sonnets - PBS Shakespeare’s Sonnets - PBS –In Search of Shakespeare - Elizabeth - Literary Analysis Sonnet 18 - Living Iambic Pentameter - Bacon Learning Center - Poetry Review - Deconstruction of Sonnet - Sonnet Writing Worksheet <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - “Timeline, Celebrating Humanity, Changing English Language” p.222-232 - Sonnets p. 234-262 (Pick and choose) - <i>Utopia</i> and Elizabeth’s Speech p.262-271 	<ul style="list-style-type: none"> - Exit Tickets - Kahoot. It - Sonnet - Quizlet - Flocabulary - Discuss w/partner - Oral Presentation
6 meeting days (3 instructional blocks O/E)	12.2 a, b 12.3 b, c, e 12.4 d, e, h, i 12.5 a, b, f	Unit MP3.2 Shakespeare Review/ Introduction to <i>Macbeth</i>	<ul style="list-style-type: none"> - ReadWriteThink –All’s Well that Sells Well - Prezi Shakespeare Review - Absolute Shakespeare - Internet Shakespeare - Drama/ Shakespeare – ReadWriteThink Options <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - The Elizabethan Theater, Shakespeare on Stage, Shakespeare on Film, Prepare to read Macbeth p.290-299 	<ul style="list-style-type: none"> - Guided Notes - Foldable - Anticipatory Guide - Graphic Organizers - Jeopardy

Pacing Resources Assessments MP3 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	- Assessments
12 meeting days (7 instructional blocks O/E)	12.3 a-f 12.4 a, b, d, e, f, i	Unit MP3.3 The Tragedy of <i>Macbeth</i>	<ul style="list-style-type: none"> - StoryboardThat-Macbeth - Penguin Macbeth Teacher's Guide - EDsitement Macbeth Fear and motives - ANoiseWithin – Macbeth StudyGuide - Prezi Macbeth vs. Hitler a different perspective <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Macbeth p.300-389 	<ul style="list-style-type: none"> - Small group Activities - Unit Test - Project - Study Guide - Whole Group Review - Quia/Jeopardy/Family Feud - Essay Questions for Macbeth
7 meeting days (2/3 instructional blocks O/E)	12.1 f 12.2 a, b 12.5 a-d, f 12.7 c 12.8 a, e, h	Unit MP3.4 Authorship, Plagiarism, and Copyright	<ul style="list-style-type: none"> - NY Times Authorship Question - Media Lab – Copyright Lesson - SNL Plagiarism Skit - Plagiarism Scavenger Hunt - Avoiding Plagiarism - Finding Dulcinea -Plagarism - Informs – Copyright and Plagiarism - You Quote It, You Note It 	<ul style="list-style-type: none"> - Who wrote Shakespeare's play? - Interactive Worksheets - Group Activities - Written Responses - Exit Tickets - WriteCheck – Plagiarism Quiz
10 meeting days (5 instructional blocks O/E)	12.3 a-f 12.4 a-e 12.6 a-c	Unit MP3.5 Turbulence and Literature a Comparison of Times	<ul style="list-style-type: none"> - Discovery Education –Gulliver's Travels - Lesson Plan –Gulliver's Travels - Discovery Education – Paradise Lost - The John Milton Reading Room <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Timeline, A Turbulent Time p.408-418 - Paradise Lost p.468-476 - Gulliver's Travels p. 512-525 <p>Novel Study for Comparison Optional:</p> <ul style="list-style-type: none"> - <i>Transall Saga</i> -Summary - <i>The Curious Incident of the Dog in the Night</i> - Summary - <i>Wizard of Oz</i> -Summary 	<ul style="list-style-type: none"> - Comparative Essay - T-charts - QAR responses - Post Cards

