



# BEDFORD COUNTY PUBLIC SCHOOLS

## Twelfth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>11.1 The student will make informative and persuasive presentations.</b></p> <ul style="list-style-type: none"> <li>a. Gather and organize evidence to support a position.</li> <li>b. present evidence clearly and convincingly.</li> <li>c. Address counterclaims.</li> <li>d. Support and defend ideas in public forums.</li> <li>e. use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</li> <li>f. Monitor listening and use a variety of active listening strategies to make evaluations.</li> <li>g. Use presentation technology.</li> <li>h. Collaborate and report on small-group learning activities.</li> </ul>	<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>12.1 The student will make a formal oral presentation in a group or individually.</b></p> <ul style="list-style-type: none"> <li>a. Choose the purpose of the presentation.</li> <li>b. Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.</li> <li>c. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.</li> <li>d. Use media, visual literacy, and technology skills to create and support the presentation.</li> <li>e. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</li> <li>f. Collaborate and report on small group learning activities.</li> <li>g. Evaluate formal presentations including personal, digital, visual, textual, and technological</li> <li>h. Use a variety of listening strategies to analyze relationship among purpose, audience, and content of presentations.</li> <li>i. Critique effectiveness of presentations.</li> </ul>	<p><b>COMMUNICATING</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>a. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</li> <li>b. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.</li> <li>c. Present evidence clearly and convincingly.</li> <li>d. Use media, visual literacy, and technology skills to create and support the presentation.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>a. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.</li> <li>b. Monitor listening and use a variety of active listening strategies to make evaluations.</li> <li>c. Analyze, produce, and examine similarities and differences between visual and verbal media messages.</li> <li>d. Determine the author’s purpose and intended effect on the audience for media messages.</li> </ul> <p>3. Analyze and interpret others’ presentations.</p> <p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>a. Participate in, collaborate in, and report on small-group learning activities.</li> <li>b. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> </ul>		



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<p><b>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</b></p> <p>a. Use technology and other information tools to organize and display knowledge in ways others can view, use and assess.</p> <p>b. Use media, visual literacy, and technology skills to create products.</p> <p>c. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>d. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p><b>READING</b></p> <p><b>11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</b></p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand</p>	<p><b>12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</b></p> <p>a. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>b. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p><b>READING</b></p> <p><b>12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</b></p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand</p>	<p>c. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.</p> <p><b>Reading Analysis and Critical Reading</b></p> <p>a. Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions.</p> <p>b. Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>c. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information point of view or bias.</p> <p>d. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.</p> <p>e. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>f. Critically evaluate the accuracy, quality, and validity of the information</p> <p><b>READING</b></p> <p><b>Vocabulary</b></p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary</p>		



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<p>complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p><b>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</b></p> <p>a. Describe contributions of different cultures to the development of American literature.</p> <p>b. Compare and contrast the development of American literature in its historical context.</p> <p>c. Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <p>d. Analyze the social or cultural function of American Literature.</p> <p>e. Analyze how context and language structures convey and author's intent and viewpoint.</p> <p>f. Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p>	<p>complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meaning and interpret the connotation.</p> <p>d. Identify the meaning of common idioms, literary and classical allusions in text.</p> <p>e. Expand general and specialized vocabulary through speaking, reading, and writing.</p> <p>f. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p><b>12.4 The students will read, comprehend, and analyze the development of British literature and literature of other cultures.</b></p> <p>a. Compare and contrast the development of British literature in its historical context.</p> <p>b. Recognize major literary forms and their elements.</p> <p>c. Recognize the characteristics of major chronological eras.</p> <p>d. Relate literary works and authors to major themes and issues of their eras.</p> <p>e. analyze the social and cultural function of British literature.</p> <p>f. Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <p>g. Compare and contrast traditional and</p>	<p>development in authentic texts.</p> <p>c. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>e. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>f. Expand general and specialized vocabulary through speaking, reading, and writing.</p> <p><b>Literary Reading</b></p> <p>a. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>c. Explain the influence of historical context on the form, style, and point of view of a written work.</p>		



