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**2017**

**English**

**Standards of Learning**

**Curriculum**

**Framework**

Commonwealth of Virginia  
Board of Education  
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## **Introduction**

The 2017 *English Standards of Learning* Curriculum Framework is a companion document to the 2017 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local program of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral. Teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12 creating a comprehensive instructional tool, which prepares students for success in the postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each section is explained below.

## **Teacher Notes**

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating ~~on~~ the standard(s). The Teacher Notes are found at the beginning of each strand in the English Curriculum Framework.

## **Essential Understandings**

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

## **Essential Knowledge, Skill, and Processes**

Standards are expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The Essential Knowledge, Skills, and Processes is not a one-to-one match of the Standards. If the standard is self-explanatory, there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the EKSP column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

## Grade Twelve

### ***Strand: Communication and Multimodal Literacies***

The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

#### Teacher Notes:

- Please note presentation skills may differ within classrooms.
- Teachers should provide opportunities for students to create interactive multimodal presentations.
- Teachers should provide opportunities for small-group analysis and self-analysis of the effectiveness of communication.
- Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.
- Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.

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

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

#### **Essential Understandings:**

All students should:

- recognize rhetoric as the art of persuasion
- understand how to evaluate and critique content and delivery of presentations.

#### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience use a variety of primary and secondary sources of information.
- examine and evaluate strengths and weaknesses when participating in small-group presentations.
- evaluate the overall effectiveness of a group's preparation and presentation.
- make compromises to accomplish a common goal(s) and reach consensus

- evaluate the content of presentation(s) including introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion
- monitor audience feedback, engagement, and understanding, to and adjust delivery accordingly.

***12.2 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.

**Essential Understandings:**

All students should:

- recognize that media messages express points of view and contain values to influence the beliefs and behaviors of the intended audience.
- understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages.
- understand the intentional use of persuasive language and word connotations to convey viewpoint and bias.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.
- evaluate media messages for content, intent, and impact
- analyze and critique how media reach the targeted audience for specific purposes
- analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.
- analyze how the media's use of symbol, imagery, metaphor, and bias affects the message.
- avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.

## ***Strand: Reading***

The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. There is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. \*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades as determined by the local school division. \*

### Teacher Notes:

- Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.
  - Nonfiction texts should include informational, persuasive, technical texts, and employment documents.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
  - Thematic units are one approach.
- Teachers should have students respond in writing about what they have read focusing on inferential and evaluative questions about the text(s).
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
  - Vocabulary can also be differentiated according to text, and level of student.
  - There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.
  - Teachers should provide instruction on allusions and how they can impact and deepen the meaning of the text.
- While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.
- Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.
- Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *Macbeth*, focuses on the domineering wife whose ambitions cause the tyranny of her husband and the downfall of a kingdom.
- Teachers should introduce students to longer, more complex texts both on grade level and above.
- Teachers should have students cite the text(s) for support.
- Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.
- A list of poetic elements and techniques and literary devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 9.4
- A list of rhetorical and persuasive devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 11.5.
- Teachers will require the use of analytical and critical thinking skills to achieve the level expected in postsecondary education and the workplace environment.

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

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

**Essential Understandings:**

All students should:

- recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
- recognize how figurative language enriches text.
- understand that allusions are used to assist readers in providing connections to other works or historical events.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- use roots or affixes to determine or clarify the meaning of words.
- demonstrate an understanding of and explain the use of common idioms.
- use prior reading knowledge and other study to identify and explain the meaning of allusions.
- interpret figures of speech (e.g., overstatement, paradox) in context and analyze their role in the text.
- analyze positive and negative connotations of words with similar denotations.
- demonstrate understanding of figurative language, and connotations in word meanings.

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

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

### **Essential Understandings:**

All students should:

- understand characteristics and cultures of historical periods and how the literature reflects those characteristics and cultures.
- understand diction affects the tone of literature.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.
- recognize major themes and issues related to:
  - religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.
- differentiate between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.
- compare and contrast two or more texts on the same topic or with similar themes.
- use evidence from the text(s) for support when drawing conclusions, making inferences.
- demonstrate comprehension and apply writing strategies to analyze and reflect upon about what is read.

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

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

### **Essential Understandings:**

All students should:

- understand that background knowledge may be necessary to understand handbooks and manuals.
- understand a variety of persuasive techniques and rhetorical devices
- recognize the text structure of informational and technical writing
- understand how format and style in informational text differ from those in narrative and expository texts.
- understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- analyze the vocabulary (jargon, technical terminology, and content-specific) of informational texts from various academic disciplines in order to clarify understanding.
- analyze how authors use rhetorical devices to create ethos, pathos, and logos.

