



Stafford County Public Schools

English/Language Arts– Grade 12

The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, 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. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product, by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

Communication: Speaking, Listening, and Media Literacy

The student will make planned, persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

- Select and effectively use multimodal tools to design and develop presentation content.
- Credit information sources.
- Demonstrate the ability to work collaboratively with diverse teams.
- Anticipate and address alternative or opposing perspectives and counterclaims.
- Evaluate the various techniques used to construct arguments in multimodal presentations.
- Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Critique effectiveness of multimodal presentations.

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
- Evaluate media sources for relationships between intent and factual content.
- Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- Evaluate sources, including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- Manage, analyze, and synthesize multiple streams of simultaneous information.
- Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

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

- Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- Use context, structure, and connotations to determine meanings of words and phrases.
- Discriminate between connotative and denotative meanings and interpret the connotation.
- Explain the meaning of common idioms and literary and classical allusions in text.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- Compare and contrast the development of British literature in its historical context.
- Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- Compare/contrast details in literary and informational nonfiction texts.
- Interpret the social and cultural function of British literature.
- Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- Compare and contrast traditional and contemporary poems from many cultures.
- Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

The student will read, interpret, analyze and evaluate a variety of nonfiction texts.

- Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Writing

The student will write in a variety of forms to include persuasive/argumentative, reflective, interpretive, and analytic, with an emphasis on persuasion/argumentation.

- 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.
- Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- Use a variety of rhetorical strategies to clarify and defend a position, organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- Blend multiple forms of writing, including embedding a narrative to produce effective essays.
- Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- Use words, phrases, clauses, and varied syntax to connect all parts of the argument, creating cohesion from the information presented.
- Revise writing for clarity of content, depth of information, and technique of presentation.
- Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- Write to clearly describe personal qualifications for potential occupational or educational opportunities.

The student will self- and peer-edit writing for Standard English.

- Use complex sentence structure to infuse sentence variety in writing.
- Edit, proofread, and prepare writing for intended audience and purpose.
- 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

The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- Critically evaluate the accuracy, quality, and validity of the information.
- 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).
- Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

Resources: Stafford County Public Schools: <https://www.staffordschools.net>

Virginia Department of Education SOLs for English: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml