# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

## *Grade Twelve*
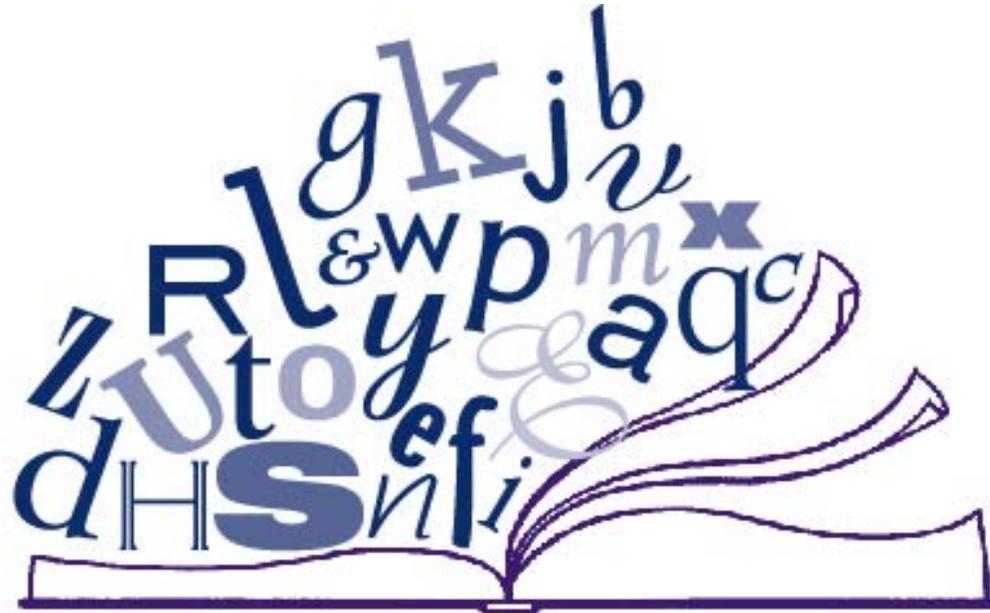
At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective 5 to 10 minute formal oral presentation.

**12.1** **The student will make a 5 to 10 minute formal oral presentation.**
   a) **Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
   b) **Use a well-structured narrative or logical argument.**
   c) **Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
   d) **Use visual aids or technology to support presentation.**
   e) **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • 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. | **All students should** <br><br> • 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) <br><br> • understand that semantics involves words and word order specifically chosen for the meaning intended <br><br> • recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. | **To be successful with this standard, students are expected to** <br><br> • organize and develop a speech, using an order such as <br> ° selection of a topic related to audience and situation <br> ° determination of purpose <br> ° research <br> ° development of an outline, including introduction, body, and conclusion <br> ° practice <br> ° presentation <br><br> • develop content through inclusion of <br> ° a combination of facts and/or statistics <br> ° examples <br> ° illustrations <br> ° anecdotes and narratives <br> ° reference to experts <br> ° quotations <br> ° analogies and comparisons <br> ° logical argumentation of their reasoning <br><br> CONTINUED |

**12.1**     **The student will make a 5 to 10 minute formal oral presentation.**
   a)   **Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
   b)   **Use a well-structured narrative or logical argument.**
   c)   **Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
   d)   **Use visual aids or technology to support presentation.**
   e)   **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

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|---|---|---|
| | | **To be successful with this standard, students are expected to**<br><br>• use effective delivery created through a combination of<br>  ° clear purpose<br>  ° organization and development of content<br>  ° semantics<br>  ° rhetoric<br>  ° visual aids<br>  ° voice modulation and strength<br>  ° gestures, stance, and eye contact<br>  ° sufficient practice of delivery<br><br>• use appropriate and effective visual aids and/or technology to support presentations<br><br>• use grammatically correct language and appropriate vocabulary. |

**12.2**      **The student will evaluate formal presentations.**
       a) **Critique relationships among purpose, audience, and content of presentations.**
       b) **Critique effectiveness of presentations.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will learn to evaluate the effectiveness of speeches and to develop critiques of presentations. | **All students should** <br><br> • understand the components of effective presentations. | **To be successful with this standard, students are expected to** <br><br> • 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 <br><br> • analyze and critique the relationships among purpose, audience, and content of a presentation. |

At the twelfth-grade level, students 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 informational 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.

**12.3**     **The student will read and analyze the development of British literature and literature of other cultures.**
    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.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will understand how British literature has influenced and has been influenced by the literature of other cultures.<br><br>• Students will trace and examine the development of British literature and the literature of other cultures by focusing on the recognition of characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. | **All students should**<br><br>• recognize literary forms employed in major literary eras<br><br>• recognize the literary characteristics of the major chronological eras. | **To be successful with this standard, students are expected to**<br><br>• identify literary forms, such as<br>  ° epic<br>  ° tragedy<br>  ° comedy<br>  ° sonnet and other poetic forms<br>  ° essay<br>  ° journal/diary<br>  ° satire<br><br>• identify the literary characteristics of specific eras, such as<br>  ° Anglo-Saxon/Medieval period<br>  ° Tudor/Renaissance period<br>  ° Neoclassical period<br>  ° Restoration Age<br>  ° Romantic and Victorian periods<br>  ° Modern and Postmodern periods<br><br>• recognize major themes and issues related to<br>  ° religious diversity<br>  ° political struggles<br>  ° ethnic and cultural mores and traditions<br>  ° individual rights, gender equity, and civil rights. |

