

Jefferson County ESC
Virtual Learning Academy
Academic Standards
English 12

Lesson One: Types of Paragraphs

Types of Paragraphs

Standard Benchmark and Indicator
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)

Lesson Two: Developing and Writing the Descriptive Paragraph

Developing and Writing the Descriptive Paragraph

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)

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B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)

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01. Write reflective compositions that: (12)

Lesson Three: Developing and Writing the Narrative Paragraph

Developing and Writing the Narrative Paragraph

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Ideas for writing. (11-12)

02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)

05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)

C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)

06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)

07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)

08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of

09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)

10. Use available technology to compose text. (12)

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)

12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)

D. Apply editing strategies to eliminate slang and improve conventions. (11-12)

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling,

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techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (12)

Lesson Four: Developing and Writing the Expository Paragraph

Developing and Writing the Expository Paragraph

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06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)

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12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (12)

Lesson Five: Developing and Writing the Persuasive Paragraph

Developing and Writing the Persuasive Paragraph

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paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
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01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning) (12)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (12)
05. articulate a clear position; (12)

Lesson Six: Writing the Composition-Choosing the subject

Writing the Composition-Choosing the subject

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and related topics. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)

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B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (12)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (12)
04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning) (12)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (12)
05. articulate a clear position; (12)
S04. Research
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Seven: Writing the Persuasive Composition

Writing the Persuasive Composition

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03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
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08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
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16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
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B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)

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03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
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04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning) (12)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (12)
05. articulate a clear position; (12)
S04. Research
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Eight: Writing the Expository Composition

Writing the Expository Composition

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B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)

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S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (12)
01. move from specific examples to generalizations about life. (12)
01. use personal experiences as a basis for reflection on some aspect of life; (12)
01. draw abstract comparisons between specific incidents and abstract concepts; (12)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (12)

Lesson Nine: The Reflective Composition

The Reflective Composition

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08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and

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14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
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02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (12)
01. move from specific examples to generalizations about life. (12)
01. use personal experiences as a basis for reflection on some aspect of life; (12)
01. draw abstract comparisons between specific incidents and abstract concepts; (12)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (12)

Lesson Ten: Writing for Fun

Writing for Fun

Standard Benchmark and Indicator

01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)

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experiences to draw conclusions about life. (11-12)

06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (12)

Lesson Eleven: Writing Functional Documents

Writing Functional Documents

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13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
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A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
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01. move from specific examples to generalizations about life. (12)
01. use personal experiences as a basis for reflection on some aspect of life; (12)
01. draw abstract comparisons between specific incidents and abstract concepts; (12)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (12)
C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (11-12)
03. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that: (12)
03. report, organize and convey information accurately. (12)
03. use formatting techniques that make a document user-friendly; and (12)

Lesson Twelve: Writing The Research Paper

Writing The Research Paper

Standard Benchmark and Indicator

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A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (12)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (12)
04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (12)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). (12)
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (12)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (12)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the

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topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Thirteen: The Research Paper- Locating and Gathering Information

The Research Paper - Locating and Gathering Information

Standard Benchmark and Indicator

CC.12.1.9-10

- | |
|---|
| A. Formulate open-ended research questions suitable for inquiry and |
| 01. Compose open-ended questions for research, assigned or personal interest, |
| B. Compile, organize and evaluate information, take notes and summarize |
| 02. Identify appropriate sources and gather relevant information from multiple |
| 03. Determine the accuracy of sources and the credibility of the author by |
| C. Evaluate the usefulness and credibility of data and sources and synthesize |
| 04. Analyze the complexities and discrepancies in information and systematically |
| D. Use style guides to produce oral and written reports that give proper credit for |

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format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (12)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Fourteen: Writing the Research Paper – The Rough Draft

Writing the Research Paper – The Rough Draft

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complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (12)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (12)
04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and

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reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (12)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). (12)
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (12)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (12)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Fifteen: Evaluating and Revising your Rough Draft

Evaluating and Revising your Rough Draft

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E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to

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enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (12)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (12)
04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (12)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). (12)
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (12)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (12)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)

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07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Sixteen: Submitting the Final Research Paper

Submitting the Final Research Paper

Standard Benchmark and Indicator

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12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (12)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (12)
04. provide a sense of closure to the writing. (12)
04. make distinctions about the relative value and significance of specific data, facts and ideas (12)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (12)
04. create an organizing structure appropriate to purpose, audience and context; (12)
04. develop a controlling idea that conveys a perspective on the subject; (12)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (12)

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B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (12)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). (12)
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (12)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (12)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (12)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented. (12)

Lesson Seventeen: Working on Vocabulary Skills-Synonyms

Working on Vocabulary Skills-Synonyms

Standard Benchmark and Indicator

B. Distinguish the relationship of word meanings between pairs of words
02. Analyze the relationships of pairs of words in analogical statements (e.g.,
D. Apply knowledge of roots, affixes and phrases to aid understanding of content
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to

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improve word choice, sentence variety, clarity and consistency of writing. (11-12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)

Lesson Eighteen: Vocabulary Building Continued

Vocabulary Building Continued

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. (11-12)
01. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (12)
B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. (11-12)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. (12)
D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (11-12)
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (12)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)

Lesson Nineteen: Delving into English Literature

Delving into English Literature

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C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
07. Compare and contrast varying characteristics of American, British, world and multi-cultural literature. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)