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<p>g. Explain how imagery and figures of speech appeal to the reader's senses and experiences.</p> <p>h. Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i. Read and analyze a variety of American dramatic selections.</p> <p>j. Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</p> <p>k. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <p><b>11.5 The student will read and analyze a variety of nonfiction texts.</b></p> <p>a. Use information from texts to clarify understanding of concepts.</p> <p>b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <p>c. Generalize ideas from selections to make predictions about other texts.</p> <p>d. Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>e. Analyze two or more texts addressing the same topic to identify author's purpose and determine how authors reach similar or different conclusions.</p> <p>f. Identify false premises in persuasive writing.</p> <p>g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p>	<p>contemporary poems from many cultures.</p> <p>h. Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.</p> <p>i. Compare and contrast dramatic elements of plays from American, British, and other cultures.</p> <p><b>12.5 The student will read and analyze a variety of nonfiction texts.</b></p> <p>a. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <p>b. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>c. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.</p> <p>d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>e. Identify false premises in persuasive writing.</p> <p>f. Draw conclusions and make inferences on explicit and implied information using textual support.</p>	<p><b>Nonfiction Reading</b></p> <p>a. Read and analyze a variety of nonfiction texts.</p> <p>b. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>c. Identify author's main idea and purpose.</p> <p>d. Summarize text relating supporting details.</p> <p>e. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>f. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</p>		



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<p>h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <p><b>WRITING</b>  <b>11.6 The student will write in a variety of forms, with an emphasis on persuasion.</b>            a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.            b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.            c. Organize ideas in a sustained and logical manner.            d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.            e. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.            f. Revise writing for clarity of content, accuracy and depth of information.            g. Use computer technology to plan, draft, revise, edit, and publish writing.            h. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p>		<p><b>WRITING</b>  <b>12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.</b>            a. Generate, gather, and organize ideas for writing to address a specific audience and purpose.            b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.            c. Clarify and defend a position with precise and relevant evidence.            d. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.            3. Use a variety of rhetorical strategies to accomplish a specific purpose.            f. Create arguments free of errors in logic and externally supported.            g. Revise writing for clarity of content, depth of information and technique of presentation.            h. Use computer technology to plan, draft, revise, edit, and publish writing.</p>		<p><b>WRITING</b>  <b>Composing</b>            a. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.            b. Arrange paragraphs into a logical progression.            c. Clarify and defend a position with precise and relevant evidence.            d. Draw evidence from literary or informational texts to support analysis, reflection, and research.            e. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.            f. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.            g. Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.            h. Synthesize information to support the thesis and present information in a logical manner.            i. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.            j. Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.            k. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames ( a single sitting or a day or</p>



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<p><b>11.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p>a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p> <p>b. Use verbals and verbal phrases to achieve sentence conciseness and variety.</p> <p>c. Distinguish between active and passive voice.</p> <p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Adjust sentence and paragraph structures for a variety of purposes and audiences.</p> <p>f. Proofread and edit writing for intended audience and purpose.</p> <p><b>RESEARCH</b></p> <p><b>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.</b></p> <p>a. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>b. Narrow a topic and develop a plan for research.</p> <p>c. Collect information to support a thesis.</p> <p>d. Critically evaluate quality, accuracy, and validity of information.</p> <p>e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p>	<p><b>12.7 The student will write, revise, and edit writing.</b></p> <p>a. Edit, proofread, and prepare writing for intended audience and purpose.</p> <p>b. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization</p> <p>c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p> <p><b>RESEARCH</b></p> <p><b>12.8 The student will write documented research papers.</b></p> <p>a. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>b. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.</p> <p>c. Critically evaluate the accuracy, quality, and validity of the information.</p> <p>d. Synthesize information to support the thesis and present information in a logical manner.</p> <p>e. Cite sources for both quoted and paraphrased ideas using a standard method of documentation,</p>	<p>two) for a range of tasks, purposes, and audiences.</p> <p><b>Revision and Editing</b></p> <p>a. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p> <p>b. Revise writing for clarity on content, depth of information and technique of presentation.</p> <p>c. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>d. apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.</p> <p>e. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p><b>Documentation and Ethics</b></p> <p>a. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>b. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		



