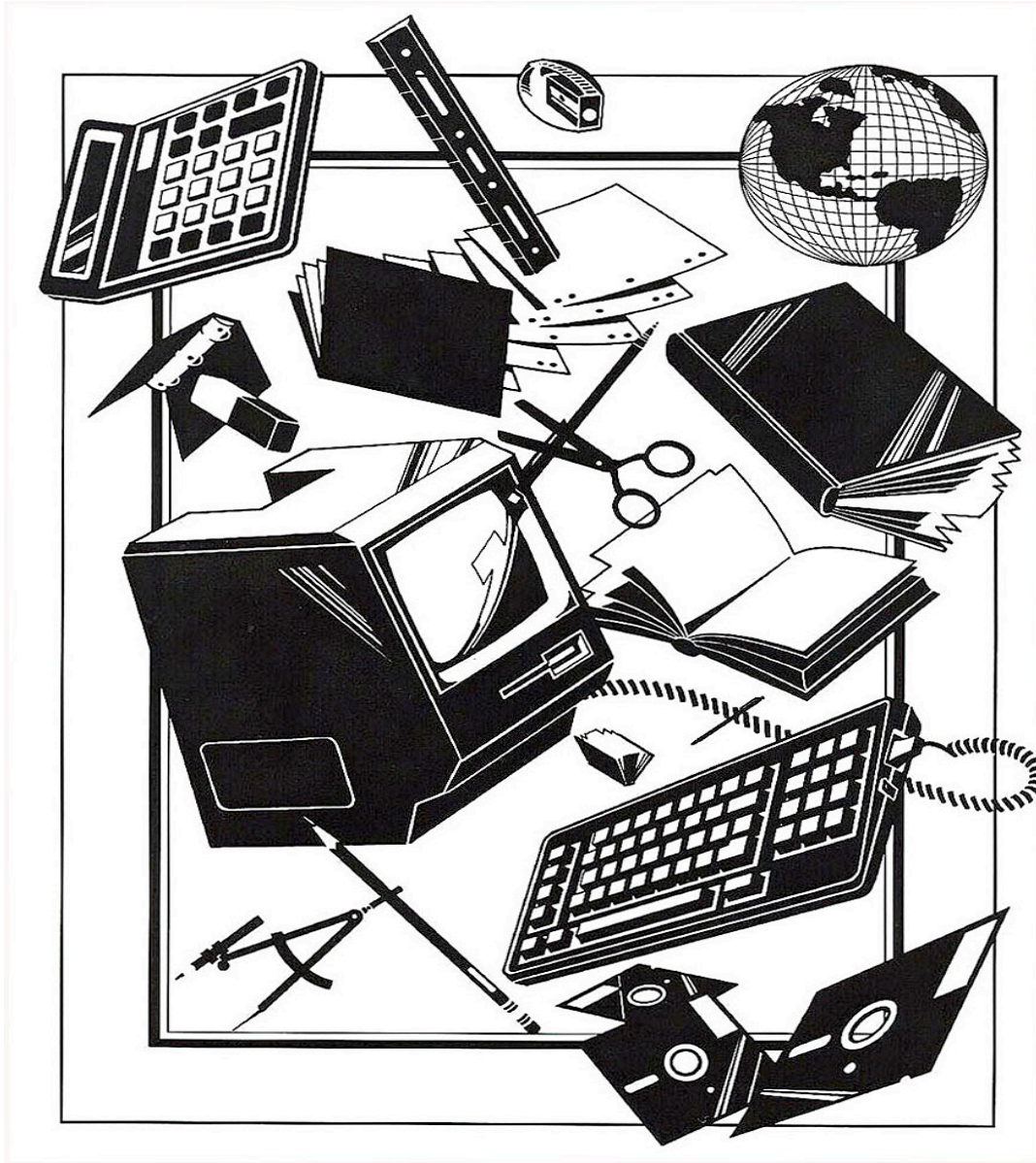


# English 12

## 2009



The Howard County Public School System • Ellicott City, Maryland  
Sydney L. Cousin, Superintendent

**The Essential Curriculum Documents**

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# Foreword

*The Essential Curriculum Documents* for high school define for teachers those aspects of curriculum (both content and skills) that are essential for all students to learn.

The concept of essential curriculum is relevant at all grade levels and all subject areas. The program areas of art, career and technology education, educational technology, English, ESOL, family and consumer sciences, foreign language, guidance, health, mathematics, media, music, physical education, reading, science, and social studies are included as they are present throughout the high school years.

The “essential curriculum” of the Howard County Public School System:

- Is presented in *The Essential Curriculum Documents* for a primary audience of teachers and administrators
- Defines clearly what content and skills all students must know and be able to do
- Is based upon subject area national standards, Maryland Essential Learner Outcomes, and the Maryland State Curriculum
- Aligns with national, state, and local assessment programs, including the Maryland School Assessments and the Maryland High School Assessments
- Is supported by curriculum resource guides for the subject areas.

## **Acknowledgements**

The development of the English 9-12 Essential Curricula was a team effort between the Language Arts Office and Howard County teachers under the supervision of Zeleana S. Morris, Coordinator of Language Arts. Mary Teague, Instructional Facilitator for Secondary English, managed the project.

