



PUERTO RICO GOVERNMENT  
DEPARTMENT OF EDUCATION  
ENGLISH PROGRAM

## ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-202

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM**  
**GRADE: 12th**

<b>Standard: Language Arts</b>	<b>Conceptual competences</b> <b>What should I know?</b>	<b>Procedural competences</b> <b>What should you do?</b>	<b>Attitudinal skills</b> <b>-Knowing to be</b> <b>-Know how to act</b> <b>-What attitudes and values should the students model?</b>	<b>Resources Bank</b> <b>-Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation:</b> <b>12. LA.1a</b></p> <p>Apply different types of sentences in various contexts. Assess various grammar and usage texts and online resources analyzing subject-verb agreement and parallel structure.</p>	<p>The student will identify a parallel structure and subject-verb agreement.</p>	<p>The student will place the correct subject-verb agreement properly in sentences.</p>	<p>The student will effectively use grammar encourages positive language learning</p>	<ol style="list-style-type: none"> <li>1. The student reviews definition of subject-verb agreement and parallel structure. Gives examples.</li> <li>2. Worksheets are handed out and student's work recognizing and revising sentences for subject verb agreement. Students continue to work on handouts that were given in class.</li> <li>3. The student is asked to bring 3 sentences with errors in subject verb agreement and 3 sentences with problems in parallel structure so that their classmates can identify and fix the errors.</li> </ol>

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				4. Internet Resource: Worksheets- <a href="http://worksheetspub.com">Verbs.pub (worksheetspub.com)</a> <a href="http://worksheetspub.com">Verb Worksheets (worksheetspub.com)</a>
<b>Expectation:</b> <b>12. LA.1b</b>  Express their thoughts in grammatically correct sentences and phrases in both oral and written form.	The student will show the use of grammatical structures meaningfully and appropriately in oral and written production.	The student will create sentences and identify the purpose of each word.	The student will understand why what they are learning is personally valuable and applicable to real life needs.	<ol style="list-style-type: none"> <li>1. The student will write paragraphs and essays which use targeted grammar structures and various rhetorical modes.</li> <li>2. Student will self-edit their oral and written productions.</li> </ol>
<b>Expectation:</b> <b>12. LA.2</b>  Demonstrate command of the conventions of English capitalization, punctuation, and spelling.	The student will demonstrate command of basic conventions of capitalization, punctuation, and spelling.	The student will show the use of advanced basic conventions of capitalization, punctuation, and spelling in a written composition.	The student will show a positive attitude towards language learning.	<ol style="list-style-type: none"> <li>1. Student is provided with an overview of the basic capitalization rules, punctuation rules and spelling rules, using a slideshow.</li> </ol>

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				<p>2. Prepare examples and short exercises. The student works in small groups on exercises that have activities that require them to find errors in the basic English conventions.</p> <p>3. Internet Resource:  Capitalization practice exercise-  <a href="http://capitalization-check-in.pdf(education.com)">capitalization-check-in.pdf (education.com)</a></p> <p>Punctuation practice exercise-  <a href="http://Punctuation Worksheets   Capitalization, Commas, Quotation Marks (k12reader.com)">Punctuation Worksheets   Capitalization, Commas, Quotation Marks (k12reader.com)</a></p>

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<p><b>Expectation: 12. LA.3b</b></p> <p>Apply knowledge of verb tenses (simple present, present progressive, simple past, past progressive, future, future progressive, present perfect; including irregular verbs).</p>	<p>The student will explain the use of verb tenses including irregular verbs.</p>	<p>Through practice, the student will show mastery of the correct use of verb tenses in a written composition.</p>	<p>The student will communicate in a clear and effective manner with others.</p>	<ol style="list-style-type: none"> <li>1. The student is asked to write as many sentences as possible using a given list of verbs of different types.</li> <li>2. The Student matches sentences to the verb tense used in the sentences to demonstrate their understanding.</li> <li>3. The student is given a list of verbs for them to classify and reinforce what is learned in class.</li> </ol>
<p><b>Expectation: 12. LA.3e</b></p> <p>Apply knowledge of sequence of verb tenses (compound/complex sentences).</p>	<p>The student will identify simple, complex, and compound sentences.</p>	<p>Through written composition, the student will show mastery of verb tense sequence.</p>	<p>The student will awareness of language and communication.</p>	<ol style="list-style-type: none"> <li>1. Teacher shows different sentences on the board and works with the student on identifying what kind of sentence it is.</li> </ol>

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				<ol style="list-style-type: none"> <li data-bbox="1535 444 2018 634">2. Teacher projects additional sentences on the board and has the student explain what kind of sentence it is and explain.</li> <li data-bbox="1535 688 2018 915">3. Student is given a short text and is asked to find 3 different kind of sentences and to underline these with a different color for each of the different type of sentence.</li> </ol>

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<p><b>Expectation:</b> <b>12. LA.3g</b></p> <p>Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).</p>	<p>The student will apply correctly the use of the collective nouns and word order.</p>	<p>The student will be able to use correctly collective nouns and management of word order in a written composition.</p>	<p>The student will help establish credibility so that people can take you seriously when you write a communication.</p>	<ol style="list-style-type: none"> <li>1. Student reads the mini lesson that is given on subject verb agreement and completes the accompanied worksheet</li> <li>2. Student takes home lecture notes and works on assignment exercises answering what is wrong with the sentence?</li> </ol> <p style="text-align: center;"><a href="https://assets.northpark.edu/wp-content/uploads/20200124140605/Workshop-Subject-Verb-Agreement.LessonHandout.pdf">https://assets.northpark.edu/wp-content/uploads/20200124140605/Workshop-Subject-Verb-Agreement.LessonHandout.pdf</a></p>

