**English *Standards of Learning* Instructional Log for Grade 12**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

| **Strand** | ***Standard of Learning*** | **Skills covered sufficiently during 2020-2021** | **Not sufficiently covered** | **Comments** |
| --- | --- | --- | --- | --- |
| **Communication & Multimodal Literacies** | **12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.** |  |  |  |
| a) Select and effectively use multimodal tools to design and develop presentation content. |  |  |  |
| b) Credit information sources. |  |  |  |
| c) Demonstrate the ability to work collaboratively with diverse teams. |  |  |  |
| d) Anticipate and address alternative or opposing perspectives and counterclaims. |  |  |  |
| e) Evaluate the various techniques used to construct arguments in multimodal presentations.  |  |  |  |
| f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. |  |  |  |
| g) Critique effectiveness of multimodal presentations. |  |  |  |
| **12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.** |  |  |  |
| a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. |  |  |  |
| b) Evaluate media sources for relationships between intent and factual content.  |  |  |  |
| c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). |  |  |  |
| d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.  |  |  |  |
| e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. |  |  |  |
| f) Manage, analyze, and synthesize multiple streams of simultaneous information.  |  |  |  |
| g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.  |  |  |  |
| **Reading**  | **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, and antonyms, 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) Explain the meaning of common idioms, and literary and classical allusions in text. |  |  |  |
| e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |  |  |
| **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) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. |  |  |  |
| c) Compare/contrast details in literary and informational nonfiction texts. |  |  |  |
| d) Interpret the social and cultural function of British literature. |  |  |  |
| e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. |  |  |  |
| f) Compare and contrast traditional and contemporary poems from many cultures. |  |  |  |
| g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.  |  |  |  |
| h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). |  |  |  |
| **12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.** |  |  |  |
| a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).  |  |  |  |
| b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems. |  |  |  |
| c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. |  |  |  |
| d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. |  |  |  |
| e) Analyze false premises claims, counterclaims, and other evidencein persuasive writing.  |  |  |  |
| **Writing**  | **12.6 The student will write in a variety of forms to include persuasive/argumentativereflective, interpretive, and analytic with an emphasis on persuasion/argumentation.** |  |  |  |
| a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of 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) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.  |  |  |  |
| d) Blend multiple forms of writing including embedding a narrative to produce effective essays.  |  |  |  |
| e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.  |  |  |  |
| f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented. |  |  |  |
| g) Revise writing for clarity of content, depth of information, and technique of presentation. |  |  |  |
| h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. |  |  |  |
| i) Write to clearly describe personal qualifications for potential occupational or educational opportunities. |  |  |  |
| **12.7 The student will self- and peer-edit writing for Standard English.** |  |  |  |
| a) Use complex sentence structure to infuse sentence variety in writing. |  |  |  |
| b) Edit, proofread, and prepare writing for intended audience and purpose.  |  |  |  |
| 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 analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.** |  |  |  |
| a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.  |  |  |  |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.  |  |  |  |
| c) Critically evaluate the accuracy, quality, and validity of the information. |  |  |  |
| d) 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). |  |  |  |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. |  |  |  |
| f) Demonstrate ethical use of the Internet. |  |  |  |