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# **Overview**

**Unit 1: Social Issues in Literature and Life**

**Unit 2: The English Literary Tradition**

**Unit 3: Themes in Literature and Life**

**Unit 4: The Word and the Image**

**Research Skills and Requirements**

## English 12 Essential Curriculum

**STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. CLG 1**

**Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. CLG 1.1**

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**Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. CLG 1.1.1**

**The student will be able to**

- a. *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs, typography (add to all units) to the meaning of the text CLG 1.1.1*
- b. *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text CLG 1.1.1*
- c. *Identify an appropriate purpose for reading the text CLG 1.1.1*
- d. *Identify questions a reader would expect to be answered by reading the text CLG 1.1.1*
- e. *Identify topics of discussion that may enhance a reader's understanding of the text CLG 1.1.1*
- f. *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- g. *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- h. *Research background information as a preparation for reading*

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**Objective 1.1.2: The student will monitor understanding while reading, viewing, and/or listening to a text. CLG 1.1.2**

**The student will be able to**

- a. *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text CLG 1.1.2*
- b. *Analyze relationships between and among ideas within the text and/or relevant prior knowledge CLG 1.1.2*
- c. *Determine the organizational pattern and use that pattern to define the author's purpose CLG 1.1.2*
- d. *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text CLG 1.1.2*
- e. *Use context to determine the meaning of words and phrases CLG 1.1.2*
- f. *Annotate and/or reread either silently or orally to ask or answer questions about and/or*

summarize the text

- g. Modify initial predictions about topics, ideas, events, and/or themes in the text

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**Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. CLG 1.1.3****The student will be able to**

- a. *Paraphrase and/or summarize significant ideas in a text or across texts CLG 1.1.3*
- b. *Compare/contrast, draw conclusions from, and synthesize significant ideas in a text or across texts CLG 1.1.3*
- c. *Predict the development, topics, or ideas that might logically be included if the text were extended CLG 1.1.3*
- d. *Confirm the usefulness of or purpose for reading the text CLG 1.1.3*
- e. Select from among multiple methods of synthesizing ideas (e.g., summary, critique)
- f. Identify areas for further reading or research

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**Objective 1.1.4: The student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. CLG 1.1.2, 3.2.2****The student will be able to**

- a. *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context CLG 1.1.2*
- b. *Differentiate between the denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms CLG 3.2.2*
- c. Apply knowledge of roots, affixes, and cognates (e.g., Greek, Latin, Anglo-Saxon, African, Arabic, and other Western and non-Western sources) to draw inferences about word meaning
- d. Apply knowledge of world mythologies (e.g., Greek, Roman, Norse,) to understand the origin and meaning of unfamiliar words
- e. Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)
- f. Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms)

**Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). CLG 1.2**

**Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. CLG 1.2.1**

**The student will be able to**

- a. Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, moral dilemmas and ambiguities in a work of literature
- b. Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot, and credibility of a text
- c. Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot, and theme
- d. Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose

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**Objective 1.2.2: The student will determine the critical or central idea(s) of a text. CLG 1.2.5, 1.3.5**

**The student will be able to**

- a. *Determine and/or explain the theme(s) found in a work of literature CLG 1.3.5*
- b. *Determine and/or explain the experiences, emotions, issues and ideas in a text that give rise to universal literary themes CLG 1.3.5*
- c. *Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society CLG 1.2.5*
- d. *Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)*

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**Objective 1.2.3: The student will determine the relationship among the format, structure, and meaning of informational texts. CLG 1.2.2**

**The student will be able to**

- a. Determine the extent to which the format (e.g., text features, layout, graphics, and other visual components) of an informational document enhances or detracts from its clarity and meaning
- b. Determine the extent to which the structure of informational texts (e.g., editorials, essays, speeches, project plans, proposals, brochures, résumés) contributes to meaning and/or purpose
- c. Identify and explain interrelationships among ideas and concepts within informational text(s) (e.g., cause/effect, comparison/contrast)
- d. Apply the features, structure, rhetorical devices, and content of informational texts (e.g., speeches, debates, charts, time lines, diagrams) to perform tasks, answer questions, or solve problems

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**Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). CLG 1.3.2, 4.1.1**

**The student will be able to**

- a. Analyze the philosophical arguments presented in a literary work and their relationship to the author's position on those arguments
- b. Apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, essays, biographies, short stories)
- c. Interpret a single literary work from multiple critical approaches

**STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. CLG 1**

**Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. CLG 1.2, 4.1, 4.2**

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**Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. CLG 1.2.2**

**The student will be able to**

- a. Analyze similarities in development of narrative elements across multiple works by the same author
- b. Analyze the author's use of episodic, non-linear, or other non-traditional narrative structures
- c. Explain the relationship between the purpose and the structural characteristics of different forms of fiction, nonfiction, poetry, and drama
- d. Analyze the effect of syntax and the arrangement of phrases and sentences and their relationship to author's purpose
- e. Analyze the effect of patterns of organization and their relationship to author's purpose
- f. Analyze the effectiveness of organization and structure in accomplishing a purpose

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**Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. CLG 1.2.3, 4.2.1**

**The student will be able to**

- a. Justify the appropriateness of a specific tone and/or shift in tone for a particular character, speaker, or situation
- b. Analyze the effect of poetic and rhetorical conventions (e.g., epic conventions, metrics, rhyme scheme, rhythm, alliteration, repetition, parallelism) on meaning
- c. Analyze the effect of stylistic elements (e.g., allusion, analogy, figurative language, imagery, and symbolism) on meaning
- d. Analyze the effect of multiple speakers or a shifting point of view
- e. Analyze the extent to which a systematic use of dialect creates character and advances theme
- f. Analyze the extent to which an author's use of irony contributes to character, plot, or theme

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**Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. CLG 1.1.3, 1.2.4, 1.2.5****The student will be able to**