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<p>f. Synthesize and present information in a logical sequence.</p> <p>g. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>h. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.</p> <p>j. Define the meaning consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		<p>such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>f. Revise writing for clarity, depth of information, and technique of presentation.</p> <p>g. Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.</p> <p>h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		



## **General Instructional Resources and Expectations for Teaching Language Arts in Twelfth Grade**

### **Communication: Speaking, Listening, Media Literacy**

At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

### **Reading**

At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

### **Writing**

At the twelfth-grade level, students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain clear and accurate ideas. Students will clarify and defend a position using precise and relevant evidence. In addition, students will revise writing for clarity of content and depth of information.

### **Research**

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA. Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.

*Excerpts taken from the 2010 VDOE Curriculum Framework*



## General Instructional Resources

### **VDOE Resources**

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)  
[Enhanced Scope and Sequence Lesson Plans](#)  
[VADOE Spring 2013 SOL Student Performance Analysis](#)  
[SOL Online Writing Resources - VADOE](#)  
[Understand Scoring](#)  
[VADOE Text-dependent Questions Using Paired Passages](#)  
[Virginia English SOL/Common Core Crosswalk](#)

### **Instructional Resources**

[Laying the Foundation](#)  
[ReadWriteThink.org](#)  
[Thinkfinity.org](#)  
[NBC Learn](#)  
[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*



LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

### **Additional Text Resources**

[Project Gutenberg](#)  
[Eyewitness to History](#)  
[Famous Speeches and Speech Topics](#)  
[Lesson plans for literature, social studies, history, art, and culture](#)  
[Read Works](#)  
[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)  
[Twelve poems every student should know](#) (including notes on interpretation)  
[A variety of text types: stories, articles, etc.](#)

### **BCPS Resources**

[Book Request Form](#)  
[Novel Opt Out Form](#)  
[Thinking Map Samples](#) (requires BCPS server access)  
[TEI Samples and Templates](#) (requires BCPS server access)  
[Unpacking the Standards](#)



