# Understanding the Standards- Grade 12

In twelfth grade, there is a sustained emphasis on reading comprehension by comparing, analyzing, and evaluating literary and informational texts. The student will examine and analyze literary texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-twelve student will use mentor texts as models to analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing for multiple purposes and audiences to create focused, organized, and coherent writing. The student will write to a standard acceptable to both the workplace and to postsecondary education. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will create interactive multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The student will continue to demonstrate the ability to work within diverse teams and collaborative groups.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

## Developing Skilled Readers and Building Reading Stamina

**12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). **(Text Complexity, 2-12).**
3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards**

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| **12.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts the enhance their background knowledge, build their vocabulary, and engage in complex thinking. This is achieved through the following:
	+ *Automaticity:* This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.
	+ *Appropriate rate:* This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.
	+ *Meaningful expression:* This allows students to reading with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.
	+ *Confirm or self-correct*: This occurs when students realize they are not understanding something or have mispronounced a word, they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words.
* In twelfth grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band.
	+ Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.
	+ Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.
	+ See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 English Standards of Learning.
* In twelfth grade, students need to be able to respond to texts through discussion and/or writing, draw several pieces of evidence and accurately quoting or paraphrasing from texts. This helps students use evidence to explain their ideas and/or convince others using an argument. Students should give reasons and examples as they support ideas and concepts found within grade-level complex texts.
	+ Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.
	+ Foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas.
* In twelfthgrade, students need to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Encourage reading consistently over time, integrating reading activities into classroom practice daily.
* Select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.
	+ Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class.
* Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.
	+ Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.
	+ Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.
	+ Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts.
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## Reading and Vocabulary

**12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.**

### 12.RV.1 Vocabulary Development and Word Analysis

1. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
2. Use context and sentence structure to clarify the meanings of words and phrases.
3. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
4. Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).
5. Explain and analyze idiomatic language in context.
6. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.
7. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

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| **12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.** |
| * Teachers should provide ongoing opportunities and encouragement for students to practice using their newly acquired vocabulary in authentic classroom activities such as discussions, presentations, debates, and written responses.
* General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. compare, contrast, conflict, resolution, discuss, inform, evaluate, explain, persuade, analyze, etc.).
* Content-specific vocabulary includes terminology related to the study of English (e.g. novel, nonfiction, dramatic conventions, grammatical terms, literary techniques, poetic devices, etc.) as well as terminology from other discipline (e.g., history and science).
* Another way students can learn vocabulary skills is by teaching morphological skills such as building words from Latin and Greek prefixes, suffixes, and root words. Often this means explicitly teaching the most common prefixes, suffixes, and root words as well as the basic rules of how these pieces of words are put together (morphology).
* Using a word’s etymology means using the history of a word to ascertain meaning of a word. For example, the word *inspiration* comes from the Latin words *in* meaning “into” and *spirare* “to breath”. It also includes the suffix -*ation* meaning “the act of.” To the Romans, inspiration was breathed into people by the gods. Thus, by way of etymology and an affix, *inspiration* means the act of having something breathed into a person.
* Instruction may include students analyzing words with similar denotations and the impact these denotations have on the text. For example, consider the words *smile* and *smirk*. A smile could indicate that the character is experiencing a positive emotion while smirk could indicate a negative emotion based on the connotations of the words.
* Idiomatic language is language that is based on culture and cannot be understood literally. Idiomatic language occurs when a phrase cannot be understood based on the literal meaning of the words it contains. Instruction in Grade Twelve should focus on how idiomatic language is explained and analyzed through context clues in grade-level texts and should not require students to memorize a list of common idioms.
* To fully understand a piece of literature, students must be able to interpret the meaning of figurative language and literary and classical allusions. Once they understand the figurative language being used, they must investigate authorial intent, the reasons that an author might use this specific language.
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## Reading Literary Text

**12.RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.**

### 12.RL.1 Key Ideas and Plot Details

1. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
2. Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.
3. Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
4. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