Lesson Twenty: *The Canterbury Tales*- “The Pardoner’s Tale”

The Canterbury Tales- “The Pardoner’s Tale”

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A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
07. Compare and contrast varying characteristics of American, British, world and multi-cultural literature. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)

Lesson Twenty-one: The poetry of Christopher Marlowe and Sir Walter Ralieg

The poetry of Christopher Marlowe and Sir Walter Ralieg

Standard Benchmark and Indicator

ENG12: English 12

C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
05. Analyze variations of universal themes in literary texts. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-two: Sir Philip Sidney – William Shakespeare and the Sonnet

Sir Philip Sidney – William Shakespeare and the Sonnet

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ENG12: English 12

B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
07. Compare and contrast varying characteristics of American, British, world and multi-cultural literature. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)

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13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)

Lesson Twenty-three: Elizabethan Drama – *Romeo and Juliet*

Elizabethan Drama – *Romeo and Juliet*

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A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of

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stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-four: Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act II - characterization, vocabulary

Elizabethan Drama – Romeo and Juliet by William Shakespeare- Act II - characterization, vocabulary

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and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
E. Critique an author's style. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)

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02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-five: Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act III

Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act III

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rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-six: Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act IV Characterization, Vocabulary, Conflict

Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act IV Characterization, Vocabulary, Conflict

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S02. Acquisition of Vocabulary
A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. (11-12)
01. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (12)
C. Explain the influence of the English language on world literature, communications and popular culture. (11-12)
03. Examine and explain the influence of the English language on world literature, communications and popular cultures. (12)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars. (12)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)

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08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-seven: Elizabethan Drama – *Romeo and Juliet* by William Shakespeare- Act V-Vocabulary, Conflict, Resolution

Elizabethan Drama - Romeo and Juliet by William Shakespeare - Act V - Vocabulary, Conflict, Resolution

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01. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (12)
C. Explain the influence of the English language on world literature, communications and popular culture. (11-12)
03. Examine and explain the influence of the English language on world literature, communications and popular cultures. (12)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars. (12)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (12)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)

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08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-eight: The Age of Metaphysical Poetry- John Donne – Vocabulary, Conceit, Compare/contrast

The Age of Metaphysical Poetry - John Donne - Vocabulary, Conceit, Compare/Contrast

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context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (12)
C. Explain the influence of the English language on world literature, communications and popular culture. (11-12)
03. Examine and explain the influence of the English language on world literature, communications and popular cultures. (12)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars. (12)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (12)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange

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paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Twenty-nine: "A Modest Proposal" by Jonathon Swift- Irony, Satire

"A Modest Proposal" by Jonathon Swift- Irony, Satire

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and drawing conclusions. (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify and analyze examples of rhetorical devices and valid and invalid inferences. (11-12)
01. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches. (12)
04. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping. (12)
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (12)
06. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences. (12)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
07. Compare and contrast varying characteristics of American, British, world and multi-cultural literature. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (12)
03. Establish and develop a clear thesis statement for informational writing or a

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clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)

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C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty: "Elegy Written in a Country Churchyard" by Thomas Gray- Allegory, Alliteration, Theme

"Elegy Written in a Country Churchyard" by Thomas Gray- Allegory, Alliteration, Theme

Standard Benchmark and Indicator

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visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
05. Analyze variations of universal themes in literary texts. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure (12)

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12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-one: The Peasant Poet- Robert Burns- Vocabulary, Tone, Symbol

The Peasant Poet- Robert Burns- Vocabulary, Tone, Symbol

Standard Benchmark and Indicator

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03. Examine and explain the influence of the English language on world literature, communications and popular cultures. (12)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars. (12)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (12)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (12)
04. Evaluate an author's use of point of view in a literary text. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (12)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (12)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (12)

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07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (12)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (12)
10. Use available technology to compose text. (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-two- The Romantic Movement- William Wordsworth

The Romantic Movement- William Wordsworth

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05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
05. Analyze variations of universal themes in literary texts. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
E. Critique an author's style. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)

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02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-three- “The Rime of the Ancient Mariner” - by Samuel Taylor Coleridge- Alliteration, Imagery, Comparison, Literary Ballad

“The Rime of the Ancient Mariner” - by Samuel Taylor Coleridge- Alliteration, Imagery, Comparison, Literary Ballad

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A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)

02. Analyze the historical, social and cultural context of setting. (12)

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08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
E. Critique an author's style. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that:
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-four: "Rime of the Ancient Mariner" - by Samuel Taylor Coleridge- Alliteration, Imagery, Comparison, Literary Ballad

"The Rime of the Ancient Mariner" - by Samuel Taylor Coleridge - Alliteration, Imagery,
Comparison, Literary Ballad

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visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
05. Analyze variations of universal themes in literary texts. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-five: The Victorian Period - Alfred, Lord Tennyson- “Ulysses” & Robert Browning

The Victorian Period - Alfred, Lord Tennyson - “Ulysses” & Robert Browning

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S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (12)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (12)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (12)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (12)
05. Analyze variations of universal themes in literary texts. (12)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions. (12)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic. (12)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)
S02. Writing Applications

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B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (12)
02. provide a sense of closure to the writing. (12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (12)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (12)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (12)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (12)

Lesson Thirty-six: Applying What You Have Learned

Applying What You Have Learned

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effectiveness of organizational structure (12)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (12)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (12)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (12)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (12)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (12)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (12)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (12)