Grade Twelve

The twelfth-grade student will use organizational skills, ~~audience awareness, appropriate vocabulary and grammar,~~ and both verbal and nonverbal presentation skills to plan and deliver an effective ~~5 to 10 minute~~ oral presentation, <u>choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing.</u> The student will analyze British literature and literature of other cultures, ~~with attention to the many classic works which may be studied~~ <u>recognizing major literary forms and their elements. Using</u> nonfiction~~al~~ <u>texts, students will analyze and synthesize information to solve problems</u>. Writing will include the production of informational<u>,</u> ~~and~~ expository, <u>and persuasive/argumentative</u> papers, ~~which are organized~~ logically <u>organized demonstrating knowledgeable judgments and effective conclusions</u> ~~and contain clear and accurate ideas~~. The student will also produce a well-documented major research ~~paper~~ <u>product,</u> ~~using a standard method of documentation~~ <u>by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.</u> The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.
The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

~~Oral Language~~ <u>Communication: Speaking, Listening, Media Literacy</u>

12.1   The student will make a ~~5 to 10 minute~~ [Move to Curriculum Framework] formal oral presentation <u>in a group or individually.</u>
  a) Choose the purpose of the presentation ~~to defend a position, to entertain an audience, or to explain information~~.
  b) <u>Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.</u> ~~Use a well-structured narrative or logical argument.~~
  c) Use details, illustrations, statistics, comparisons, and analogies to support ~~purposes~~ <u>the presentation.</u>
  d) <u>Use media, visual literacy, and technology skills to create and support the presentation.</u> ~~Use visual aids or technology to support presentation~~
  e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
  f) <u>Collaborate and report on small group learning activities.</u>
  g) <u>Evaluate formal presentations including personal, digital, visual,</u> ~~textural,~~ <u>textual, and technological</u>.
  h) <u>Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations</u>.
  i) <u>Critique effectiveness of presentations.</u>

~~12.2~~   ~~The student will evaluate formal presentations.~~ [Moved to SOL 12.1g]
  ~~a)~~ ~~Critique relationships among purpose, audience, and content of presentations.~~ [Moved to SOL 12.1h]
  ~~b)~~ ~~Critique effectiveness of presentations.~~ [Moved to SOL 12.1i]

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

Reading ~~Analysis~~

12.3   ~~The student will read and analyze the development of British literature and literature of other cultures.~~ [Moved to SOL 12.4]
  ~~a) Recognize major literary forms and their elements.~~
  ~~b) Recognize the characteristics of major chronological eras.~~
  ~~c) Relate literary works and authors to major themes and issues of their eras.~~

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 ~~connotative power of words~~ 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.

12.4   ~~The student will read and analyze a variety of informational materials, including electronic resources.~~ [Moved to SOL 12.5]
  ~~a) Identify formats common to new publications and information resources.~~
  ~~b) Recognize and apply specialized informational vocabulary.~~
  ~~c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.~~
  ~~d) Evaluate the quality of informational and technical materials.~~

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.

12.5   ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 12.4]
  ~~a) Explain how the choice of words in a poem creates tone and voice.~~
  ~~b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.~~
  ~~c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.~~
  ~~d) Compare and contrast traditional and contemporary works of poets from many cultures.~~

12.5 The student will read and analyze a variety of nonfictional 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 ~~textural~~ textual support.

12.6 ~~The student will read and critique dramatic selections from a variety of authors.~~
  a) ~~Describe the conflict, plot, climax, and setting.~~ [Moved to SOL 12.4]
  b) ~~Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.~~
  c) ~~Identify the most effective elements of selected plays.~~
  d) ~~Compare and contrast dramatic elements of plays from American, British, and other cultures.~~

Writing

~~12.7~~ 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 ~~that~~ to demonstrate~~s~~ knowledgeable judgments, address~~es~~ counterclaims, and provide~~s~~ effective conclusions. ~~Consider audience and purpose when planning for writing.~~ [Moved to SOL 12.6a and SOL 12.6d]
  c) Clarify and defend a position with precise and relevant evidence. ~~Write analytically about literary, informational, and visual materials.~~
  d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 12.6c]
  e) Use a variety of rhetorical strategies to accomplish a specific purpose. ~~Revise writing for depth of information and technique of presentation.~~ [Moved to SOL 12.6g]
  f) Create arguments free of errors in logic and externally supported. ~~Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.7b]
  g) Revise writing for clarity of content, depth of information and technique of presentation. ~~Proofread final copy and prepare document for publication or submission.~~ [Moved to SOL 12.7]
  h) Use computer technology to plan, draft, revise, edit, and publish writing.

12.7   The student will write, revise, and edit writing.
   a) Edit, proofread, and prepare writing for intended audience and purpose.
   b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
   c) 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.

Research

12.8   The student will write documented research papers.
   a) Use technology as a tool to research, organize, evaluate, and communicate information. ~~Identify and understand the ethical issues of research and documentation.~~ [Moved to SOL 12.8h]
   b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. ~~Evaluate the accuracy and usefulness of information.~~ [Moved to SOL 12.8c]
   c) Critically evaluate the accuracy, quality, and validity of the information. ~~Synthesize information to support the thesis.~~ [Moved to SOL 12.8d]
   d) Synthesize information to support the thesis and ~~P~~present information in a logical manner.
   e) Cite sources ~~of information,~~ 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. ~~Edit copies for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.8g]
   g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. ~~Proofread final copy and prepare document for publication or submission.~~
   h) Define the meaning and consequences of plagiarism and ~~follow~~ing ethical and legal guidelines for gathering and using information.