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| **12.RL.1 Key Ideas and Plot Details** |
| * In twelfth grade, students read and analyze a variety of texts that explore universal themes across periods and genres, including those prevalent in British literature. Universal themes are themes that explore elements of the human condition that are consistent throughout all periods of human history.
* Text structure can range from chronological to stream of consciousness. Students will examine how the structure of a text impacts a reader’s reaction. Some texts make readers search for connections in a text to make them coherent. Others hold back information to create mystery and suspense. This can be generated through parallel episodes, subplots, and conflicts.
* Complex characters are those whose motivations are multifaceted and can conflict. This can be through interior conflicts where one desire clashes with another or through the development of a character via the changes in understanding brought about by events, interactions with other characters, and other epiphanies over the course of a piece of writing. Students need to be able to analyze how these complex characters function in a text overall, how they interact with others, and how they advance the plot.
* In twelfth grade, students will analyze and evaluate how dramatic conventions are used to contribute to the theme. Dramatic conventions are the techniques playwrights use to create the narrative on stage. Discussing how playwrights employ specific techniques allows students to see the craft inherent in the dramatic effect of a play. (See 10.RL.1. and 11.RL.1. for the definitions of dramatic conventions.)
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### 12.RL.2 Craft and Style

1. Evaluate how the use of figurative language in poetry and prose contributes to the reader’s understanding of the subject, form, mood, and theme.
2. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
3. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

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| **12.RL.2 Craft and Style** |
| * In twelfth grade, students are evaluative of how figurative language in poetry and prose achieve the following:
	+ Conveys complex emotions and ideas that could be difficult to express literally,
	+ Supports the reader’s understanding a text’s form (e.g., structure or purpose) that is relevant to a specific genre,
	+ Provides layers helping to deepen the reader’s understanding of the subject through the additional nuances brought through figurative language,
	+ Creates an aesthetic that adds vivid images and evokes emotions by engaging the reader and their perception of the mood of a piece by using images and diction that evoke a specific set of feelings,
	+ Creates the tone of a piece through the choices an author makes with the wording used in both figurative language and imagery, and/or
	+ Adds depth and complexity to the work by pointing to the theme as well as highlighting the nuance and the subtlety of the ideas inherent to the theme.
* Students will interpret and analyze how authors create specific tone and mood through diction and language techniques. Instruction for this standard could include analyzing the following:
	+ Words and phrases that recur throughout the work evoking specific emotions and sensory experiences.
	+ The connotations of word choice to discern cultural and emotional nuance.
	+ The figurative language used in the portrayal of characters, settings, events.
	+ The sentence length in specific passages since longer sentences can slow down the feeling of a passage creating a contemplative mood while short sentences can create a sense of urgency.
	+ The tone evoked through choices in diction—formal or informal, serious or humorous, somber or hopeful.
* By twelfth grade, students need to be able to describe the impact in the interplay between what is stated and what is implied in a work. In twelfth grade, students are asked to evaluate this impact.
	+ Teaching students to explain and analyze satire, sarcasm, irony, and understatement helps them infer the impact brought about by the interplay of what is stated and what is inferred in a text.
	+ Students can note patterns of these devices in a work to help them see how satire, sarcasm, irony, and understatement influence the overall effect of a work.
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### 12.RL.3 Integration of Concepts

1. Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
2. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.
3. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

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| **12.RL.3 Integration of Concepts** |
| * Comparing and contrasting passages from different eras can show students how cultural elements cause a difference in the meaning and portrayal of characters and events.
* Teaching students to compare and contrast texts with similar universal themes helps them develop a worldview where they can formulate their own answers to big questions by evaluating differing approaches to the questions. Students need to specifically focus on how the theme is developed through specific details in each text.
* In twelfth grade, students need to be able to analyze a work by knowing the broader societal context under which a piece was written so that students can uncover connections between the author’s attitudes that arise from the events of the time and their writing.
	+ Students must be familiar with the historical context to grasp nuances that would have been understood by a contemporaneous reader of a work. Students need to be able to use information about the life and times of an author coupled with their text to see that the author’s life and times influence how they compose a work.
	+ Students need to be able to discern how the interplay between an author’s life and the outside influences on their life help readers to interpret a specific work.
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## Reading Informational Text

**12.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 12.RI.1 Key Ideas and Confirming Details

1. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
2. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.
3. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.