- a. Compare the development of themes/central ideas and/or styles across different literary and historical periods and diverse cultures
- b. Analyze the relationship between the development of themes or central ideas and the particular styles of multiple texts
- c. Analyze ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) drawn from myth and tradition contribute to theme

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**Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. CLG 1.1.4****The student will be able to**

- a. Summarize, compare, draw conclusions about, and synthesize significant ideas between and among non-print texts
- b. Explain how structure and delivery (e.g., intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts
- c. Explain how devices unique to a non-print medium (e.g., staging, lighting, blocking, special effects, graphics, music, camera angle) are used to create meaning and evoke response CLG 1.3.4
- d. Evaluate the ways in which different visual, aural, and electronic media (e.g., television, radio, Internet) use their unique characteristics to inform, persuade, or entertain
- e. Critique the delivery and effectiveness of oral presentations, including interviews, oral interpretations, film and stage performances, and historically significant speeches CLG 3.1.2

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**Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text.****The student will be able to**

- a. Explain why common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) do not prove the point being argued
- b. Analyze written and oral communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning
- c. Evaluate the credibility of an author's argument by analyzing the validity of the reasoning (e.g., false assumptions, credible evidence, leading questions) and the use of language (e.g., loaded terms, sarcasm)
- d. Distinguish between various forms of classical and contemporary logical arguments, including inductive and deductive reasoning, syllogisms and analogies
- e. Analyze the use, abuse, and effect of ambiguity, contradiction, paradox, irony, incongruities, and overstatement
- f. Evaluate informational and technical texts for their clarity and coherence.

**STANDARD 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. CLG 2**

**Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. CLG 2.1**

**Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, résumés) CLG 2.1.1, 2.1.2**

**The student will be able to**

- a. Generate and develop a complex thesis on an abstract or inferential subject
- b. Use an organizational structure that clarifies and advances the writing purpose (e.g., using multiple paragraphs to develop a single point)
- c. Clarify and strengthen ideas with support drawn from both primary and secondary sources
- d. Develop the main ideas within the body of the essay through an appropriate strategy or strategies and with supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions) by:
- e. Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas
- f. Apply language choices that clarify thought and establish and maintain a distinctive voice and tone
- g. Vary sentence structure, fully develop ideas, use clear syntax, and move between and among ideas with clear transitions to maintain audience interest and ensure audience understanding
- h. Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity CLG 3.1.7, 3.1.9
- i. Integrate paraphrase, quotations, citations, and summaries into written text skillfully to maintain the flow of ideas
- j. Produce work-related texts (e.g., application essays, résumés, and journalistic writing) that address audience needs, use appropriate vocabulary, tone, and style, and adopt an appropriate format

**Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. CLG 2.1.4, 2.3.4**

**The student will be able to**

- a. Generate and develop a complex thesis representing a multifaceted argument or point of view
- b. Use an organizational structure (i.e., a clear introduction, body, and conclusion) that clarifies and advances the writing purpose and demonstrates the logic being used to argue or persuade
- c. Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations) that addresses the complexity of the thesis

- d. Develop the main ideas within the body of the essay through a variety of supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)
- e. Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas
- f. Apply language choices that establish and maintain a distinctive and knowledgeable voice and tone
- g. Address readers' concerns, counterclaims, biases, and expectations
- h. Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion, or appeal ethical belief) in both oral and written arguments
- i. Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity CLG 3.1.7, 3.1.9
- j. Enhance meaning and refining style by employing rhetorical devices (e.g., extended use of parallelism, repetition, and analogy)
- k. Integrate paraphrase, quotations, citations, and summaries into written text skillfully to maintain the flow of ideas

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**Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies.**

**The student will be able to**

- a. Establish and maintain a consistent focus (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic)
- b. Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., narrative, sequential, least to most important ideas, comparison/contrast)
- c. Move skillfully from one idea to the next with well-chosen transitional words, expressions, and other devices
- d. Apply language choices that maintain a distinctive voice and an effective tone
- e. Use effective rhetorical devices to establish rapport with the audience, clarify ideas, and attend to audience interest and understanding

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**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately.** [Note: See the Research Unit objectives, listed separately, for the mandatory research paper. In addition, students should be involved in small research tasks throughout the year as preparation for and reinforcement of the skills necessary for the mandatory paper.]

**The student will be able to**

- a. Generate and develop a controlling idea or thesis representing a multifaceted argument, issue, problem, or topic
- b. Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., cause/effect, sequential, part to whole)

- c. Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations)
  - d. Apply language choices that maintain a distinctive voice and an effective tone
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**Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea.**

**The student will be able to**

- a. Establish and maintain a distinctive point of view or argument
- b. Draw on the characteristics of the medium to generate and maintain an organizational structure
- c. Determine when technology (e.g., computers, software, digital video) is the best medium for communicating ideas and selecting the appropriate technology to accomplish a specific purpose
- d. Move comfortably between and among multiple technologies incorporated throughout the presentation

**Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. CLG 2.2**

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**Objective 3.2.1: The student will prepare for writing by generating and developing ideas. CLG 2.2.1**

**The student will be able to**

- a. *Identify an appropriate prewriting strategy for a specific purpose or topic CLG 2.2.1*
- b. *Identify relevant sources of information CLG 2.2.1*
- c. Plan writing (e.g., note taking, graphic organizers, informal outlines)
- d. Gather initial information from a variety of print, non-print, and human sources and evaluate its usefulness

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**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. CLG 2.2.2.**