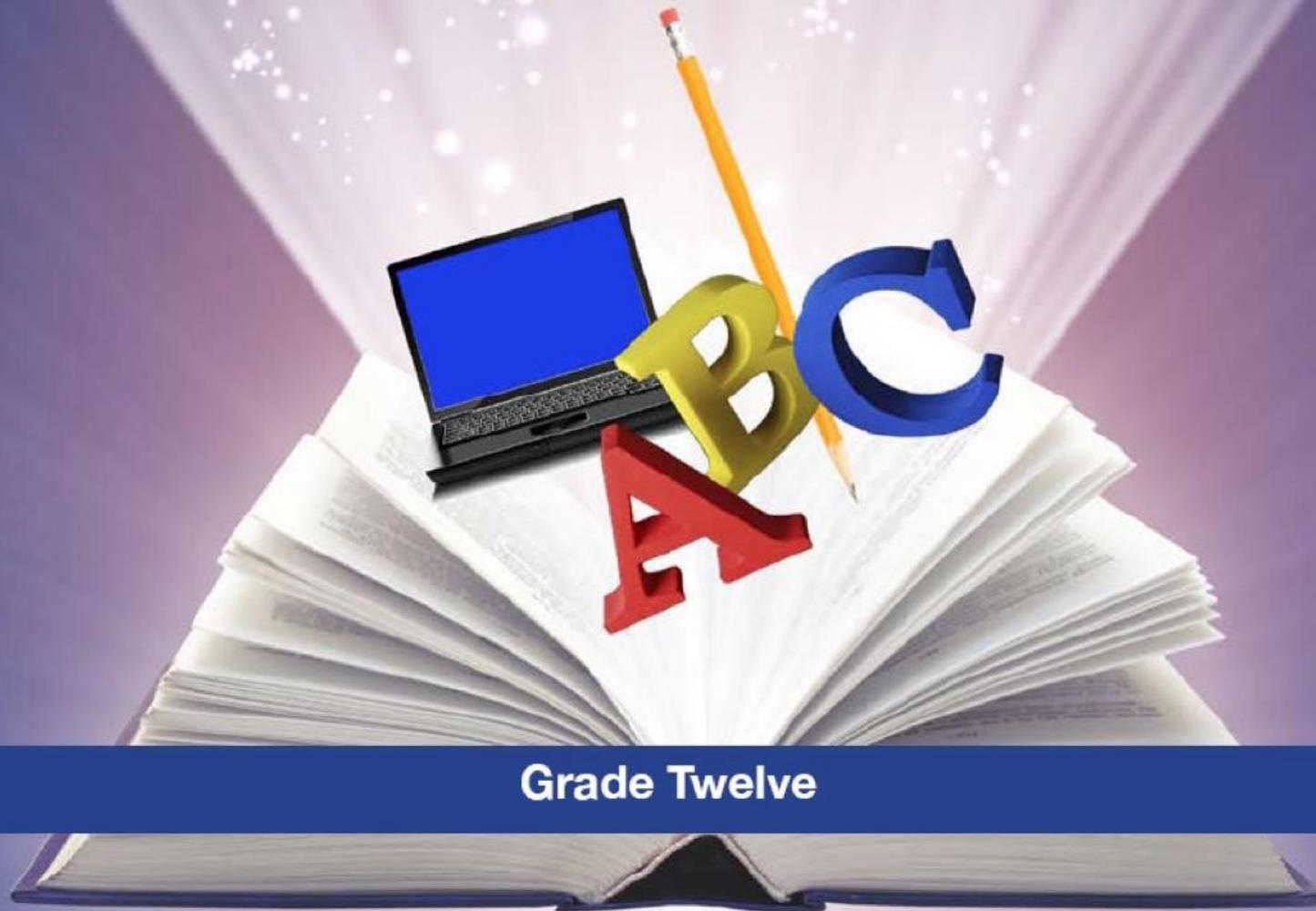
Pacing Resources Assessments MP4 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
10 meeting days (5 instructional blocks O/E)	12.1 a-f 12.3 a-f 12.4 a-h 12.5 a-d	Unit MP4.1 The Romantics and The Victorians: A Comparison of Times	<ul style="list-style-type: none"> - Discovery Education – The Romantics - Discovery Education – The Victorian Period - The Victorian Web - Poets by Time Period - Dickens’s Timeline - InfoPlease –The Romantic Period and The Victorian Age - YouTube –Victorian Era Introduction - YouTube – History Short –Romantic Era <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - The Romantics (Some Options): <ul style="list-style-type: none"> o “Timeline, Rebels and Dreamers” p.612-622 o “Introduction to Frankenstein” p.648-655 o Poetry of the Time p.664-754 Wordsworth, Byron, Keats o “On Making an Agreeable Marriage” p. 778-783 o “A Vindication of the Rights of Woman” p.784-787 o from <i>Sense and Sensibility</i> p.790-793 <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - The Victorian Period (Some Options): <ul style="list-style-type: none"> o Timeline, Progress and Decline p.804-814 o Poetry of the Time p.818 -852 Tennyson, Browning o “The Curious Workshop of Charles Dickens” p.856-857 o from <i>Hard Times</i> p. 858-864 o from <i>Jane Eyre</i> p.865-872 o from <i>Sense and Sensibility</i> p.790-793 	<ul style="list-style-type: none"> - Venn Diagrams - Jigsaw Presentations - Group explorations of a genre and time period - Poster Bills