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| **12.RI.1 Key Ideas and Confirming Details** |
| * To prepare for the world after high school, students need to be able to fill out applications for employment, higher education, or technical school. To do so, students must understand the purpose behind an application, read the directions carefully, choose the correct level of diction, be accurate in their answers, portray their strengths, and proofread their document.
* Types of workplace and technical documents include emails, memos, manuals, instructions, and reports. Students must ascertain the purpose of and intended audience for these documents to find, obtain, and retain jobs.
* In twelfth grade, students must be able to explain, analyze, and evaluate both the rhetorical devices and structures an author uses in exposition and argumentation. Students will evaluate how effectively authors advance their text through a well-organized and coherent structure that supports and enhances the persuasiveness and impact of a text.
* Noticing how authors employ rhetorical devices helps students see that these devices enhance the persuasiveness and impact of a text.
* To better understand argumentative texts, students must be able to evaluate the argument presented.
	+ Students need to be able to understand how to examine the reasoning employed by an author to determine if it is logically sound. They must be able to identify and explain the use of logical fallacies such as hasty generalizations, circular reasoning, ad hominem attacks, and straw man arguments.
	+ Students also need to look for gaps or inconsistencies of evidence presented in an argument. Identifying the claims made by an author allows students to assess the author’s premises, evidence, and reasoning.
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### 12.RI.2 Craft and Style

1. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
2. Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood.

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| 12.RI.2 Craft and Style |
| * In twelfth grade, students will analyze how informational and technical writing text structures affect the text’s meaning and message. Also, students will analyze how informational and technical structures differ from narrative structures.
	+ Authors of technical and informational texts may use a variety of structures in a single document to use the structure best suited for the information. For example, they may use spatial organization when describing a piece of equipment when writing a process essay. Textual analysis based on choice of structure helps students see that structure and meaning are essentially interdependent.
	+ The organizational structure of technical and informational documents differs from narratives in that narratives use a structure that organizes events in a structure that readers expect from a story such as exposition, complication, climax, and resolution.
* To analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood, students will analyze the word choice of significant words in a text.
	+ The analysis can include how word connotation helps identify the intended emotional response to a text, how different word choice would alter the meaning and tone of a text, and how word repetition effects the text.
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### 12.RI.3 Integration of Concepts

1. Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.
2. Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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| **12.RI.3 Integration of Concepts** |
| * Teaching students to evaluate two or more texts with differing points of view on the same or similar events or issues helps them construct their own understanding of an event or issue.
* Realizing that authors may have different viewpoints on the same event or issue based on their life experience, beliefs, and background leads to understanding that bias influences perception.
* Understanding how to uncover the reasons for an author’s choice of the basic structures of a piece through close reading that analyzes an author’s choice of language, sentence structure, and rhetorical devices helps students analyze the effectiveness of these choices made by two different authors.
* Comparing texts about similar topics or historical events that use different organizational strategies shows how different structures lead to differences in a reader’s understanding and engagement with a text. This understanding helps students evaluate how one text presents ideas more effectively than the other.
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## Writing

**12.W The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.**

### 12.W.1 Modes and Purposes for Writing

1. Write extended pieces that:
2. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
3. Adopt an organizational structure that clarifies relationships among ideas and concepts.
4. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.
5. Provide a concluding section that follows from the information or explanation presented.
6. Write technical pieces that:
7. Describe personal qualifications for potential occupational or educational opportunities.
8. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
9. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.
10. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

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| **12.W.1 Modes and Purposes for Writing** |
| * The length of an *extended piece* of writingis not fixed and will depend on the topic, complexity, and purpose of the writing. Extended pieces include writing where the student must develop a topic by introducing a central idea and providing sufficient support that leads logically to a conclusion.
* In twelfth grade, students continue developing the ability to write extended pieces that are well-structured, coherent, and effectively communicate complex ideas. They learn to craft introductions that provide context, establish clear theses, and outline the organization of their writing. Students also develop skills in structuring their writing to clarify relationships among ideas and concepts, using evidence from authoritative sources to support arguments, and conclude their pieces in a manner that ties back to the main points presented.
	+ Introductions include a thesis, which articulates the main point or purpose of the piece, and preview the key points or arguments to be addressed. The thesis is a roadmap for the entire piece of writing—the points of proof that support the assertion provide a structure for the writer to use when they elaborate on each point in the body of the essay.
	+ Pieces should use logical frameworks such as chronological order, cause and effect, problem-solution, or comparison and contrast.
	+ To choose the evidence that best convinces a reader, writers project the target audience’s probable knowledge and position on the topic. The inclusion of quotations provides expert opinions and perspectives. Evaluating and including information from a variety of sources to develop their thesis shows the audience that the writer is well prepared to present information. Student should use transitional phrases and devices to signal shifts between ideas.
	+ Writings draw from multiple authoritative sources, including primary and secondary texts, to provide facts, details, quotations, and examples to bolster arguments.
	+ Conclusions summarize the main findings of the writing.
* Grade Twelve English focuses on writing technical pieces. When writing technical documents that describe personal qualifications, writers focus on the skills, experiences, and credentials that show they are suitable candidates for occupational and educational opportunities.
* Effective writing often blends more than one mode; therefore, students need opportunities to read mentor texts that blend multiple forms of writing as well as to write in blended forms themselves. For example, one could embed short narratives (anecdotes) in writing required to obtain a job by describing a specific relevant experience.
* Include a variety of writing tasks that are adjusted based on the purpose for writing. This involves writing to both academic assignments such as summaries, reflections, and critiques as well as creative pieces such as personal narratives, poetry, and fiction.
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### 12.W.2 Organization and Composition

1. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
2. Composing a thesis statement that clearly communicates the writer’s position or assertion.
3. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
4. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
5. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
6. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
7. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

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| **12.W.2 Organization and Composition** |
| * Effective writing is the result of a recursive process that includes intentional consideration of the audience and purpose to inform the writer’s decisions throughout the process.
* Writing is a recursive process wherein the writer follows a series of steps or phases, pausing to go back to a previous stage, moving forward, returning to the beginning, then moving forward again, rather than a strictly linear endeavor.
* When planning and organizing writing to address a specific audience and purpose, students should include the following components in their writings:
	+ A thesis statement that makes an assertion and the main categories of evidence that proves the assertion. It sets the focus and tone for the piece of writing,
	+ Appropriate evidence that uses a variety of sources with an array of relevant information.
	+ Organized information that informally puts ideas in a logical order that will support the writer’s purpose and meet the needs of the audience for clarity and logic. For evidence to be integrated into the paper, writers supply context, include necessary explanation of information, and cite sources accurately.
	+ A draft that includes ideas and content in an organized manner without being overly concerned about things like language use/style, usage, or mechanics.
	+ Students engage in a revising process to make changes to the draft in the area of content and organization.
	+ Students edit their writing by improving language use and making changes for clarity and style as well as accuracy in usage and mechanics. Students proofread by finding and fixing typographical errors or technical errors in usage and mechanics.
	+ Students use purposeful and precise words to impact readability, clarity, and tone. Purposeful word choice sharpens the reader’s understanding by providing information in the best manner possible. It heightens voice so that the reader can “hear” the writer behind the words.
	+ Purposeful use of syntactic structures allows a writer to stress specific ideas in a sentence and creates coherence by embedding subordinate ideas into central ideas.
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### 12.W.3 Usage and Mechanics

1. Revise writing for clarity of content, accuracy, and depth of information.
2. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
3. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
4. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

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| **12.W.3 Usage and Mechanics**  |
| * Revision is not editing. In revision, a writer looks at content to find confusing passages that require clarification, verifies facts and details to remove or replace as necessary, cuts material that does not belong in the paper, and adds material needed to provide clarity and depth to the paper.
* Peer editing and self-evaluation help a writer identify their strengths to apply as ways to revise passages that are problematic.
* Writers edit papers to ensure that they adhere to appropriate conventions (e.g., grammar, punctuation, spelling), style (e.g., tone, voice) and level of diction (e.g., word choice, voice) based on the writer’s purpose and intended audience,
* Being able to identify and apply the appropriate level of diction and conventions for postsecondary education and workplace documents is a necessary element of editing Writers edit papers to meet the requirements of the audience, format, and purposes of the piece.
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## Language Usage

**12.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 12.LU.1 Grammar

1. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

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| **12.LU.1 Grammar** |
| * In twelfth grade, students are expected to use the conventions of Standard English when speaking and writing. Without linguistic competence (i.e. evaluating the level of language appropriate for a given audience), a student may have difficulty navigating a variety of situations from ones that require Standard English to ones that require a more relaxed diction such as being with a peer group.
* By using a variety of sentence structures through incorporation of a variety of clauses shows connections among ideas to provide coherence and adds sentence variety to enhance the appeal of the writing.
	+ *Independent clauses* are clauses that can stand alone as a sentence.
	+ *Dependent clauses* are clauses that require an additional main clause to create meaning. The types of dependent clauses are noun clauses, relative clauses, and adverbial clauses.
	+ *Noun clauses* are clauses that function as nouns and can be the subject, object or complement in a sentence. They often begin with words such as that *whether*, *who*, *whose*, *what* or *how*.
	+ *Relative clauses* are clauses that modify nouns to provide additional information. Relative clauses usually begin with a relative pronoun such as *who*, *whom, whose, that*, or *which*
	+ *Adverbial clauses* are clauses that modify verbs, adjectives, and other adverbs.
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### 12.LU.2 Mechanics

1. Apply 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 in writing.
2. Spell correctly, consulting reference materials to check as needed.

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| **12.LU.2 Mechanics**  |
| * By using the guidelines outlined in style manuals such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), writers can ensure consistency and accuracy in formatting direct quotations, thereby enhancing the clarity and professionalism of their work. These rules cover aspects such as the use of quotation marks, citation of sources, handling of ellipses and brackets within quotes, and other aspects that help maintain uniformity and standardization in written communication.
* Consulting reference materials refers to using reference materials (e.g., dictionary, thesaurus, online database) to verify and correct spelling. Students should consult reference materials to correctly spell words and develop strategies to self-correct and to look words up such as approximating spellings to find a general place where a word might be in a reference material.
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## Communication and Multimodal Literacies

**12.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 12.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
2. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
3. Responding thoughtfully and tactfully with evidence to diverse perspectives.
4. Summarizing points of agreement and disagreement.
5. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
6. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
7. Using reflection to evaluate one's own role in the group process in small group activities.

