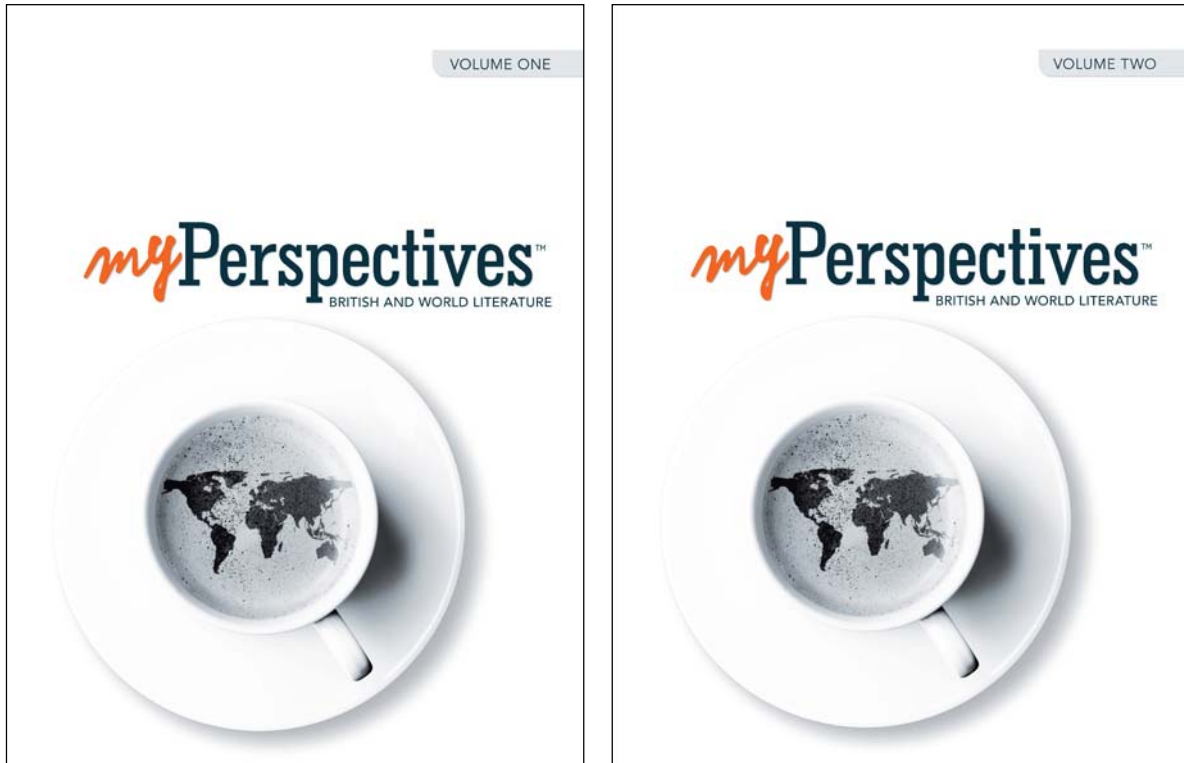


myPerspectives

Grade 12, ©2017



To the

Virginia

English Standards of Learning

Grade 12



A Correlation of myPerspectives ©2017, Grade 12 to the Virginia English Standards of Learning

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title and page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Grade Twelve	
Communication: Speaking, Listening, Media Literacy	
12.1 The student will make a formal oral presentation in a group or individually.	
a) Choose the purpose of the presentation.	SE/TE: Whole Class Performance Task: Assignment and Plan With Your Group, 100, 224, 400, 526, 664, 784; also see: Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Oral Presentation, 794; Debate, 189, 623; Oral presentation, 623
b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.	SE/TE: Whole Class Performance Task: Rehearse (Fine-Tune, Improve, Brush Up on Presentation Techniques), 101, 225, 401, 527, 665, 785; also see: Performance-Based Assessment: Speech, 110; Dramatic Reading, 536; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757
c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.	SE/TE: Whole Class Performance Task: Gather Evidence (Analyze Text & Examples), 100, 224, 400, 526, 664, 784; also see: Digital Presentation, 215; Multimedia Presentation, 525; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674, 794; Research: Presentation with Graphics, 503
d) Use media, visual literacy, and technology skills to create and support the presentation.	SE/TE: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674, 794; Research: Presentation with Graphics, 503
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	SE/TE: Whole Class Performance Task: Rehearse (Presentation Techniques), 101, 225, 401, 527, 665, 785; also see: Performance-Based Assessment: Speech, 110; Dramatic Reading, 536; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757