Pacing Resources Assessments MP4 - English 12

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
6 meeting days (3 instructional blocks O/E)	12.1 a-f 12.3 a-f 12.4 a-h 12.5 a-d	Unit MP4.2 To a Global Voice	<ul style="list-style-type: none"> - ReadWritethink –Analysis Famous Speeches - Education World – What Makes a Great Speech <p>Literature The British Tradition- Prentice Hall</p> <ul style="list-style-type: none"> - Wartime Speech p.1062-1067 - Defending Nonviolent Resistance p.1068-1073 - The Rights We Enjoy, The Duties We Owe p.1126-1130 - Focus on Literary Forms: The Short Story p.1131-1202 - Dylan Thomas 1204-1209 - “A Devoted Son” p.1270-1283 	<ul style="list-style-type: none"> - Literary Analysis - UNC Writing Center – Literary Analysis - Speech and Debate
6 meeting days (3 instructional blocks O/E)	12.6 a-h 12.7 a-c 12.8 a-h	Unit MP4.3 Making a Statement with Research	<ul style="list-style-type: none"> - ReadWriteThink – Scaffolding to Write the Research Paper - Research Vocabulary - Research process – University of Illinois - HBCULifestyle – Research topics 	<ul style="list-style-type: none"> - Journaling - Graphic Organizing - Brainstorming - PreWrite
18 meeting days (9 instructional blocks O/E)	12.6 a-h 12.7 a-c 12.8 a-h	Unit MP4.4 Research and Writing	<ul style="list-style-type: none"> - In-Text Citation Worksheet - OWL Research Writing - YouTube Carleton University Writing a Research Paper - EasyBib - Internet Citation Checklist - Peer Editing checklist 	<ul style="list-style-type: none"> - Rubric - Final Draft - Elaborating - Discuss w/partner - Peer Edits/Teacher Conferences - Reader Response Questions

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Twelve

Board of Education, Commonwealth of Virginia

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Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
<http://www.doe.virginia.gov>

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Superintendent of Public Instruction

Patricia I. Wright, Ed.D.

Assistant Superintendent for Instruction

Linda M. Wallinger, Ph.D.

Office of Standards, Curriculum, and Instruction

Mark R. Allan, Ph.D., Director

Tracy Fair Robertson, English Coordinator

Thomas Santangelo, Elementary English Specialist

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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

Virginia *English Standards of Learning* Curriculum Framework 2010

Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

Essential Understandings

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

- 12.1 The student will make a formal oral presentation in a group or individually.**
- Choose the purpose of the presentation.
 - Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
 - Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
 - Use media, visual literacy, and technology skills to create and support the presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - Collaborate and report on small group learning activities.
 - Evaluate formal presentations including personal, digital, visual, textual, and technological.
 - Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
 - Critique effectiveness of presentations.