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| **12.C.1 Communication, Listening, and Collaboration**  |
| * Collaborative discussions play a vital role in Grade Twelve classrooms, fostering critical thinking, communication skills, and deeper understanding of texts and topics. Students are expected to engage in collaborative discussions with peers, listening attentively, expressing ideas respectfully, and working together to build new knowledge.
* When participating in collaborative discussions, students should listen actively and speak purposefully. When actively listening, students are giving one’s full attention to a speaker and signaling that one is focused on the speaker by maintaining eye contact with the speaker, nodding, paraphrasing, and asking clarifying questions.
* When participating in collaborative discussions, students are engaging with the topic and presenters. Responding to diverse perspectives entails acknowledging the validity of and working to understand underlying reasons and motivations behind alternative perspectives. Responding to different perspectives also includes being able to summarize the where the perspectives agree and disagree to understand the issue better. After considering points of agreement and disagreement, respond with facts, examples, and logical argument, or adjust one’s viewpoint to accommodate new information or persuasive evidence presented by others.
* *Multimodal* indicates the strategic incorporation of two or more interdependent modes of communication where both/all modes are needed to convey the intended message effectively. Modes include written language, moving images, music, audio, presentation technologies, and movement.
* In twelfthgrade, students are familiar with multimodal tools that include word processing software, presentation software, graphic design software, video and audio editing tools, as well as online platforms.
	+ Letting the content and purpose of the presentation be a guide, the visual elements, media formats, and interactive features should help communicate the message in a way that is easy to understand and remember.
* Incorporating graphs, charts, graphic organizers, and illustrations into a presentation engages those who apprehend material visually.
* When evaluating a presentation, students might consider the content and information use in the presentation, the effectiveness of the introduction and/or conclusion, and the impact of the claims or argument provided.
* To help a presenter grow, providing feedback as to strengths and areas to improve is invaluable. After working in a group, assessing the effort one put into the work as well as how effectively one worked with the other members of the group is essential to grow in a society where working with others is an essential skill.
* Students need opportunities to assess their communication skills, participation levels, and contributions to group goals. Grade 12 students are expected to consider how their communication styles impact group dynamics and outcomes.
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### 12.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion. This includes:
2. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
3. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
4. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
5. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
6. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
7. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
8. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

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| **12.C.2 Speaking and Presentation of Ideas** |
| * When selecting the mode of an oral presentation, the presenter chooses the appropriate mode of communication for the purpose of the presentation (inform, persuade, or entertain). Integrate the modes best suited to specific parts of the presentation (verbal, visual, or multimedia).
	+ As students develop their presentations, they benefit from analyzing their audience so as to focus information on the audience’s background, knowledge, and preconceptions about the material.
* Students will gather applicable sources from a variety of diverse sources and identify the important information from each. Then, integrate the data and evidence from these sources into their presentation.
* To synthesize the presenter identifies key points from their notes on the materials, looks for patterns in the information, develops a plan for incorporating the information into a structure by using the key points and patterns as subtopics. Presenters provide context and analysis by integrating their own insights and specific details from the sources as explanation and support for the subtopics. Citation of each piece of material gleaned from sources is essential for academic integrity.
* While presenting include active listening strategies such as maintaining eye contact and having open body language.
	+ Presenters should use their voice in a clear and engaging way by adjusting pace and tone for emphasis and incorporating pauses and transitions to emphasize points and lead the audience through the presentation.
	+ Presenters should note and adjust to the audience’s verbal cues such as comments and questions as well as nonverbal cues such as facial expressions and body language to discern the audience’s level of engagement with and understanding of the material.
	+ Presenters should integrate movements that emphasize specific claims.
* Rhetorical techniques (e.g., ethos, logos, and pathos) should be utilizes as appropriate to effectively present information for a specific outcome. Speakers incorporate rhetorical techniques such as repetition of words and phrases to remind the audience of important information and provide a framework for the progression of ideas. To help clarify ideas, speakers can use devices such as analogy and juxtaposition and parallelism.
* Student presenters can prepare for opposing perspectives and counterclaims while gathering material for a presentation by finding materials with a variety of opinions. They can also anticipate objections through audience analysis that projects possible opposing ideas and opinions. To formulate a strong rebuttal, the presenter must discern the reasons behind these ideas.
* After giving a presentation, use feedback to evaluate the presentation. Feedback should include audience reaction and what one noticed while presenting.
* By memorizing and delivering an excerpt or a monologue, students are practicing how to deliver a text to an audience that captures the appropriate tone and expressions for the text. Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their performance. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement.
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### 12.C.3 Integrating Multimodal Literacies

1. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
2. Examine multimodal sources’ claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
3. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
4. Organize information to create media messages with visual, audio, and graphic components to convey meaning.
5. Provide appropriate citation of all content from external sources.