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<p>READING</p> <p>↑ Above Grade Level ↔ At Grade Level ↓ Below Grade Level</p> <p><a href="#">Link to VDOE</a></p> <p><b>NEW</b></p> <p>Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">I Am An American Day</a></li> <li>• <a href="#">The Gospel of Wealth (Carnegie)</a></li> </ul>	<p><b>Anglo Saxon 12.4</b> ↔ Beowulf Part one ↑ Beowulf Part two ↔ Gilgamesh ↑ Book 22 from <i>The Iliad</i></p> <p><b>Middle Ages 12.4</b> ↔ <a href="#">Ballads</a> ↔ <a href="#">The Canterbury Tales</a> ↓ from <i>The Third Voyage of Sinbad the Sailor</i> from <i>The Thousand and One Nights</i></p> <p><b>Non-Fiction 12.5</b></p> <ul style="list-style-type: none"> <li>• Incorporate analysis of non-fiction texts and media, such as current events or pieces that relate thematically to fiction texts</li> <li>• <a href="#">NBC Learn</a> (excellent resource)</li> </ul> <p><b>Oral Report</b></p> <p><b>Independent Reading</b> <i>Each nine weeks students need to read 50 to 75 pages independently outside of assigned class work. See <a href="#">Suggested Titles</a> for potential material and <a href="#">Reading Activities</a> for ideas to assess students'</i></p>	<p><b>Renaissance 12.4</b> One Shakespeare Play ↓ <a href="#">Macbeth</a> ↔ <a href="#">Othello</a> ↑ <a href="#">Hamlet</a></p> <p>↔ <a href="#">Sonnets</a> ↑ <a href="#">A Valediction Forbidding Mourning</a></p> <p><b>Independent Reading</b> <u>Suggested Titles</u> <u>Reading Activities</u></p> <p><b>Non-Fiction 12.5</b></p> <ul style="list-style-type: none"> <li>• Incorporate analysis of non-fiction texts and media, such as current events or pieces that relate thematically to fiction texts</li> <li>• <a href="#">NBC Learn</a> (excellent resource)</li> </ul> <p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Include Base Skills</li> <li>• Define dramatic conventions</li> <li>• Compare and contrast character development in a play to characterization in other literary forms</li> </ul>	<p><b>Restoration 12.4</b> ↔ <a href="#">A Modest Proposal</a> ↓ <a href="#">Don Quixote</a> ↑ <i>from A Vindication of the Rights of Woman</i></p> <p><b>Romantic 12.4</b> ↓ <a href="#">A Poison Tree</a> ↔ <a href="#">The Tyger, The Lamb, The Chimney Sweeper</a> poems ↔ <a href="#">The Rime of the Ancient Mariner</a> ↔ <a href="#">Ozymandias</a> ↑ <a href="#">Ode to a Nightingale</a></p> <p><b>Independent Reading</b> <u>Suggested Titles</u> <u>Reading Activities</u></p> <p><b>Non-Fiction 12.5</b></p> <ul style="list-style-type: none"> <li>• Incorporate analysis of non-fiction texts and media, such as current events or pieces that relate thematically to fiction texts</li> <li>• <a href="#">NBC Learn</a> (excellent resource)</li> </ul> <p><b>New Skills</b> Include Base Skills Identify and Analyze persuasive techniques</p>	<p><b>Victorian 12.4</b> ↑ <a href="#">The Lady of Shalott</a> ↑ <a href="#">Ulysses</a> ↔ <a href="#">My Last Duchess</a> ↓ <a href="#">Scenes from a Modern Marriage</a> ↔ <a href="#">The Mark of the Beast</a> ↔ <a href="#">The Bet</a> ↓ <a href="#">The Jewels</a></p> <p><b>Modern 12.4</b> ↓ <i>On the Bottom</i> from <i>Survival in Auschwitz</i> ↔ <a href="#">Araby</a> ↔ <a href="#">The Rocking-Horse Winner</a></p> <p><b>Independent Reading</b> <u>Suggested Titles</u> <u>Reading Activities</u></p> <p><b>Non-Fiction 12.5</b></p> <ul style="list-style-type: none"> <li>• Incorporate analysis of non-fiction texts and media, such as current events or pieces that relate thematically to fiction texts</li> <li>• <a href="#">NBC Learn</a> (excellent resource)</li> </ul> <p><b>New Skills</b> Include Base Skills Analyze and apply information contained in informational</p>



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	<p><i>completion and comprehension of the material.</i></p> <p><u>Base Skills</u></p> <ul style="list-style-type: none"> <li>● Read and comprehend text</li> <li>● Identify universal themes prevalent in the literature of different cultures</li> <li>● <a href="#">Compare and contrast poetic devices</a></li> <li>● Compare and contrast literature from different cultures</li> <li>● Connect prior knowledge</li> <li>● Explain similarities and differences in literary forms, historical context on form, style, and point of view</li> <li>● Evaluate diction, syntax, tone, voice for intended meaning, effect and purpose</li> <li>● Extend vocabulary</li> <li>● Use knowledge to comprehend text</li> <li>● Poetry terms</li> </ul>	<ul style="list-style-type: none"> <li>● Explain use of aside, soliloquies, and monologues</li> <li>● Drama Terms:               <ul style="list-style-type: none"> <li>● <a href="#">Plot</a></li> <li>● Drama</li> <li>● Tragedy</li> <li>● Tragic hero</li> <li>● Tragic flaw</li> <li>● Stage directions</li> <li>● Iambic pentameter</li> <li>● Blank verse</li> <li>● Soliloquy</li> <li>● Monologue</li> <li>● Aside</li> <li>● Pun</li> <li>● Foreshadowing</li> <li>● Archaic words</li> <li>● <a href="#">Character</a></li> <li>● Foil</li> <li>● Audience</li> <li>● Turning point</li> </ul> </li> </ul>	<p>Define rhetorical strategies</p> <p>Identify organizational structure to uncover persuasive devices</p> <p>Study tone and mood and the literary devices used to develop them</p> <p>Compare and contrast romantic poetry from the time period across cultural interpretations of romantic values</p> <p>Develop an understanding of satire, its uses, limitations, and effective examples across time and cultures</p> <p>Examine parodies and use them to review prior conventions of previously studied literary styles</p>	<p>materials</p> <p>Skim informational sources for information</p> <p>Compare and contrast informational texts</p> <p>Interpret and use data and information in maps, charts, graphs, etc.</p> <p>Draw conclusions and make inferences using textual support as evidence</p> <p>Solve problems, answer questions, generate new knowledge</p>
<p>WRITING</p> <p><a href="#">Link to VDOE</a></p>	<p><b><u>Research/Analysis Writing: 12.5, 12.6, 12.7, 12.8</u></b></p> <p><i>Allow 2 – 3 weeks to complete a research project.</i></p>	<p><b><u>Persuasive/Argumentative Writing 12.2, 12.5, 12.6, 12.7</u></b></p> <p>Persuasive and argument writing should incorporate research and MLA skills</p>	<p><b><u>Technical/Expository Writing 12.6, 12.7, 12.8</u></b></p> <p>Technical and expository writing should incorporate research and MLA skills</p>	<p><b><u>Creative Writing 12.7</u></b></p> <ul style="list-style-type: none"> <li>● Creative writing should incorporate narrative and descriptive writing</li> <li>● Students will use textual</li> </ul>