**12.4**      **The student will read and analyze a variety of informational materials, including electronic resources.**
- 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.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • 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. | **All students should**<br><br>• understand formats common to information resources and new publications. | **To be successful with this standard, students are expected to**<br><br>• analyze printed and Web-based informational and technical texts, such as<br>  ° product evaluations<br>  ° warranties<br>  ° instructional manuals<br>  ° technical manuals<br>  ° contracts<br>  ° E-zines<br><br>• examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content<br><br>• draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual<br><br>• recognize and apply specialized vocabulary. |

**12.5**      **The student will read and critique a variety of poetry.**
- 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.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • 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. | **All students should** <br><br> • 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 <br><br> • understand how the subject and mood of the poem are supported or reinforced through the use of sound structures <br><br> • understand how the reader's response to the poem is manipulated by imagery and figures of speech. | **To be successful with this standard, students are expected to** <br><br> • identify sound structures, such as <br>    ° rhyme <br>    ° rhythm <br>    ° repetition <br>    ° alliteration <br>    ° assonance <br>    ° consonance <br>    ° onomatopoeia <br>    ° parallelism <br><br> • explain how the choice of words in a poem creates tone <br><br> • compare and contrast traditional and contemporary poetry from many cultures <br><br> • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice), such as <br>    ° metaphor <br>    ° simile <br>    ° analogy <br>    ° symbolism <br>    ° personification <br>    ° paradox <br>    ° oxymoron <br>    ° apostrophe <br>    ° allusion. |

12.6      **The student will read and critique dramatic selections from a variety of authors.**
     a)   **Describe the conflict, plot, climax, and setting.**
     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.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will use critical analysis to judge the merit of a dramatic selection. Critical analysis includes determining the author's effectiveness in integrating component parts of a drama to create a whole. | **All students should** <br><br> • understand traditional and contemporary dramatic works of authors from a variety of cultures <br><br> • identify and understand the most effective elements of a selected play. | **To be successful with this standard, students are expected to** <br><br> • explain how dramatic conflict is created through <br>    ° exposition/initiating event <br>    ° rising action <br>    ° climax or crisis <br>    ° falling action <br>    ° resolution/denouement (conclusion/resolution) <br><br> • explain how a dramatist uses dialogue to reveal the theme of a drama <br><br> • compare and contrast the use of dialogue and staging found in a variety of plays <br><br> • identify the most effective elements of selected plays <br><br> • 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. |

At the twelfth-grade level, students will produce informational and expository papers that are logically organized and contain clear and accurate ideas.

**12.7** **The student will develop expository and informational writings.**
   a) **Generate, gather, and organize ideas for writing.**
   b) **Consider audience and purpose when planning for writing.**
   c) **Write analytically about literary, informational, and visual materials.**
   d) **Elaborate ideas clearly and accurately.**
   e) **Revise writing for depth of information and technique of presentation.**
   f) **Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**
   g) **Proofread final copy and prepare document for publication or submission.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • The intent of this standard is that students will develop skill in creating expository and technical writings. Technical writing is prose that explains or clarifies information of a specialized nature for a targeted audience. | **All students should**<br><br>• understand that format (structure) determines the sequence of a writing. (The sequence in technical writing may be determined by the format of the task, for example, filling in blanks and answering questions.) | **To be successful with this standard, students are expected to**<br><br>• plan 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<br><br>• generate expository writings that<br>  ° explain their ideas through a clear general statement of the writer's point (thesis)<br>  ° use specific evidence and illustrations<br>  ° provide concise and accurate information<br><br>• develop analytical essays that do one or more of the following:<br>  ° examine a process<br>  ° make a comparison<br>  ° propose solutions<br>  ° classify<br>  ° define<br>  ° show cause and effect<br>  ° illustrate problems<br>  ° evaluate<br><br>• develop ideas in a logical sequence<br><br>• elaborate on ideas for clarity and accuracy<br><br>CONTINUED |

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   a)  **Generate, gather, and organize ideas for writing.**
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   c)  **Write analytically about literary, informational, and visual materials.**
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   e)  **Revise writing for depth of information and technique of presentation.**
   f)  **Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**
   g)  **Proofread final copy and prepare document for publication or submission.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | **To be successful with this standard, students are expected to** <br><br> • revise writing to provide depth of information and to adhere to their presentation format <br><br> • edit writings for correct use of language, spelling, punctuation, and capitalization <br><br> • proofread writing before submitting the final copy. |

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA.

**12.8** **The student will write documented research papers.**
  a) **Identify and understand the ethical issues of research and documentation.**
  b) **Evaluate the accuracy and usefulness of information.**
  c) **Synthesize information to support the thesis.**
  d) **Present information in a logical manner.**
  e) **Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
  f) **Edit copies for correct use of language, spelling, punctuation, and capitalization.**
  g) **Proofread final copy and prepare document for publication or submission.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • 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.<br><br>• Students must avoid committing plagiarism. | **All students should**<br><br>• understand how to gather information and analyze it to organize and begin the writing process<br><br>• understand the ethical issues and responsibility of documentation in research writings. | **To be successful with this standard, students are expected to**<br><br>• identify the ethical issues of documentation in research writings<br><br>• collect and synthesize information, using a variety of print and electronic sources<br><br>• evaluate collected information by<br>　° determining its validity, accuracy, and quality<br>　° formulating a reason/focus to represent findings<br><br>• record and organize information into a draft by<br>　° prioritizing information<br>　° developing an outline with appropriate details<br>　° summarizing and/or paraphrasing information<br>　° selecting direct quotations<br><br>• revise and edit writing to comply with major requirements and expectations of the assignment<br><br>• cite sources of information, using MLA or APA style<br><br>• edit writing for correct use of language, capitalization, punctuation, and spelling<br><br>• avoid committing plagiarism. |