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| **12.C.3 Integrating Multimodal Literacies** |
| * Interactive presentations involve the audience by allowing them to actively participate in the content. Interactive presentation software, audience response systems, online platforms for virtual interactions, physical props or manipulatives are all tools that could be used to create interactive presentations.
* Effective communication may often involve multiple modes (e.g. oral, text, images, graphics, audio, video, etc.). Multimodal indicates the strategic incorporation of two or more interdependent modes of communication where both/all modes are needed to convey the intended message effectively.
* In twelfthgrade, students will examine the claims, arguments, ideas, and personal biases associated with resources used for multimodal presentations. To evaluate the sources for reliability and relevance for possible inclusion in a presentation, students could consider the author’s intentions and expertise, the purpose of the text, the format of the information, and the intended audience for the text.
* When producing content, students should choose appropriate vocabulary, language and tone for a selected topic, purpose, and context.
	+ As with all sources, careful evaluation of multimodal sources is essential if one plans to use them as supporting evidence in an argument or explanation. The process of examining multimodal sources is the same as the one used with any source. Check the information presented for logical coherence, consistency, and strength of evidence.
	+ Evaluate the language used, visual presentation, tone and underlying potential motives of an author or creator to uncover bias.
	+ Cross-reference the information with reputable sources. If the information is upheld by these elements, it may be used as credible supporting evidence.
* When producing content, students should choose appropriate vocabulary, language and tone for a selected topic, audience, purpose, and context.
* Based on the content, purpose, and audience, students will select the best tool for publishing multimodal material by remembering the goal and intended audience of the material to ensure effective communication and engagement.
* To create a summary or formulate a position by synthesizing information, students may engage in the following actions:
	+ gather and analyze information from sources.
	+ monitor sources of information by keeping track of articles, research, news articles and videos to stay informed about the latest developments and perspectives related to a topic or issue.
	+ organize material by structuring and categorizing information gleaned from sources in a systematic manner to identify patterns and relationships within the information.
	+ identify key arguments, analyze through critical evaluation the content of the information gathered to understand its significance, implications, and underlying meanings.
	+ critically examine information to evaluate the reliability of sources and detect bias or inconsistency in information gathered.
	+ synthesize by extracting key ideas and identifying trends to develop an understanding of the shades of meaning found in the information gathered to create a coherent overview of the topic or issue.
	+ summarize by distilling the most important findings into a concise overview of the issue or topic.
	+ formulate a position by developing an argument based on analysis of information gathered.
* Being able to ethically use the internet and other digital resources is to respect copyright in a way that acknowledges authorship such as citation. It also includes choosing online resources that are meant for public consumption rather than being private in nature. All material from external sources must be cited to avoid plagiarism.
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### 12.C.4 Examining Media Messages

1. Defend hypotheses about an author’s underlying values, viewpoints, and purposes and reflect on how they shape the content.
2. Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.
3. Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.
4. Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.
5. Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.