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f) Collaborate and report on small group learning activities.	SE/TE: Performance Task: Present a Panel Discussion, 784–785; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764, 780; Share Your Independent Learning, 106, 230, 406, 532, 670, 790; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Prepare to Compare: Comparing Poems, 488; Text Structure and Voice, 76; Prepare for Discussion, 94
g) Evaluate formal presentations including personal, digital, visual, textual, and technological.	SE/TE: Performance-Based Assessment (Review the Rubric): Speech, 110; Dramatic Reading, 536; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757; also see: Whole Class Performance Task: Present and Evaluate, 101, 225, 401, 527, 665, 785
h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.	SE/TE: Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Prepare to Compare: Comparing Poems, 488; Text Structure and Voice, 76; Prepare for Discussion, 94; also see: Whole Class Performance Task: Present and Evaluate, 101, 225, 401, 527, 665, 785
i) Critique effectiveness of presentations.	SE/TE: Whole Class Performance Task: Present and Evaluate, 101, 225, 401, 527, 665, 785; also see: Performance-Based Assessment (Review the Rubric): Speech, 110; Dramatic Reading, 536; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757

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12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.	
a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.	SE/TE: Media/Public Document & Analyze the Media: Passenger Manifest <i>for the</i> MV Empire Windrush, 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare, 663, 743; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742
b) Determine the author’s purpose and intended effect on the audience for media messages.	SE/TE: Comparing Text to Media: Epic Poem and Graphic Novel, 50; Images and Text, 60; Reinvention of Poem, 160; Science Journalism and Radio Broadcast, 646; Radio Broadcast, 658, 662; Encyclopedia Entry and Historical Writing, 738; History and Encyclopedia Entry, 730; Video Performance and Text, 164
Reading	
12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	SE/TE: Suffixes, 46, 156, 293, 434, 620, 735; Prefixes, 81, 212, 311, 500, 642, 655, 780; Roots, 186, 277, 448, 485, 580, 600, 754; Affixes, 396
b) Use context, structure, and connotations to determine meanings of words and phrases.	SE/TE: Context Clues, 74, 84, 190, 384, 472, 480, 490, 504, 624, 636, 646, 744 Practice, 81, 91, 186, 194, 212, 311, 396, 457, 500, 512, 522, 655, 754; also see: Word Network, 7, 117, 241, 417, 543, 681 TE only: Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748, 761; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28
c) Discriminate between connotative and denotative meanings and interpret the connotation.	SE/TE: Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714 TE only: English Language Support, 672, 751

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d) Identify the meaning of common idioms, literary and classical allusions in text.	SE/TE: Allusions, 214, 502; Shakespeare Says..., 255; Old Words and Different Meanings, 256 TE Only: Digital Perspectives (Shakespeare and allusions), 129; Personalize for Learning: Clichés (idioms), 170; How Language Works: Changing Usage, 196; Personalize for Learning: Allusions, 213; Personalize for Learning: Idioms, 255, 361, 394, 501, 628
e) Expand general and specialized vocabulary through speaking, reading, and writing.	SE/TE: Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Network, 7, 117, 241, 417, 543, 681; Concept Vocabulary, 18, 46, 74, 81, 84, 91, 128, 156, 178, 186, 190, 194, 198, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 396, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 690, 702, 704, 714, 730, 735, 744, 754, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741 TE only: Concept Vocabulary, 77, 79, 87, 89, 180, 184, 191, 192, 204, 210, 377, 386, 475, 482, 494, 497, 519, 618, 638, 731, 732, 747, 748, 760, 761, 771, 776

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f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	SE/TE: Linguistic Background of the Middle Ages, 127; Allusions, 214, 502; Shakespeare Says..., 255; Old Words and Different Meanings, 256; How to Read Shakespeare, 256; Literary Criticism: Macbeth <i>from</i> Shakespeare’s Language, 390–395; also see: Analyze Craft and Structure: Sonnet, 381; Word Choice Impact Of, 433, 523, 643; Gothic Literature, 599; Dramatic Monologue, 765 TE Only: Digital Perspectives (Shakespeare and Allusions), 129; Personalize for Learning: Clichés (Idioms), 170; How Language Works: Changing Usage, 196; Personalize for Learning: Allusions, 213; Personalize for Learning: Idioms, 255, 361, 394, 501, 628
12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.	
a) Compare and contrast the development of British literature in its historical context.	SE/TE: Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; also see: Analyze Craft and Structure: Historical Context, 213; Influence Of Historical Period, 565, 579 Historical Context, 755