**The student will utilize the be able to**

- a. *Select a logical sequence of ideas or sentences CLG 2.2.2*
- b. *Determine an appropriate organizational structure emphasizing purpose and/or audience CLG 2.2.2*
- c. *Select or delete information to suit a given purpose or audience CLG 2.2.2*
- d. *Identify the logical placement of a sentence or paragraph within a text CLG 2.2.2*
- e. Synthesize information from multiple sources CLG 2.3.5
- f. Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)
- g. Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing

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**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. CLG 2.2.3, 3.1.4, 3.3.1, 4.3.1**

**The student will be able to**

- a. Revise sentences to combine, complete, and expand ideas through the use of
  - logical and succinct subordination CLG 3.1.6
  - subordination to show space or time, cause or effect, condition, concession
  - conciseness (eliminating awkward constructions)
  - effective sentence fragments to achieve a writing purpose (e.g., emphasis, informality, transition)

- b. Attend to audience needs through
  - eliminating weaknesses in evidence or support
  - using varied transitional structures (e.g., repetition, contrast)
  - improving the logic and coherence of the organization and controlling idea
  - varying sentence structure and type appropriate to purpose (e.g., expanding to add details, combining to coordinate and subordinate ideas) CLG 3.1.6
- c. Control language structures by
  - inverting word order for effectiveness
  - employing rhetorical devices, including the extended use of parallelism, repetition, and analogy
  - selecting fresh and vivid language that establishes and maintains a distinctive voice and tone
  - using stylistic features (e.g., irony, hyperbole, understatement) and related elements for specific rhetorical and aesthetic purposes
  - adjusting the level and style of language, formal or informal, relative to the specific audience, situation, or purpose CLG 3.2.1
- d. Edit texts by using internalized knowledge to identify and correct errors in
  - use of commonly misused words (among/between, fewer/less, amount/number, farther/further)
  - commas: in footnotes, with figures, to prevent misreading
  - semicolons: in in-text citations, in series items
  - colons: in bibliographic citations and in-text citations, with quotations
  - hyphens: in multi-word adjectives
  - ellipses
- e. Justify revisions in syntax and diction from a previous draft of a text CLG 4.3.2

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**Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices. CLG 2.2.5, 3.3.2**

**The student will be able to**

- a. Justify corrections and/or revisions with internalized knowledge more than from general and specialized resources.
- b. Recognize when internalized knowledge is insufficient and consult an appropriate resource for accuracy

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**Objective 3.2.5: The student will prepare the final product for presentation or publication. CLG 2.2.6**

**The student will be able to**

- a. Meet prescribed process deadlines
- b. Observe all manuscript requirements
- c. Submit oral and written work within prescribed time and/or length requirements

**Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. CLG 2.3**

Note: The objectives for this indicator have been integrated into the HCPSS Research Skills section included at the end of this document.

**STANDARD 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. CLG 3**

**Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. CLG 3.1**

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**Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function and the grammatical classification of words. CLG 3.1.3**

**The student will be able to**

- a. Modify the position or form of words and phrases to strengthen or clarify the relationships between ideas in a sentence
- b. Apply absolute phrases and elliptical clauses to clarify the relationships between ideas in a sentence
- c. Explain the meaning, purpose, and effect of syntactic variations (e.g., incomplete or inverted syntax)

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**Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. CLG 3**

**The student will be able to**

- a. Distinguish between colloquial and nonstandard English
- b. Assess situations for the appropriateness of formal versus informal language CLG 3.2.1
- c. Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding

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**Objective 4.1.3: The student will apply knowledge of the history and development of the English language in order to analyze and explain its dynamic nature.**

**The student will be able to**

- a. Explain the influence of historical, political, scientific, technological, and cultural developments on the creation of new words
  - b. Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events and/or developments
  - c. Describe historical changes in English usage and grammar
  - d. Analyze how the English language has been developed and influenced by (as well as exerted influence upon) other languages, world literature, and world cultures
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**STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.**

**Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication.**

**Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating.**

**The student will be able to**

- a. Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting)
- b. Identify an appropriate message(s) for specific situations
- c. Determine audience knowledge and interest and anticipate audience response

**Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes**

**The student will be able to**

- a. Demonstrate process skills
  - Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving a problem; planning a task)
  - Offer input in a constructive, socially acceptable manner
  - Ask appropriate questions for clarification and extension
  - Listen actively to others
  - Assume leadership and subordinate roles as necessary
- b. Demonstrate content understanding
  - Summarize the positions or main points made by the other members of the group
  - Identify connections, disparities, strengths, and weaknesses among the differing positions in the group
  - Suggest ways to arbitrate differing positions without diminishing either the position or its proponent
  - Cite evidence to justify maintaining or modifying one's own position
  - Accept ambiguity and lack of consensus among the group members

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**Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).**

**The student will be able to**

- a. Analyze the extent to which the group achieves its stated goal or purpose
- b. Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)
- c. Conduct a self-evaluation using previously established criteria
- d. Suggest strategies for improvement of identified weaknesses
- e. Set both group and individual goals for future large- and small-group collaboration

**Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.**

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**Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions).**

**The student will be able to**

- a. Vary diction to include appropriate technical language, idioms and allusions (e.g., literary, classical, biblical) that enhance the speaker's message
- b. Effectively integrate elements of classical speech forms (i.e., introduction, transitions, body, and conclusion) in formulating arguments
- c. Establish an organization (e.g., comparison/contrast, sequence or chronology) that enhances the message and facilitates the delivery of that message
- d. Vary transitions to enhance the structure and delivery of the presentation
- e. Support assertions and judgments with a variety of evidence to clarify the main points and attend to audience needs and interest
- f. Produce concise notes for delivering extemporaneous speeches