[MP1 p1](#) [MP1 p2](#)

[MP2 p1](#) [MP2 p2](#)

[MP3 p1](#) [MP3 p2](#)

[MP4 p1](#) [MP4 p2](#)

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying a purpose, researching topics, developing content, and delivering presentations. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or recognition of special occasions (e.g., acceptance, welcome, or thank-you speeches). understand that semantics involves words and word order specifically chosen for the meaning intended. recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> make a 5-10 minute oral presentation alone and/or as part of a group. organize and develop a speech, using steps in the process such as: <ul style="list-style-type: none"> selection of a topic related to audience and situation; determination of purpose; research; development of an outline, including introduction, body, and conclusion; practice; and presentation. choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience. develop content through inclusion of: <ul style="list-style-type: none"> a combination of facts and/or statistics; examples; illustrations; anecdotes and narratives; reference to experts; quotations; analogies and comparisons; and logical argumentation of their reasoning. use effective delivery created through a combination of: <ul style="list-style-type: none"> clear purpose;

- 12.1** The student will make a formal oral presentation in a group or individually.
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[MP1 p1](#) [MP1 p2](#)

[MP2 p1](#) [MP2 p2](#)

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[MP4 p1](#) [MP4 p2](#)

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ organization and development of content; ◦ semantics; ◦ rhetoric; ◦ visual aids; ◦ voice modulation and strength; ◦ gestures, stance, and eye contact; and ◦ sufficient practice of delivery. • use appropriate and effective visual aids and/or technology to support presentations. • use grammatically correct language and appropriate vocabulary. • work together to establish group goals, define individual roles, and report on learning activities. • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker’s demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. • monitor audience feedback, engagement, and understanding, to adjust delivery and content. • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.

- 12.2** The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- b) Determine the author's purpose and intended effect on the audience for media messages.

[MP1 p1](#) [MP1 p2](#)

[MP2 p1](#) [MP2 p2](#)

[MP3 p1](#) [MP3 p2](#)

[MP4 p1](#) [MP4 p2](#)

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that media messages express points of view and contain values to influence the beliefs and behaviors of the intended audience. understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages. realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). determine author's purpose and distinguish factual content from opinion and possible bias. analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.). identify fact and opinion in media messages and how those elements relate to purpose and audience.

At the twelfth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied. In addition, students will read nonfiction and technical texts and continue to develop their own reading-process skills. Students will apply these reading skills in other content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms, literary and classical allusions in text.
- e) Expand general and specialized vocabulary through speaking, reading, and writing.
- f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

[MP1 p1](#) [MP1 p2](#)

[MP2 p1](#) [MP2 p2](#)

[MP3 p1](#) [MP3 p2](#)

[MP4 p1](#) [MP4 p2](#)

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. • Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize how figurative language enriches text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms, literary and classical allusions in text.
- e) Expand general and specialized vocabulary through speaking, reading, and writing.
- f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <ul style="list-style-type: none"> • Denotation is a dictionary definition of a word. • Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). • An allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible . 		

- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.**
- Compare and contrast the development of British literature in its historical context.**
 - Recognize major literary forms and their elements.**
 - Recognize the characteristics of major chronological eras.**
 - Relate literary works and authors to major themes and issues of their eras.**
 - Analyze the social and cultural function of British literature.**
 - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
 - Compare and contrast traditional and contemporary poems from many cultures.**
 - Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.**
 - Compare and contrast dramatic elements of plays from American, British, and other cultures.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand how British literature has influenced and has been influenced by the literature of other cultures. Students will trace and examine the development of British literature and the literature of other cultures by recognizing characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also 	<p>All students should</p> <ul style="list-style-type: none"> recognize literary forms employed in major literary eras. recognize the literary characteristics of the major chronological eras. understand how a writer's choice of words reveals the content of a poem and the speaker's attitude regarding the content of the poem. understand how the subject and mood of the poem are supported or reinforced through the use of sound structures. understand a reader's response to poetry is manipulated by imagery and figures of speech. understand traditional and contemporary dramatic works of authors from a variety of 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. analyze the representation of a subject or a key scene in two different media. identify the literary characteristics of specific eras, such as: <ul style="list-style-type: none"> Anglo-Saxon/Medieval period; Tudor/Renaissance period; Neoclassical period; Restoration Age; Romantic and Victorian periods; and Modern and Postmodern periods. recognize major themes and issues related to: <ul style="list-style-type: none"> religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.

- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.**
- a) Compare and contrast the development of British literature in its historical context.
 - b) Recognize major literary forms and their elements.
 - c) Recognize the characteristics of major chronological eras.
 - d) Relate literary works and authors to major themes and issues of their eras.
 - e) Analyze the social and cultural function of British literature.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Compare and contrast traditional and contemporary poems from many cultures.
 - h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
 - i) Compare and contrast dramatic elements of plays from American, British, and other cultures.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.</p> <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<p>cultures.</p> <ul style="list-style-type: none"> • identify and understand the most effective elements of a selected play. 	<ul style="list-style-type: none"> • distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement. • analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc. • explain how the choice of words in a poem creates tone. • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice). • compare and contrast traditional and contemporary poetry and drama from many cultures. • explain how a dramatist uses dialogue to reveal the theme of a drama. • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.

12.5 The student will read and analyze a variety of nonfiction texts.

- a) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**
- b) **Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.**
- c) **Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**
- d) **Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**
- e) **Identify false premises in persuasive writing.**
- f) **Draw conclusions and make inferences on explicit and implied information using textual support.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions. • Students should recognize persuasive techniques, such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. • Analyze and identify false premises in arguments and evaluate their role in the argument. 	<p>All students should</p> <ul style="list-style-type: none"> • understand formats common to information resources. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights. • analyze printed and Web-based informational and technical texts. • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content. • recognize and apply specialized vocabulary. • analyze how two or more texts develop and treat the same idea. • determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, • make frequent references to texts in order to verify conclusions and support logical inferences.

12.5 The student will read and analyze a variety of nonfiction texts.

- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Identify false premises in persuasive writing.
- f) Draw conclusions and make inferences on explicit and implied information using textual support.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer, Relationship), thinking aloud, etc. 		

At the twelfth-grade level, students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain clear and accurate ideas. Students will clarify and defend a position using precise and relevant evidence. In addition, students will revise writing for clarity of content and depth of information.

- 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.**
- Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
 - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
 - Clarify and defend a position with precise and relevant evidence.**
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - Use a variety of rhetorical strategies to accomplish a specific purpose.**
 - Create arguments free of errors in logic and externally supported.**
 - Revise writing for clarity of content, depth of information and technique of presentation.**
 - Use computer technology to plan, draft, revise, edit, and publish writing.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will develop skill in creating expository, technical, and persuasive/argumentative writings. Persuasive techniques are defined under SOL 12.5. Students should have practice writing for shorter time frames as well as extended time frames. 	<p>All students should</p> <ul style="list-style-type: none"> understand that writing is a process. locate and select appropriate information that clearly supports a definite purpose and position. understand that format (structure) determines the sequence of a writing. understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> develop expository writings that: <ul style="list-style-type: none"> explain their ideas through a clear general statement of the writer's point (thesis); use specific evidence and illustrations; and provide concise and accurate information. develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose. complete employment forms through simulations and real-life opportunities. complete applications, essays, and résumés for college admission through simulations and real-life opportunities. develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> examine a process; make a comparison; propose solutions; classify; define; show cause and effect; illustrate problems; and evaluate. construct arguments that: <ul style="list-style-type: none"> introduce precise, substantive claims;