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<p align="center">Virginia English Standards of Learning</p>	<p align="center">myPerspectives, ©2017 Grade 12</p>
<p>b) Recognize major literary forms and their elements.</p>	<p>SE/TE: First-Read: Fiction, 18, 74, 84, 128, 190, 198, 258, 280, 296, 314, 334, 372, 426, 438, 472, 480, 490, 504, 516, 552, 568, 584, 616, 624, 636, 744, 758, 768; Independent Learning: First-Read Guide: 104, 228,404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789; also see: Analyze Craft and Structure: Archetypal Plots, 45; Meter, 294; Structure, 278, 621; Sonnets, 381; Narrative Structure, 513; Ode, 579; Structure and Aesthetic Impact, 599; Dramatic Monologue, 765; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644 TE only: Analyze Character, 4, 441; Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Investigate Character, 262; Analyze Plot, 263; Examine Character, 265; Track Rising Action, 266; Consider Motive, 272; Analyze Characterization, 308, 590; Explore Characterization, 306; Interpret Foreshadowing, 315; Explore Character, 317; Consider Motivation, 324; Analyze Flashbacks, 617</p>
<p>c) Recognize the characteristics of major chronological eras.</p>	<p>SE/TE: Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; also see: Analyze Craft and Structure: Historical Context, 213; Influence of Historical Period, 565, 579 Historical Context, 755</p>

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d) Relate literary works and authors to major themes and issues of their eras.	SE/TE: Essential Question, 10–11, 120–121, 244–245, 420–421, 540–541, 682–683; Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 380, 478, 486; Influence of Historical Period, 579; Universal and Culturally Specific Themes, 755; Comparing Poems, 488, 582; Writing to Sources, 489, 583; Analyze the Text, 564, 578 TE only: Analyze Theme, 318; Reflect on Theme, 34
e) Analyze the social and cultural function of British literature.	SE/TE: From Text to Topic, 10–11, 120–121, 244–245, 420–421, 540–541, 682–683; Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; Literature and Culture, 44, 432, 446, 564, 598; also see: Analyze Craft and Structure: Epics, 45; Archetypal Plots, 45; Gothic Literature, 599; Shakespearean Sonnet, 381; Culturally Specific, 755
f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	SE/TE: Analyze Craft and Structure: Epics, 45; Structure, 278, 311; Meter, 294; Sonnets, 381; Poetic Devices, 433; Lyric, 565; Sound Devices, 523; Sensory Language, 565, 643; Figurative Language, 633 TE only: Analyze a Lyric Speaker, 77, 86; Analyze a Free Verse Poem, 87; Analyze Rhyme and Meter, 89; Analyze Verse, 287; Analyze Rhyme, 376; Interpret Rhythm, Cadence, and Rhyme, 751; Interpret Rhyme, 752

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g) Compare and contrast traditional and contemporary poems from many cultures.	SE/TE: Comparing Texts: To Lucasta, on Going to the Wars & The Charge of the Light Brigade, 74–83; The Song of the Mud & Dulce e Decorum Est, 84–95; To His Coy Mistress, 472–477; To Virgins, to Make Much of Time & Youth’s Season Made for Joys, 478–489; also see: Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; The Prologue From The Canterbury Tales: The Remix: 160–164; The Tragedy of Macbeth (Act V, Scene i), 354–357; Gulliver’s Travels (Film)/Gulliver’s Travels (Cover Art): 452–457; Comparing Images with Text, 60; Writing to Compare, 61, 165, 361, 459; Comparing a Video Performance with Text, 164; Comparing a Text With a Film and Cover Art, 458
h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.	SE/TE: Preparing to Read: The Tragedy of Macbeth, 250–251; Theater in Elizabethan England, 252–253; Shakespeare Says..., 255; Old Words and Different Meanings, 256; How to Read Shakespeare, 256; First Read: Drama, 258, 296, 334, 354; Analyze Craft and Structure: Structure, 278, 294, 312, 314; Shakespearean Tragedy, 349 TE only: Explore Literary Devices, 261; Analyze Plot, 263; Track Rising Action, 266; Explore Dialogue, 288
i) Compare and contrast dramatic elements of plays from American, British, and other cultures.	SE/TE: For related material see: Literary Criticism: The Naked Babe and the Cloak of Manliness from the Well Wrought Urn (Cleanth Brooks, American critic), 385, 387–389, 397 Macbeth <i>from</i> Shakespeare’s Language (Frank Kermode), 390–395
12.5 The student will read and analyze a variety of nonfiction texts.	
a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	SE/TE: Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773