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**Objective 5.2.2: The student will use tone, diction, and rate as well as nonverbal techniques appropriate to the text, audience, and purpose.**

**The student will be able to** vary diction to include appropriate technical language, idioms and allusions (e.g., literary, classical, biblical, cultural) that enhance the speaker's message

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**Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.**

**The student will be able to**

- a. Analyze the relationship among purpose, form, and audience to select the most effective props, visual aids, and electronic media
- b. Select and incorporate effectively a variety of visual aids to convey information and maintain audience interest

**STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

**Indicator 6.1: The student will process and analyze information presented orally.**

**Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages.**

**The student will be able to**

- a. Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation)
- b. Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning)
- c. Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace)

**Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally.**

**The student will be able to**

- a. Identify pertinent information or details and disregard unimportant or extraneous information
- b. Restate the thesis of a speech and the elements that develop it
- c. Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech or focused discussion)
- d. Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject
- e. Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form
- f. Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information

**Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.**

**The student will be able to determine the**

- a. Connection between specific nonverbal cues and cultural background
- b. Significance of facial expressions and hand gestures
- c. Effect of proxemics (personal space) on the speaker, receiver, and the message
- d. Significance of kinesics (body movement) and touch
- e. Significance of paralanguage (e.g., intonation, rhythm, speed)

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**English 12  
Essential Curriculum**

**Unit 1: Social Issues in Literature and Life**

**READING, VIEWING, AND LISTENING TO TEXT**

**STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.**

**Objective 1.1.4**

- The student will be able to apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms).

**Objective 1.2.1**

- The student will be able to analyze characters' motivations, actions, and development as they relate to the experiences, emotions, moral dilemmas and ambiguities in a work of literature.

**Objective 1.2.2**

- The student will be able to determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society.

**STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.**

**Objective 2.1.2**

- The student will be able to analyze the effect of stylistic elements (e.g., allusion, analogy, figurative language, imagery, and symbolism) on meaning.

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**CRITICAL APPROACHES**

**Objective 1.2.4: The student will interpret a literary work by using a critical approach.**

- The student will be able to analyze political speeches from various time periods that address social issues. (HCPSS)

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## **WRITING**

### **Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will compose an authentic response to a personal college essay. (This assignment is limited to one unit and should not be assigned more than once during the year.) (HCPSS)
- The student will compose an analysis of a literary or informational text focusing on social issues by analyzing the author's diction, tone, and style as they support a main idea or theme (HCPSS)
- The student will compose a personal opinion essay addressing a social issue. (HCPSS)
- The student will demonstrate the ability to respond to an AP-type timed writing prompt (GT) (HCPSS)

### **Objective 3.1.2: The student will compose effective persuasive essays and arguments.**

- The student will compose an essay which takes a position on a contemporary social issue (e.g., the health care reform issue). (HCPSS)
- The student will respond to an SAT-type prompt in 25 minutes. (HCPSS)

### **Objective 3.1.3**

- The student will be able to prepare an oral presentation (informational or persuasive) that does one of the following (HCPSS):
  - Advocates change
  - Proposes a call for action
  - Illustrates an issue
  - Defends or refutes an argumentative scholarly article

**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately.** (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

### **Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.**

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing.

**While the Maryland State Curriculum focuses on analytical writing, HCPSS teachers are also encouraged to provide opportunities for students to express themselves creatively, as in the following objective:**

- The student will apply techniques of creative writing focusing on a social issue by creating a poem, a dialogue, a play, a monologue, a journal, a character sketch, song lyrics, or a satire.

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## **LANGUAGE AND GRAMMAR**

**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.**

**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.**

**Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.**

**Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.**

**Objective 4.1.3**

- The student will analyze cultural and linguistic influences which have shaped the English literary tradition. (HCPSS)

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## **SPEAKING**

**Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.**

- The student will be able to analyze social ideas and messages through seminars, debates, or electronic media. (HCPSS)
- The student will participate effectively in large and small group discussions.

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## **LISTENING**

**STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

- The student will participate effectively in large and small group discussions.

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## English 12 Essential Curriculum

### Unit 2: The English Literary Tradition

#### **READING, VIEWING, AND LISTENING TO TEXT**

**STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.**

##### **Objective 1.1.4**

- The student will apply knowledge of content-specific vocabulary, including:
  - Classicism
  - Neoclassicism
  - Romanticism
  - Realism
  - Naturalism
  - Modernism
  - Imagism
  - stream-of-consciousness
  - historical drama
  - slice-of-life
  - theater of the absurd
  - antihero

##### **Objective 1.2.1**

- The student will be able to
  - Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, character foils, and character parallels to the development of character, plot, and theme
  - Analyze the characteristics of particular literary subgenres as they relate to theme and purpose:
    - ballad
    - mock epic
    - sonnet
    - vignette

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**STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.**

##### **Objective 2.1.2**

- The student will be able to analyze the effect of figurative language by examining the use of the apostrophe, extended metaphors, synecdoche, and metonymy.

**Objective 2.1.3**

- The student will be able to analyze ways in which archetypes (e.g., hero, antihero, outcast, death rebirth, quests, initiations) drawn from myth and tradition contribute to theme.