- 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.**
- Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
 - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
 - Clarify and defend a position with precise and relevant evidence.**
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - Use a variety of rhetorical strategies to accomplish a specific purpose.**
 - Create arguments free of errors in logic and externally supported.**
 - Revise writing for clarity of content, depth of information and technique of presentation.**
 - Use computer technology to plan, draft, revise, edit, and publish writing.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ establish the significance of the claims; ◦ distinguish them from opposing claims; and ◦ sequence information logically (e.g., problem-solution, cause and effect). <ul style="list-style-type: none"> • use a range of strategies to elaborate and persuade, such as: <ul style="list-style-type: none"> ◦ descriptions; ◦ anecdotes,; ◦ case studies, ◦ analogies; and ◦ illustrations. • develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. • provide a clear and effective conclusion. • develop a thesis that demonstrates clear and knowledgeable judgments. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning. • strategically focus paragraphs by using a variety of techniques. • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). • use words, phrases, and clauses to link the major sections of the text.

- 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.**
- a) **Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
 - b) **Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
 - c) **Clarify and defend a position with precise and relevant evidence.**
 - d) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - e) **Use a variety of rhetorical strategies to accomplish a specific purpose.**
 - f) **Create arguments free of errors in logic and externally supported.**
 - g) **Revise writing for clarity of content, depth of information and technique of presentation.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations. • develop ideas in a logical sequence. • establish and maintain a style and tone. • apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate. • recognize and avoid common logical fallacies or false premises. • revise writing to provide depth of information and to adhere to presentation format. • use computer technology as available to edit writing before submitting the final copy.

- 12.7 The student will write, revise, and edit writing.**
- Edit, proofread, and prepare writing for intended audience and purpose.**
 - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**
 - Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand and apply mechanics, usage, and grammar conventions to prepare writing for intended audiences. Students will understand that usage is a matter of convention, can change over time, and is sometimes contested. Students will use a style manual, such as MLA or APA, to apply punctuation rules and the formatting of quotations in documented papers. 	<p>All students should</p> <ul style="list-style-type: none"> use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. observe hyphenation rules. understand the difference between revising and editing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> assess and strengthen the quality of writing through revision. use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed. edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context. apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA. Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.

- 12.8 The student will write documented research papers.**
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
 - c) Critically evaluate the accuracy, quality, and validity of the information.
 - d) Synthesize information to support the thesis and present information in a logical manner.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Revise writing for clarity, depth of information, and technique of presentation.
 - g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. • Students will recognize consequences of plagiarism according to the guidelines established by school divisions or post-secondary schools. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to gather information and analyze it to organize and begin the writing process. • understand the ethical issues and responsibility of documentation in research writings. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • utilize technology to conduct research, organize information, and develop writing. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. • evaluate collected information from print and electronic sources by: <ul style="list-style-type: none"> ◦ determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and ◦ formulating a reason/focus to represent findings. • record and organize information into a draft by: <ul style="list-style-type: none"> ◦ prioritizing and synthesizing information; ◦ summarizing and/or paraphrasing information; and ◦ selecting direct quotations. • cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style. • edit writing for correct use of language, capitalization, punctuation, and spelling. • demonstrate a sophisticated understanding of the ethics of writing by:

- 12.8 The student will write documented research papers.**
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
 - c) Critically evaluate the accuracy, quality, and validity of the information.
 - d) Synthesize information to support the thesis and present information in a logical manner.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Revise writing for clarity, depth of information, and technique of presentation.
 - g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> is the act of presenting someone else’s ideas as one’s own; ◦ recognizing that one must correctly cite sources to give credit to the author of an original work; ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and ◦ using quotation marks when someone else’s exact words are quoted.