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b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	SE/TE: Media/Public Document: Passenger Manifest <i>for the</i> MV Empire Windrush, 216–221; Analyze the Media, 222; Research: Create Profile, 223; The Most Forgetful Man in the World, 646–655; Analyze Craft and Structure: Science Journalism, 656; Conventions and Style: Technical Writing and Audience, 657; Media/Radio Broadcast: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare: Evaluative Essay, 663; Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7
c) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions.	SE/TE: Comparing Text to Media: The Most Forgetful Man in the World, 646–655; Analyze Craft and Structure: Science Journalism, 656; When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare, 663, 743; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742; Writing to Compare, 743
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	SE/TE: Analyze Craft and Structure: Satire (hyperbole, understatement, irony), 447; also see: Analyze Craft and Structure: Analyze Arguments, 397; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713 TE only: Identify Social Commentary, 135; Interpret a Paradox, 389
e) Identify false premises in persuasive writing.	SE/TE: For related material see: Argument Model: As You Read, 6–7, 240–241; Analyze Craft and Structure: Analyze Arguments, 195, 397; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713; also see: Writing: Analyze Argument Model, 62 TE only: Identify Social Commentary, 135; Analyze Reasoning, 653

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f) Draw conclusions and make inferences on explicit and implied information using textual support.	SE/TE: Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773
Writing	
12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.	
a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.	SE/TE: Performance Task: Prewriting/ Planning, 63, 167, 361, 461, 605, 719; also see: Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767
b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	SE/TE: Whole-Class Performance Task: Prewriting/Planning, 63, 361; Performance-Based Assessment: Focus and Organization, 109, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197
c) Clarify and defend a position with precise and relevant evidence.	SE/TE: Whole-Class Performance Task: Drafting, 64, 362; Performance-Based Assessment: 108, 109, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	SE/TE: Whole-Class Performance Task: Establish Voice: Formal Style, 363; Performance-Based Assessment: 108, 109, 360, 363, 408, 409; Writing to Compare: Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Argument, 295

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e) Use a variety of rhetorical strategies to accomplish a specific purpose.	SE/TE: Making Writing Sophisticated: Using Rhetorical Devices, 67; also see: Claims and Counterclaims, 63; Present Your Reasoning, 362
f) Create arguments free of errors in logic and externally supported.	SE/TE: Write an Argument: Create Cohesions, 65; Revising for Sentence Length and Varied Syntax, 66; Editing and Proofreading, 69, 367; also see: Grammar Handbook, R60–R68
g) Revise writing for clarity of content, depth of information and technique of presentation.	SE/TE: Performance Task: Revising, 66, 172, 364, 464, 610, 724; also see: Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767
h) Use computer technology to plan, draft, revise, edit, and publish writing.	SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Research: Presentation with Graphics, 503 TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746
12.7 The student will write, revise, and edit writing.	
a) Edit, proofread, and prepare writing for intended audience and purpose.	SE/TE: Performance Task: Editing/ Proofreading, 69, 173, 367, 467, 611, 725; also see: Performance-Based Assessment: Argument: Language Conventions, 109, 233, 389, 533, 790

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b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.	SE/TE: Performance Task: Editing/ Proofreading, 69, 173, 367, 467, 611, 725; also see: Performance-Based Assessment: Argument: Language Conventions, 109, 233, 389, 533, 790; Conventions and Style, 47, 83, 93, 157, 188, 196, 214, 333, 351, 398, 435, 449, 479, 487, 514, 524, 567, 581, 601, 622, 634, 644, 657, 703, 715, 737, 756, 766, 782; Vocabulary and Conventions Connection, 48, 158, 358, 436, 450, 602; Language Development: Conventions, 65, 171, 609; Handbook R60–R68
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	SE/TE: Enriching Writing with Research: Provide Appropriate Citations, 722; Facts to be Cited, 723; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research: Notes and Citations, 168, 722
Research	
12.8 The student will write documented research papers.	
a) Use technology as a tool to research, organize, evaluate, and communicate information.	SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Research: Presentation with Graphics, 503 TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746

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b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; Conducting Research, R26–R35 TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750, 777; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707, 767
c) Critically evaluate the accuracy, quality, and validity of the information.	SE/TE: Review Evidence for an Informative Essay, 107, 791; Research: Research Overview, 99; Research Report, 635; Writing to Compare: Research Report, 583; Conducting Research, R26–R35 TE only: Evaluate Sources, 733
d) Synthesize information to support the thesis and present information in a logical manner.	SE/TE: Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; Conducting Research, R26–R35

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e) 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).	SE/TE: Enriching Writing with Research: Provide Appropriate Citations, 722; Facts to be Cited, 723; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research: Notes and Citations, 168, 722
f) Revise writing for clarity, depth of information, and technique of presentation.	SE/TE: Revising for Evidence and Elaboration, 172, 724; also see: Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Research: Research Overview, 99; Profile, 223; Research Report, 635; Conducting Research, R26–R35
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.	SE/TE: Editing and Proofreading, 173, 725; Enriching Writing with Research: Provide Appropriate Citations, 722; Facts to be Cited, 723; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Research: Research Overview, 99; Research Report, 635
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	SE/TE: Enriching Writing with Research: Provide Appropriate Citations, 722; Avoiding Plagiarism, R32