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| **12.C.4 Examining Media Messages** |
| * This standard recognizes the important role of media in modern life and the importance of acquiring skills that can guide the consumption, analysis, and evaluation of media messages.
* By twelfth grade, students are analyzing media messages in terms of their content, audience, purpose, and effectiveness. In twelfth grade, students are asked to defend hypotheses about an author’s claims, viewpoints, and purposes and consider how the author’s claims, viewpoints, and purposes influence the content. This involves the students having convincing evidence to support their claims.
* Analyzing and critiquing the effectiveness of media messages may involve the following actions:
	+ finding out who is behind the publication by ascertaining and researching the owner of the publication as well as an author’s credentials and affiliations to uncover a possible agenda resulting in biased information.
	+ fact checking information by cross referencing with reputable sources.
	+ ensuring that the information is up to date by finding out the date of publication.
	+ critically analyzing the tone of a piece to see if it is objective, opinionated, argumentative, or inflammatory.
* In twelfth grade, students will analyze and evaluate how the media uses figurative language (e.g., symbolism, imagery, and metaphor) and bias to influence their message. For example, students could consider how the visuals used in the media message connect the audience to a specific feeling or help the audience make connections. Students also need to consider how bias plays into the overall messaging and its effectiveness on the audience to inform, persuade, or entertain.
* In twelfth grade, students will explain and analyze how values and viewpoints are included and excluded from media messages. When analyzing how media target an audience identify the demographic or characteristics of the target audience including age, gender, ethnicity, socioeconomic status, interests, and values. Students should consider how the presence and absence of viewpoints and visuals impact beliefs, interpretations, and behaviors.
	+ Consider how media create a message through diction, themes, figurative language, and imagery to appeal to audience preference and motivation.
	+ Note the intended audience’s media habits and preferences by the media’s choice of platform.
	+ Consider the rhetorical approaches used by the media to see if they are respecting the audience’s autonomy and uphold ethical standards of truthfulness and transparency or are using strategies such as emotional appeals, bandwagon techniques, assumption of authority, and other fallacies.
* Students will analyze how media coverage impacts public opinion trends and vice versa. The effectiveness of a media message depends on how well the author tailors a piece to influence their audience. For example, the media coverage could be used to prompt, support, negate or dissuade public opinions. Similarly, public opinions can influence how the media covers a particular topic, headline, or product.
	+ The author’s purpose is based on how the author wishes to affect the audience by persuasion, entertainment, or elicitation of emotions based on the message.
	+ The evidence chosen for a specific message is based on the author’s perception of the audience as to what will be most convincing.
	+ To analyze this, students can review the claims and the details the author chooses for validity. Clarity is based on how the author structures the material and guides the audience through it.
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## Research

**12.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.**

### 12.R.1 Evaluation and Synthesis of Information

1. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
2. Gather and organize information from various sources.
3. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
4. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
5. Create research products aligned with the demands of the reading and writing standards.
6. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
7. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
8. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.
9. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
10. Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.
11. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **12.R.1 Evaluation and Synthesis of Information**  |
| * To gather meaningful and targeted data, writers formulate and revise a question through narrowing or broadening its scope. In twelfth grade, students are continually revisiting and adjusting a research question to clarify objectives, to structure an inquiry, and to help target the most pertinent sources of information.
* Students need the skills to navigate and evaluate information from a variety of sources effectively. Gathering and organizing information is essential for conducting research, developing arguments, and synthesizing information. Students must critically evaluate the credibility, reliability, and relevance of sources to organize information in a coherent and systematic manner to support study.
	+ Objective evaluation of primary and secondary sources entails identifying the main ideas and supporting details of each source to ascertain its credibility, reliability, accuracy, and potential bias.
* Once students have decided a source is reliable, they must synthesize the information they have gathered. Synthesis involves integrating various streams of evidence to create well developed claims that support the thesis of the work.
* Throughout the process, students should note and address counterclaims and conflicting viewpoints as they arise.
* Demonstrating academic integrity requires that a student give credit to the original sources for paraphrased or quoted material. Using a standard method of documentation such as the Modern Language Association (MLA) or the American Psychological Association (APA) style guides when paraphrasing or quoting ensures that a writer maintains consistency and clarity in citation and avoids plagiarism.
* Plagiarism is the act of using someone else’s words, ideas, or work without proper attribution or permission and presenting them as one’s own. Plagiarism occurs when a writer appropriates someone else’s ideas and words and represents it as their own. It undermines academic integrity, devalues original research and scholarship and can lead to serious consequences such as academic penalties, damage to the writer’s reputation, or legal repercussions.
* As with print sources, using the Internet, Artificial Intelligence, and new technologies as they develop requires a commitment to an ethical use of these sources of information.
	+ To do so, students evaluate sources critically and verify the accuracy of information to avoid misrepresentation of material.
	+ In order to avoid plagiarism, students respect copyright and fair use guidelines, and be transparent about the sources and methods they use in their research and writing,
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