

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 12

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
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INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
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STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR

- iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR

- C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR

- iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR

- i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR

- v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas

INDICATOR	B.	Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.
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Week 03: The Body of a Speech, p. 29-42

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas

INDICATOR B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.

INDICATOR E. Provide appropriate citation of all content from external sources.

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
PROGRESS INDICATOR	v.	Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Week 05: Narrative Speech, p. 51-62

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts

INDICATOR	A.	Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
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STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
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PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
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PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
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PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
STRAND / TOPIC		
Communications and Multimodal Literacies		
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
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STRAND / TOPIC		
Communications and Multimodal Literacies		
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
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STRAND / TOPIC		
Communications and Multimodal Literacies		
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.
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Week 07: Expository Speech, p. 67-78

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC		
Developing Skilled Readers and Building Reading Stamina		
STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	A.	Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
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INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
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PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
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PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
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PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
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PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
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STRAND / TOPIC

Writing

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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:
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PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
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STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
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PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
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PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
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STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
PROGRESS INDICATOR	v.	Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
PROGRESS INDICATOR	iii.	Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.
INDICATOR	E.	Provide appropriate citation of all content from external sources.

STRAND / TOPIC

Research

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR A. Revise writing for clarity of content, accuracy, and depth of information.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

PROGRESS INDICATOR v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR E. Provide appropriate citation of all content from external sources.

STRAND / TOPIC

Research

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 09: Persuasive Speech, p. 83-94

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
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INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
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INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
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STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
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INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.
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Week 11: Impromptu Speech, p. 99-110

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	E.	Explain and analyze idiomatic language in context.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
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INDICATOR / STANDARD	12.RL.3.	Integration of Concepts
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INDICATOR C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	12.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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INDICATOR / STANDARD	12.RI.1.	Key Ideas and Confirming Details
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INDICATOR B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
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INDICATOR	A.	Write extended pieces that:
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PROGRESS INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.2.	Organization and Composition
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INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
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PROGRESS INDICATOR iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
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PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
PROGRESS INDICATOR	iii.	Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.
INDICATOR	E.	Provide appropriate citation of all content from external sources.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 12: Various Speech Opportunities, p. 110-119

Virginia Standards of Learning**Language Arts**

Grade 12 - Adopted: 2024

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS
INDICATOR i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS
INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS
INDICATOR i. Composing a thesis statement that clearly communicates the writer's position or assertion.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iii. Summarizing points of agreement and disagreement.

PROGRESS INDICATOR	v.	Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
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PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
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PROGRESS INDICATOR	iii.	Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
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PROGRESS INDICATOR	iv.	Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
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PROGRESS INDICATOR	v.	Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
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PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	D.	Organize information to create media messages with visual, audio, and graphic components to convey meaning.

STRAND / TOPIC

Research

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).