

Main Criteria: University-Ready Writing

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 12

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

3

Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED
CONTENT /
EXPECTATION

8

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	5	Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.
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RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
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RELATED CONTENT / EXPECTATION	7	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		
RECURRING STANDARDS FOR GRADES 9-12		
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		
CRITICAL LITERACY		
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN		
CRITICAL LITERACY		
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
STRAND / DOMAIN		
CRITICAL LITERACY		
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		
DIGITAL LITERACY		

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Week 05: Practice Note Taking; Tools of Invention, p. 35-40

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE
EXPECTATION

22.a.

Exhibit stylistic complexity, sophistication, and consistency in writing.

STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

29

Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN**

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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**STRAND /
DOMAIN**

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
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GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

23

Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED
CONTENT /
EXPECTATION

26

Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

29

Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

30

Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R4. Use digital and electronic tools appropriately, safely, and ethically.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION 2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.

RELATED
CONTENT /
EXPECTATION 7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

RELATED
CONTENT /
EXPECTATION 8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Week 10: Thesis Statement; Abstract, p. 84-98

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Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	7	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN	CRITICAL LITERACY	

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Alabama Courses of Study**Language Arts**

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	1	Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles.
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GRADE EXPECTATION	1.a.	Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.