- organize and synthesize information from two texts while maintaining the intended purpose of each original text.
- analyze how authors use rhetoric to advance their point of view.
- identify different formats and purposes of informational and technical texts.
- recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.
- demonstrate comprehension and apply strategies to write about what is read.
- identify the resources needed to address specific problems and synthesize new information to make decisions and complete tasks such as: completing employment, college, and financial applications; compiling resumes; creating portfolios etc.

## ***Strand: Writing***

At the twelfth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on persuasion and argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will be expected to write and revise to a standard acceptable both in the workplace and postsecondary education.

Teacher notes:

- Teachers should recognize the difference between teaching writing and assigning writing.
- Teachers should reference quality writing in published works as models.
- The focus of writing in twelfth grade is persuasion and argumentation.
- Teachers will teach students to blend multiple forms of writing and embed narrative techniques.
- Teachers may want to consult professional publications.
- Three examples of reflective writing include the following:
  - Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.
  - Collaborative – which is centered on team dynamics: how everyone worked together and why, and what worked or did not work and why.
  - Individual - What did I learn, how did I learn it, and what could I have done better?
- Teachers will utilize writing conferences and portfolios to monitor student progress.
- Teachers will provide opportunities for students to write for a variety of circumstances including writing on demand, for shorter time frames, and over extended periods of time.
- Teachers should provide opportunities for student choice with topic, audience, and purpose.

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

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

## **Essential Understandings:**

All students should:

- understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.
- understand that effective writing should be purposefully crafted with attention to deliberate word choice, precise information, and vocabulary.
- understand the features of the domains of writing including composing, written expression, and usage/mechanics are essential to quality writing.
- understand that voice and tone must be developed with awareness of audience and purpose.

## **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- demonstrate the craft of writing as persuasive/argumentative, reflective, interpretive or analytical.
- develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing.
- refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument.
- use embedded clauses for sentence variety.
- write persuasively/argumentatively organizing reasons logically and effectively.
- analyze sources and determine the best information to support a position/argument.
- utilize credible, current research and expert opinions to support a position/argument.
- identify counterclaims and identify counter-arguments that address claims.
- compare/contrast and select evidence from multiple texts to strengthen a position/argument.
- revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
- anticipate and address the counterevidence, counterclaims, and counterarguments.
- use effective rhetorical appeals, to establish credibility and persuade intended audience.
- develop technical writings (e.g., job description, questionnaire, job application, or business communication) that address clearly identified audiences and have clearly identified purposes.
- complete employment forms (e.g. resume, personal qualifications in a letter of application)
- complete applications, essays, and résumés for college admission
- develop analytical essays that examine and evaluate processes/problems,
- develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
- create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- apply persuasive rhetorical devices and techniques
- recognize and avoid common logical fallacies or false premises.
- assess and strengthen the quality of writing through revision

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

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

**Essential Understandings:**

All students should:

- understand grammatical conventions adjust sentence and paragraph structures for a variety of purposes and audiences.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- use a variety of strategies to evaluate whether the draft is effectively supported and adequately developed.
- edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.
- apply current MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.

## ***Strand: Research***

At the twelfth-grade level, students will apply research techniques to synthesize information to produce a research product. They will evaluate the validity and authenticity of sources and will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, they will cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

### Teacher Notes:

- Teachers should note that research should be integrated throughout the year and can be individual, collaborative, and cross-curricular.
- Research products should vary from small informative pieces to large multimodal presentations throughout the academic year.
- Teachers will teach students how to embed information effectively into research products.
- Teachers should utilize librarian/media specialists' assistance in teaching the research process.
- Teachers should instruct students about the various types and possible consequences of plagiarism including awareness of postsecondary and workplace policies
- Teachers will emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.
- Teachers will make students aware of possible consequences of plagiarism in postsecondary education and the workplace.
- Teachers will have students demonstrate responsible use of the Internet.

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

- a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Critically evaluate the accuracy, quality, and validity of the information.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

### **Essential Understandings:**

All students should:

- understand that using a standard form of documentation legally protects the intellectual property of writers.
- understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.

- understand the purposeful and responsible use of the Internet.
- understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.
- understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.
- understand the ethical issues and responsibility of documentation in research.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary sources.
- evaluate collected information sources by:
  - o determining its validity, accuracy, credibility, reliability, consistency, and limitations;
  - o identifying misconceptions, conflicting information, point of view and/or bias; and
  - o formulating a reason/focus to represent findings.
- organize information by:
  - o prioritizing and synthesizing information;
  - o summarizing and/or paraphrasing information; and
  - o selecting direct quotations.
- cite sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style.