

Virginia’s College and Career Ready Initiative

Grade 12 English Capstone Course Content and Performance Expectations

Course Purpose and Description

Virginia’s *College and Career Ready English Performance Expectations* grade 12 capstone course contains high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students’ preparation for critical reading, college and workplace writing, and career-ready communications by enhancing skills in reading, the writing process, and creation of effective texts, and effective communications (speaking, listening, and collaborating).

The course will augment skills in critical reading; critical thinking; the fundamentals of academic writing; and exposition, persuasion, and argumentation. Through the writing process, students will refine topics; develop and support ideas and hypotheses; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include expository, persuasive, and argumentative texts.

The course is designed for students who 1) have satisfactorily completed the Standards of Learning English 11 course; 2) have achieved at least minimum proficiency on **both** the end-of-course English reading and writing assessments; and 3) are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.

General Content Goals for the English Capstone Course

The grade 12 English capstone course will meet the following goals:

- Students will apply a variety of reading strategies to assess their own comprehension and analysis of written text and synthesize information to support their thinking, speaking, writing, and further reading;
- Students will apply all phases of the writing process, including prewriting, drafting, revising, editing, and reflecting at the college-entry level and will comprehend that writing develops through experience; and
- Students will apply a variety of oral communication strategies for diverse purposes and audiences, track and analyze spoken details, make deliberate choices of language, introduce and close points, and gauge effects in sharing, persuading, and arguing.

English Capstone Course Program Objectives

The grade 12 English capstone course program will:

- Integrate the College and Career Ready English Performance Expectations (EPE) into an applied, skill-reinforcing program of intensive research, reading, writing, and communicating;
- Provide a substantial, analytical focus on exposition, persuasion, and argumentation in writing and presenting;
- Build upon topics both provided by the teacher and generated by students;

- Use and reinforce content reading and analysis from a variety of areas, such as media, sports, entertainment, health, natural resources, environment, weather, agriculture, energy-use and production, economics, labor, population and demographics, and science, etc.;
- Use presentation and other communication technologies to develop, refine, and share texts to a variety of audiences;
- Incorporate research using primary and secondary sources;
- Provide opportunities for individual and collaborative investigation and performance;
- Augment skills in self and peer editing;
- Require high interest, high-level problem solving, decision making, analysis, and critical thinking, and evaluation in content and current-event contexts; and
- Align with the division/school curriculum to **minimize or eliminate** overlap with English 12 content.

Capstone Course Content and Delivery

The grade 12 English capstone course will:

- Comprise an intensive writing, reading, and communications program designed to augment certain twelfth-grade students' college- and career-readiness skills primarily in English;
- Be grounded in Virginia's College and Career Ready English Performance Expectations and offer a full-year course that directly supports the goals and program objectives;
- Be based on a range of task modules requiring intensive writing, reading, speaking and listening, research, use of technology, individual and group performances and presentations, and other modern college and career skills while applying academic content;
- Utilize reading, writing, and communicating prompts and tasks that will:
 - ✓ meet the level of achievement specified in *Virginia's College and Career Ready English Performance Expectations*;
 - ✓ be based on high interest topics;
 - ✓ use practical applications from news media, technical public-domain and commercial documents, and literature;
 - ✓ draw additional content from a full range of general and applied academic disciplines and professional communities (e.g., lawyers, sports writers, clothing designers, etc.);
 - ✓ demonstrate spiraling of content and increasing complexity;
 - ✓ provide opportunities for students' individual and small- and large-group work;
 - ✓ require systematic research;
 - ✓ utilize word processing, presentation software, and graphics applications; and
 - ✓ require recognized standards for source documentation in final products.

Instructional Content and Skills

The English capstone course will include:

- Vocabulary analysis, development, and acquisition
- Techniques of reading for comprehension, gleaning key information, and retention of information for organized recall and critical analysis
- The writing process: prewriting, drafting, revising, editing, and reflecting
- Purpose, audience, and voice
- Focus and unity

- Organization, including introductions and conclusions
- Expository, argumentative, and persuasive strategies
- Locating print and electronic source materials
- Evaluating source quality and evidence
- Synthesizing sources
- Summary, paraphrase, and direct quoting
- Bibliography / list of works cited
- Clarity: syntax, semantics, and diction
- Sentence variety and coherence
- Peer collaboration
- Usage and mechanics
- Comprehending assignments through one-way communications and group discussions
- Refining and enhancing communication skills (speaking, listening, and collaborating) needed for diverse audiences and purposes.

The grade 12 English capstone course will not:

- Focus on discrete English skills in isolation of meaningful content or purpose;
- Serve as a program to remediate below-proficient skill attainment;
- Provide a required English standard credit; and
- Focus on American, English, world literature, or any literary genre as a significant area of study.

English College and Career Readiness Performance Expectations

Reading

VOCABULARY

1. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
2. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Discriminate between connotative and denotative meanings and interpret the connotation.
5. Use context, structure, and connotations to determine meanings of words and phrases.
6. Expand general and specialized vocabulary through speaking, reading, and writing.

NONFICTION READING

7. Read and analyze a variety of nonfiction texts.
8. Use reading strategies throughout the reading process to monitor comprehension.
9. Identify author's main idea and purpose.
10. Summarize text relating supporting details.
11. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
12. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

LITERARY READING

13. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
14. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
15. Explain the influence of historical context on the form, style, and point of view of a written work.

READING ANALYSIS and CRITICAL READING

16. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
17. Draw conclusions and make inferences on explicit and implied information using textual support.
18. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
19. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
20. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
21. Critically evaluate the accuracy, quality, and validity of the information.

Writing

COMPOSING

22. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
23. Arrange paragraphs into a logical progression.
24. Clarify and defend a position with precise and relevant evidence.
25. Draw evidence from literary or informational texts to support analysis, reflection, and research.
26. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
27. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
28. Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
29. Synthesize information to support the thesis and present information in a logical manner.
30. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
31. Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
32. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

REVISION and EDITING

33. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
34. Revise writing for clarity of content, depth of information and technique of presentation.
35. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
36. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
37. Use computer technology to plan, draft, revise, edit, and publish writing.

DOCUMENTATION and ETHICS

38. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
39. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Communicating

SPEAKING

40. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
41. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
42. Present evidence clearly and convincingly.
43. Use media, visual literacy, and technology skills to create and support the presentation.

LISTENING

44. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
45. Monitor listening and use a variety of active listening strategies to make evaluations.
46. Analyze, produce, and examine similarities and differences between visual and verbal media messages.
47. Determine the author's purpose and intended effect on the audience for media messages.
48. Analyze and interpret others' presentations.

COLLABORATING

49. Participate in, collaborate in, and report on small-group learning activities.
50. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
51. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.