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<p><u>Writing Activities and Rubrics</u></p> <p><u>Base Skills:</u></p> <ul style="list-style-type: none"> <li>● Generate, gather and organize ideas for writing</li> <li>● Consider audience and purpose when planning for writing</li> <li>● Elaborate ideas and details clearly and accurately.</li> <li>● Organize ideas to present information effectively</li> <li>● Revise writing for depth of information and technique of presentation</li> <li>● Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.</li> <li>● Proofread final copy and prepare document for publication or submission</li> </ul> <p>Develop variety of writings Interpret Analyze Compare/contrast <u>Describe intended purpose</u> Use technology as a tool Research, organize, evaluate, synthesize, &amp; communicate</p>	<p><u>Writing Activities and Rubrics</u></p> <p><i>Aid Government teachers in the completion of the Senior Economic Project</i></p> <p><u>Writing Activities and Rubrics</u></p> <p><u>New Skills:</u> Include base skills <u>Persuade</u> Determine appropriate audience for persuasive writing Fact versus opinion Logical, ethical and emotional appeal Issue Bias Evidence <u>Logic and fallacies</u> Construct an argument with substantiated evidence and acknowledgement of dissenting opinion</p>	<p><u>Writing Activities and Rubrics</u></p> <p><u>New Skills:</u> Include base skills Construct sound writing with evidence based details within small writing constraints (college entrance essays, job application essays, job application letters, scholarship essays, etc) Identify and use acceptable style and format for real world writing (resumes, emails, memos, professional letters, etc.)</p>	<p>analysis skills learned previously to create their own text</p> <p><u>Writing Activities and Rubrics</u></p> <p><u>New Skills:</u> Continue developing base skills Evaluation of creative writing</p>
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	<p>information</p> <p>Verify the accuracy, validity, &amp; usefulness of information</p> <p>Gather information from diverse sources</p> <p>Identify misconceptions, main and supporting ideas, point of view, bias</p> <p><a href="#">MLA or APA format</a></p> <p>Documentation &amp; Citing</p> <p><a href="#">Annotated Bibliography</a></p> <p><a href="#">Cite/credit sources</a> (MLA/APA)</p> <p>Integrating quotations</p> <p>Summary/paraphrase</p> <p>Evaluating sources</p> <p>Define plagiarism</p> <p>Understand consequences of plagiarism</p> <p>Present information</p>			
<p>COMMUNICA-TION</p> <p><a href="#">Link to VDOE</a></p>	<p><b><u>Research Presentation 12.1</u></b></p> <p>In conjunction with research paper, students will conduct a formal presentation detailing the content found from research.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Use grammatically correct language, including vocabulary appropriate to</li> </ul>	<p><b><u>Oral Debates 12.1, 12.2</u></b></p> <p>In conjunction with persuasive/argumentative writing, students will participate in a debate on opposing topics.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Base skills</li> <li>● Participate in, collaborate in, and report on small group learning activities.</li> </ul>	<p><b><u>Collaboration Project 12.1</u></b></p> <p>In small groups, students will present to the class their analysis/research on a teacher chosen topic or text. For example:</p> <p>Students will read a new short story and present to the class</p> <p>Students will be given a controversial issue and will present on opposing sides</p>	<p><b><u>Collaboration Project 12.1</u></b></p> <p>In small groups, students will present to the class their analysis/research on a teacher chosen topic or text. For example:</p> <p>Students will read a new short story and present to the class</p> <p>Students will be given a controversial issue and will present on opposing sides</p>