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**CRITICAL APPROACHES****Objective 1.2.4: The student will interpret a literary work by using a critical approach.**

- The student will be able to apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, plays, essays, biographies, short stories) by closely analyzing the distinct structural elements of works of literary merit by major English writers. (HCPSS)

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**WRITING****Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will compose an authentic response to a personal college essay. (This assignment is limited to one unit and should not be assigned more than once during the year.) (HCPSS)
- The student will compose an analysis of a literary text addressing how the text reflects the time period in which it was written. (HCPSS)
- The student will compose a comparison or contrast paper addressing the similarities or differences between two writers. (HCPSS)
- The student will demonstrate the ability to respond to an AP-type timed writing prompt. (GT) (HCPSS)

**Objective 3.1.2: The student will compose effective persuasive essays and arguments.**

- The student will compose an essay supporting or refuting a literary assertion (e.g., “British literature is richer in substance than American literature.”). (HCPSS)
- The student will be able to respond to an SAT-type prompt in 25 minutes (HCPSS)

**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately.** (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

**Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.**

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

**While the Maryland State Curriculum focuses on analytical writing, HCPSS teachers are also encouraged to provide opportunities for students to express themselves creatively, as in the following objective:**

- The student will be able to apply stylistic techniques in creative writing by doing one of the following:
  - Composing poetry that incorporates specific stylistic elements
  - Composing a monologue suitable to an English literary or English historical figure, using appropriate stylistic elements
  - Composing a stage or radio play with a focus on one or more stylistic elements

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## **LANGUAGE AND GRAMMAR**

**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.**

**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.**

**Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.**

**Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.**

**Objective 4.1.3**

- The student will analyze cultural and linguistic influences which have shaped the English literary tradition. (HCPSS)

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## **SPEAKING**

**Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.**

- The student will participate effectively in large and small group discussions.

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**LISTENING**

**STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

- The student will participate effectively in large and small group discussions.

## English 12 Essential Curriculum

### Unit 3: Themes in Literature and Life

#### READING, VIEWING, AND LISTENING TO TEXT

**STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.**

**Objective 1.2.2: The student will determine the critical or central idea(s) of a text.**

- The student will be able to
  - Determine and/or explain the theme(s) found in a work of literature
  - Determine and/or explain the experiences, emotions, issues and ideas in a text that give rise to universal literary themes
  - Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society
  - Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)

**STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.**

**Objective 2.1.2**

- The student will be able to
  - Analyze the extent to which a systematic use of dialect creates character and advances theme
  - Analyze the extent to which an author's use of irony contributes to character, plot, or theme

**Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts.**

The student will be able to

- Compare the development of themes/central ideas and/or styles across different literary and historical periods and diverse cultures
- Analyze the relationship between the development of themes or central ideas and the particular styles of multiple texts
- Analyze ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) drawn from myth and tradition contribute to theme

**Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media.**

- The student will be able to evaluate images which reflect the themes and motifs of a literary work. (HCPSS)

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**CRITICAL APPROACHES**

**Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural).**

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**WRITING**

**Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will compose an authentic response to a personal college essay. (This assignment is limited to one unit and should not be assigned more than once during the year.) (HCPSS)
- The student will compose an essay addressing the main idea (non-literary) or theme (literary) of a text showing how the author fulfills his/her purpose. (HCPSS)
- The student will compose a review of an article in a professional journal focusing on the author's purpose and viewpoint. (HCPSS)
- The student will demonstrate the ability to respond to an AP-type timed writing prompt. (GT) (HCPSS)

**Objective 3.1.2: The student will compose effective persuasive essays and arguments.**

- The student will support or refute an assertion about literature and life (e.g., "Art imitates life" or "Life imitates art"). (HCPSS)
- The student will respond to an SAT-type prompt in 25 minutes. (HCPSS)

**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately.** (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

**While the Maryland State Curriculum focuses on analytical writing, HCPSS teachers are also encouraged to provide opportunities for students to express themselves creatively, as in the following objective:**

- The student will apply techniques of creative writing in a poem, a play, a monologue, a journal entry, or a character sketch to develop a major theme.

**Objective 3.1.5**

- The student will be able to prepare an oral and visual presentation (HCPSS) by:
  - Illustrating a connection between a literary theme and life
  - Comparing and contrasting literary themes in texts
  - Making thematic connections between written texts and the arts

**Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.**

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

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**LANGUAGE AND GRAMMAR**

**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.**

**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.**

**Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.**

**Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.**

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**SPEAKING**

**Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.**

- The student will participate effectively in large and small group discussions.

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**LISTENING**

**STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

- The student will participate effectively in large and small group discussions.

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**English 12**  
**Essential Curriculum**

**Unit 4: The Word and the Image**

**READING, VIEWING, AND LISTENING TO TEXT**

**STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.**

**Objective 1.1.4**

- The student will apply knowledge of content-specific vocabulary, including:
  - archetype
  - atmosphere
  - catharsis
  - chorus
  - comic relief
  - dramatic monologue
  - empathy
  - episode
  - Expressionism
  - foil
  - image
  - juxtaposition
  - monologue
  - motif
  - pathos
  - reversal
  - satire
  - soliloquy
  - sentimentality
  - Surrealism

**Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts, including:**

- novel
- short story
- film
- drama
- other media

**STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.**

**Objective 2.1.2**

- The student will be able to
  - Justify the appropriateness of a specific tone and/or shift in tone for a particular character, speaker, or situation
  - Analyze the effect of poetic and rhetorical conventions (e.g., epic conventions, metrics, rhyme scheme, rhythm, alliteration, repetition, parallelism) on meaning
  - Analyze the effect of stylistic elements (e.g., imagery, symbolism) on meaning
  - Analyze the extent to which an author's use of irony contributes to character, plot, or theme

**Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media.**

- The student will be able to
  - Summarize, compare, draw conclusions about, and synthesize significant ideas between and among non-print texts
  - Explain how structure and delivery (e.g., intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts
  - Explain how devices unique to a non-print medium (e.g., staging, lighting, blocking, special effects, graphics, music, camera angle) are used to create meaning and evoke response
  - Evaluate the ways in which different visual, aural, and electronic media (e.g., television, radio, Internet) use their unique characteristics to inform, persuade, or entertain
  - Critique the delivery and effectiveness of oral presentations, including interviews, oral interpretations, film and stage performances, and historically significant speeches
  - Analyze rhetorical devices specific to drama or screenplays (HCPSS)
  - Analyze differences between a written text and a visual representation (HCPSS)
  - Analyze the effect(s) that two different dramatic productions of the same play have on the audience (HCPSS)
  - Analyze similarities and differences between a film and its source material such as a poem, a play, or a novel (HCPSS)
  - Analyze the connection between a political cartoon, a news article, or a news column in relation to a literary text (HCPSS)
  - Evaluate the effectiveness of images or ideas developed in films (HCPSS)

**Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text.**

- The student will be able to
  - Analyze written and oral communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning
  - Evaluate the credibility of an author's argument by analyzing the validity of the reasoning (e.g., false assumptions, credible evidence, leading questions) and the use of language (e.g., loaded terms, sarcasm)
  - Analyze the use, abuse, and effect of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement

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**CRITICAL APPROACHES****Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural).**

- The student will be able to explain how personal beliefs and attitudes of an author/artist are reflected in literary and non-literary texts. (HCPSS)

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**WRITING****Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will compose an authentic response to a personal college essay. (This assignment is limited to one unit and should not be assigned more than once during the year.) (HCPSS)
- The student will compose a comparison/contrast essay which focuses on two theatrical productions of the same literary text. (HCPSS)
- The student will compose an essay focusing on similar viewpoints as seen in a print text and a non-print text (e.g., political cartoons, photographs, sketches). (HCPSS)
- The student will compose an essay addressing a narrative element (e.g., setting, plot, characterization) as it appears in both a particular print text and a theatrical version of the same text. (HCPSS)
- The student will demonstrate the ability to respond to an AP-type timed writing prompt. (GT) (HCPSS)

**Objective 3.1.2: The student will compose effective persuasive essays and arguments.**

- The student will justify the effectiveness or ineffectiveness of a cinematic illustration of a literary work. (HCPSS)
- The student will compose a review of a theatrical representation of a text. (HCPSS)
- The student will be able to respond to an SAT-type prompt in 25 minutes. (HCPSS)

**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately.** (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

**Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.**

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

**While the Maryland State Curriculum focuses on analytical writing, HCPSS teachers are also encouraged to provide opportunities for students to express themselves creatively, as in the following objective:**

- The student will be able to apply techniques of creative writing by composing one of the following:
  - An essay imitating the format of a screenplay based on a short story
  - A dramatic presentation such as a radio play, a one-act play, a monologue, or a dialogue
  - A poem in response to a visual image

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## **LANGUAGE AND GRAMMAR**

**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.**

**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.**

**Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.**

**Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.**

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## **SPEAKING**

**Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.**

- The student will
  - Defend or refute the assertions in an argumentative scholarly journal article about film making or the film industry (HCPSS)
  - Participate effectively in large and small group discussions

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## **LISTENING**

**STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

- The student will participate effectively in large and small group discussions

**Research Unit**  
(MSC refers to the Maryland State Curriculum Objectives)

**MSC Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. CLG 2.3**

The student will demonstrate the ability to . . .

**1. Define the Research Task (MSC 3.3.1)**

- 1.a Define the information problem
  - Identify a problem that is appropriate in topic and scope to the given assignment
  - Identify a problem that is suitable for an academic audience
- 1.b Identify information needed in order to complete the task; i.e., to solve the information problem
  - Ask essential questions
  - Organize his/her thinking

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**2. Use Effective Information Seeking Strategies (MSC 3.3.2, 3.3.3)**

- 2.a Determine the range of possible sources
  - Brainstorm options
  - Consult with teacher, media specialist, and/or librarian to identify potential sources
- 2.b Evaluate possible sources to determine priorities
  - Identify which type of sources the question requires: primary, secondary, tertiary, print, visual, etc.
  - Identify the locations of various sources: Internet, library (school, college, public), museum, expert in the field
  - Determine the date range of acceptable resources (historical vs. current topics)
  - *Determine the appropriateness of a source to accomplish a purpose (MSC 3.3.2)*

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**3. Locate, Evaluate, and Access Sources**

- 3.a Locate sources (MSC 3.3.2, 3.3.3)
  - Identify sources appropriate to the topic
    - Know how to seek smart on the Internet using Boolean operatives
    - Select among a variety of search engines
    - Use both the school's library and other libraries (public or college)
    - Utilize both print and non-print resources
- 3.b Evaluate sources for credibility (MSC 2.1.5, 3.3.3)
  - *Assess the accuracy, honesty, and reliability of the information (e.g., the author's credentials, the URL extension, the webmaster's contact information) (MSC 3.3.3)*
  - *Assess the currency and availability of the information (e.g., copyright dates, web site updates, library and online collections) (MSC 3.3.3)*
  - Distinguish between evidence and inference
  - Evaluate the range and quality of evidence used to advance or refute an argument

- Analyze an author's implicit and explicit assumptions and beliefs about a subject
  - Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions
- 3.c Find information within sources
- 

