



BROWNELL TALBOT

Twelfth Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text

<p>Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p>	<ul style="list-style-type: none"> •BT 12.1.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<p>Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<ul style="list-style-type: none"> •BT 12.1.5b Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. •BT 12.1.5c Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<p>Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p>	<ul style="list-style-type: none"> •BT 12.1.6a Synthesize multiple sources of information presented to assess which arguments and specific claims are valid and relevant. •BT 12.1.6b Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). •BT 12.1.6f Evaluate and critique the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing: Students will learn and apply writing skills and strategies to communicate.

<p>Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</p>	<ul style="list-style-type: none"> •BT 12.2.1a Apply multiple writing strategies recursively to generate ideas, organize information, guide writing, answer questions, and synthesize information. •BT 12.2.1b Assess if the development, organization, and style are appropriate to task, purpose, and audience. •BT 12.2.1e Write routinely to persevere in short and long-term writing tasks of increasing length and complexity.
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Writing Modes	
Student will write in multiple modes for a variety of purposes and audiences across disciplines.	
Opinion	<ul style="list-style-type: none"> •12.2.2d Effectively use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. •BT 12.2.2e Provide a concluding statement or section that follows from and supports the argument presented.
Informative/Explanatory	<ul style="list-style-type: none"> •BT 12.2.3c Analyze the topic as it develops by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Narratives	<ul style="list-style-type: none"> •BT 12.2.4a Write narratives to develop real or imagined experiences or events using effective technique, specific details, and smooth event sequences that build upon one another to develop experiences, events, &/or characters. (Includes: dialogue, pacing, description, reflection, multiple plot lines) •BT 12.2.4b Engage the reader by formulating a detailed problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. •BT 12.2.4c Apply multiple narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. •BT 12.2.4d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). •BT 12.2.4e Use precise words and phrases, concise details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. •BT 12.2.4f Provide a conclusion that synthesizes what is experienced, observed, or resolved over the course of the narrative.
Research	<ul style="list-style-type: none"> •BT 12.2.5a Conduct short or more sustained research projects to analyze multiple questions (including a self-generated question), or prove/disprove a theory; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. •BT 12.2.5b Analyze information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. •BT 12.2.5c Draw evidence from literary or informational texts to support analysis, reflection, and research.
General	<ul style="list-style-type: none"> •BT 12.2.6a Accurately use a formal style and objective tone while self-evaluating the norms and conventions of the discipline in which they are writing.

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<p>Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<ul style="list-style-type: none"> •BT 12.3.1a Initiate and participate effectively in a range of discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. •BT 12.3.1b Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. •BT 12.3.1c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • BT 12.3.1d Make strategic use of digital media platforms to enhance understanding of findings and evidence, clarify and defend claims, and emphasize salient points.
<p>Listening Students will develop and demonstrate active listening skills across a variety of situations.</p>	<ul style="list-style-type: none"> •BT 12.3.2a Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. •BT 12.3.2b Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. •BT 12.3.2c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<p>Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.</p>	<ul style="list-style-type: none"> •BT 12.3.3a Integrate professional etiquette and social protocols when communicating. •BT 12.3.3b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. •BT 12.3.3c Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

<p>Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.</p>	<ul style="list-style-type: none"> •BT. 12.4.1a Analyze and evaluate source material, and synthesize information from print and digital resources to create new understandings and defend conclusions. •BT 12.4.1b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
<p>Digital Citizenship Students will practice the norms of appropriate and responsible technology use.</p>	<ul style="list-style-type: none"> •BT 12.4.2a Self-evaluate the use of safe and ethical behaviors when communicating and interacting with others digitally (i.e. safe information to share, appropriate language use, utilize appropriate sites and materials, & respect diverse perspectives). •BT 12.4.2b Consistently apply safe and ethical use of digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.