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	<p>the topic, audience, and purpose.</p> <ul style="list-style-type: none"> <li>● Use details, illustrations, statistics, comparisons, and analogies to support the presentation.</li> <li>● Present evidence clearly and convincingly.</li> <li>● Use media, visual literacy, and technology skills to create and support the presentation.</li> <li>● Evaluation of effectiveness of speaker in conveying purpose and content</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> <li>● Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.</li> </ul>	<p><u>Skills:</u> Continue developing previous skills</p>	<p><u>Skills:</u> Continue developing previous skills</p>



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<p>TECHNOLOGY</p> <p><b>Internet Safety:</b>  <a href="#">Digital Life 101</a>  <a href="#">1st Nine Weeks</a>  <a href="#">2nd Nine Weeks</a>  <a href="#">3rd Nine Weeks</a>  <a href="#">4th Nine Weeks</a></p>	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance. <a href="#">Click here</a> for other ideas for technology and web tools.</p> <p>Suggested Activities:</p> <p><b>iPod Touch/iPads</b>  Vocabulary and grammar activities  Drama – Act by act study guides of select works  Collage activities  Voice Memo: Collaborative Story building  Audiobooks  News articles and current events  Analysis of tone, mood, and theme through music  Podcasts  <a href="#">Apps for Educators</a></p> <p><b>SmartBoard</b>  Interactive lessons  Review games  Proofreading and editing  <a href="#">Pre-made SmartBoard Lessons</a></p> <p><b>Senteo/CPS Response Clickers</b>  Multiple choice quizzes, tests, practice  Class polling  Class assessments  Review games  Newer models – open response (short answer) questions</p>
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	<p><b>Flip Cameras/Digital Cameras</b>  Class commercials  Video projects  Digital photography lessons  Digital storytelling</p> <p><b>Laptop Cart (PCs and Macs Available)</b>  In class writing and research  Windows Movie Maker and iMovie – video projects  Student created Podcasts  Photostory and iPhoto – student created photo books</p> <p><b>Mobi Slate/Airliner Tablet</b>  Proofreading and editing  Scanning meter in poetry</p> <p><b>GPS Units</b>  Interactive lessons for kinesthetic learners  Geocaching lessons</p> <p><b>Web 2.0 Tools</b>  <a href="#">Glogster</a> – Student Created Digital Posters  <a href="#">Wall Wisher</a> – Collaborative digital bulletin board  <a href="#">Type with Me</a> – Students can type on the same document from different computers in real time  <a href="#">Bubbl</a> - Digital brainstorming  <a href="#">Livebinders</a> – Organization of online resources (a digital three ring binder)  <a href="#">Wordle</a> and <a href="#">Tagxedo</a> – Student created “word clouds”  <a href="#">60 Second Recap</a> – anticipatory and review activities for literature – lead into student created recaps  <a href="#">Make Beliefs Comix</a> – Student created comic strips  <a href="#">StoryBird</a> – Art Inspired Digital Storytelling</p>
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	<p><a href="#">Prezi</a> – Student created presentations <a href="#">Voki</a> – Online avatar and movie creator <a href="#">XtraNormal</a> – Online movie creator Wikis Blogs</p>
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