#### 4. Use Information

- 4.a Engage with the information in a source; e.g., read, listen, view, touch
- Skim and scan informational text
  - Read for main ideas (**MSC 1.2.2, 1.2.3**)
  - Read and comprehend a variety of texts on a given topic (**MSC 2.1.3**)
  - Comprehend charts, graphs, and other text features
  - Analyze non-print resources (e.g., photographs, paintings, music) (**MSC 2.1.4**)
  - Conduct a personal interview
    - Apply appropriate interviewing techniques
    - Compile the responses
- 4.b Extract relevant information from a source (**MSC 3.3.4**)
- Take effective notes, knowing when and how to quote, paraphrase, or summarize
  - Recognize the point of view of a source
  - Distinguish between fact and opinion
  - **Grade 11:** Recognize fallacies in logic when reading and writing persuasive text
- 4.c Document sources of information
- *Determine information that should be documented* (**MSC 3.3.4**)
  - *Identify information to include or exclude in a reference citation when using either traditional or electronic sources of information* (**MSC 3.3.4**)
  - Create a bibliography (Works Cited) using MLA style
    - **Grades 9 and 10:** Prepare a works cited page in MLA style
    - **Grades 11 and 12:** Prepare both a works cited and a works consulted page in MLA style
    - **Grade 10:** Prepare an annotated bibliography in MLA style
    - **Grade 12:** Know how to prepare a references page in APA style
  - Use parenthetical (in-text) notation
  - Understand what constitutes plagiarism and how to avoid it

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## 5. Synthesize Information

- 5.a Organize and integrate information from multiple sources
- Develop an outline using MLA format and a minimum of three levels: I, A, 1
    - Understand the formats of both topic and sentence outlines (Note: the choice of the method used for the required outline will be at the discretion of the teacher)
    - Apply principles of coordination and subordination of ideas
    - Apply parallelism
    - Include at least two subcategories under each category
  - Embed direct quotations in a variety of ways
  - Use paraphrases and summaries when appropriate
- 5.b Present the information (**MSC 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.5**)
- Identify the audience(s)
  - Construct a clearly defined thesis
  - Select an appropriate mode of writing: exposition, persuasion, narration, and description. (Note: Exposition includes literary analysis, explanation, definition, and writing to inform.)
  - Compose a multi-paragraph essay following the 6+1 Traits of Writing (see the High School Writing & Style Manual)
    - Create an appropriate title
    - Compose an effective introduction and conclusion
    - Include effective transition words and phrases
  - Employ effective strategies for drafting, revision, and editing (**MSC 3.2.3, 3.2.4**)
    - Incorporate self-review strategies
    - Incorporate peer review strategies
  - Use MLA format for all aspects of the paper such as parenthetical notation (in-text citation), layout, titling, and pagination
  - Utilize Turnitin.com as a resource

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## 6. Evaluate the Finished Product

- 6.a Reflect on the effectiveness of the written product
- 6.b Request feedback from the audience(s)
- 6.c Identify areas for improvement
- 6.d Reflect on the efficiency and helpfulness of the information problem-solving process

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**Grade 12 Research Requirements**

<p><b>TOPIC</b> Support a literary or non-literary <b>THESIS</b> based on one of the 12th grade units: Social Issues in Literature and Life, The Word and the Image, Themes in Literature and Life, or The English Literary Tradition. The thesis will be developed in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Cultural</li> <li>• Historical</li> <li>• Literary</li> </ul>	<p><b><u>WRITING MODE BY COURSE LEVEL</u></b></p> <ul style="list-style-type: none"> <li>• <b>AP/GT</b> – literary criticism <i>OR</i> self-selected independent research with oral defense</li> <li>• <b>Honors</b> – analysis <i>OR</i> self-selected independent research with oral defense</li> <li>• <b>Regular</b> – informative, explanatory paper on a non-literary, self-selected topic such as a contemporary social issue</li> </ul>
<p><b><u>DOCUMENTATION in MLA STYLE</u></b> Note: Turnitin.com will be used as a resource for accuracy and academic integrity.</p> <ul style="list-style-type: none"> <li>• Works cited</li> <li>• Parenthetical notation</li> <li>• Annotated bibliography of 2-3 sources (<b>AP/GT and Honors</b>)</li> <li>• Works consulted (<b>AP/GT and Honors</b>)</li> </ul> <p>Note: Grade 12 students will learn about the main differences between MLA and APA styles, but they will continue to use MLA for their English research paper.</p>	<p><b><u>TYPES OF SOURCES BY COURSE LEVEL</u></b></p> <ul style="list-style-type: none"> <li>• <b>AP/GT</b> – independently selected             <ul style="list-style-type: none"> <li>○ Both primary and secondary sources</li> <li>○ Both online and hard-copy sources</li> <li>○ Critical scholarly journal articles</li> <li>○ Non-print sources as appropriate</li> </ul> </li> <li>• <b>Honors and Regular</b> – independently selected             <ul style="list-style-type: none"> <li>○ Both primary and secondary sources</li> <li>○ Both online and hard-copy sources</li> <li>○ Non-print sources as appropriate</li> </ul> </li> </ul>
<p><b><u>PRODUCT</u></b></p> <ul style="list-style-type: none"> <li>• <i>Mandatory</i> topic outline</li> <li>• <i>Mandatory</i> multi-paragraph essay (more than five paragraphs)</li> <li>• Inclusion of both direct citations (quotations) and indirect citations (paraphrases and summaries)</li> <li>• Supplementary products may include PowerPoint, speech, or debate but are not to replace the written paper.</li> </ul>	

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