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<p><b>Expectation:</b>  <b>12. LA.3i</b></p> <p>Apply knowledge of adjectives and adverbs (comparative and superlative).</p>	<p>The student will apply the correct way in which to use comparative, superlative, adjectives and adverbs.</p>	<p>The student will compare different items in written composition using adverbs through play.</p>	<p>The student will strengthen and engage positively when writing a composition.</p>	<ol style="list-style-type: none"> <li>1. Teacher gives a quick review on the rules for forming comparatives and superlatives, how to use them and gives exercises on board to practice with a partner.</li> <li>2. A note sheet with irregular comparatives is provided for the student to use at home for the additional exercises that are provided by the teacher.</li> <li>3. The student is given the task of making a poster that includes as many comparatives and superlatives as possible in two different columns. The student looks through magazines and newspapers, cuts and pastes. The one with the most correct answers wins.</li> <li>4. Internet Resource: Comparative and Superlative  <a href="https://www.youtube.com/watch?v=13TLUM6og0">https://www.youtube.com/watch?v=13TLUM6og0</a> </li> </ol>



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<p><b>Expectation:</b>  <b>12. LA.3k</b></p> <p>Apply knowledge of connecting words and expressions (coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions).</p>	<p>The student will make a list of connecting words and expressions.</p>	<p>The student will apply the use of connecting words and expressions correctly in a written composition.</p>	<p>The student will draw on strong motivation and clear goals to select an appropriate learning strategy.</p>	<ol style="list-style-type: none"> <li>1. Teacher explains differences connecting words and expressions.</li> <li>2. The student joins a group. They are asked to write a paragraph that uses signal words and phrases. The paragraph should explain a process like how to make a work of art or craft using a particular medium (like photography, papier-mache, watercolor,etc.)</li> <li>3. After the student has finished the paragraph, ask each student to exchange the paragraph with a partner. Each student should read his partners paragraph, circle the signal words and phrases, and discuss their effectiveness and/or possible additions and improvements.</li> </ol>

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Standard: Listening	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p><b>Expectation: 12.L.1</b></p> <p>Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.</p>	<p>The student will engage in meaningful and appropriate conversation on variety of subjects.</p>	<p>The student will actively participate in all activities where students speak about different subjects.</p>	<p>The student will be listening plays and important role in learning and communication that is necessary for an effective participation in life.</p>	<ol style="list-style-type: none"> <li>1. Listen to a passage. The student applies concepts learned from listening to their own life to make it memorable. (Ask student for their opinion about a current topic).</li> <li>2. Student prepares a short presentation with another student and pretends to be one of the people listening while the other one is a news reporter, and they interview each other on a topic of their choosing.</li> <li>3. Internet Resource: <a href="http://www.fluentu.com">25 ESL Listening Activities for Every Learning Style (fluentu.com)</a></li> </ol>

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<p><b>Expectation: 12.L.1a</b></p> <p>Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.</p>	<p>The student will comprehend verbally communicated information and provide appropriate feedback.</p>	<p>The student will practice the art of listening by asking and answering questions.</p>	<p>The student will gain insight as to other thoughts and point of view.</p>	<ol style="list-style-type: none"> <li>1. The student is asked to think for 5 minutes about a career they feel they would like to proceed on.</li> <li>2. After the given time, student is instructed to write for 5 minutes the reason(s) why they chose that career and what exactly it is about.</li> <li>3. The student listens to others in the class as they present their chosen field. Ask appropriate questions and give feedback.</li> <li>4. The students ask friends, family members or neighbors the same question and listen to feed back. <ol style="list-style-type: none"> <li>a. Is their present career choice what they studied for?</li> </ol> </li> </ol>

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				<ul style="list-style-type: none"> <li>b. Are they presently working in their chosen field?</li> <li>c. If given the chance, what career would they study?</li> <li>d. Student does a survey and discuss answers.</li> </ul>
	<p>Student will discuss the advantages of questionnaires to get information.</p>	<p>Student will create different kinds of questionnaires depending of the purpose.</p>	<p>Student will ask questions respectfully.</p>	<ul style="list-style-type: none"> <li>1. Create questionnaires <ul style="list-style-type: none"> <li>a. for interview among students or to obtain information (as research).</li> <li>b. for oral presentations</li> <li>c. after listening to a read aloud to promote discussion or interactions</li> </ul> </li> </ul>

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<p><b>Expectation:</b> <b>12.L.1b</b></p> <p>Follow turn-taking and show consideration by concurring with others in discussions.</p>	<p>Student will show the ability of waiting their turn to speak during a group discussion.</p>	<p>After listening a story or situation, the student will express their opinion or experiences about the topic.</p>	<p>Student will be attentive while their classmates speak out.</p>	<p><b>1. Panel forum-</b> This activity can be done virtually or in the classroom (its adaptable).</p> <p><b>2. Podcast-</b> <a href="#">The Moth   The Art and Craft of Storytelling</a> In this site you can identify info appropriate to address a specific topic. After listening to the podcast students can make a discussion about it</p>

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<b>Standard: Reading</b>	<b>Conceptual competences</b> <b>What should I know?</b>	<b>Procedural competences</b> <b>What should you do?</b>	<b>Attitudinal skills</b> <b>-Knowing to be</b> <b>-Know how to act</b> <b>-What attitudes and values should the students model?</b>	<b>Resources Bank</b> <b>-Reinforcement of skills for the home</b> <b>(Activities)</b>
<p><b>Expectation:</b></p> <p><b>12.R.1</b> Evaluate, analyze, research/synthesize, from in-depth critical reading of appropriate texts and viewing of multimedia (when available).</p>	<p>The student will examine and analyze text critically.</p>	<p>The student will use the techniques of annotation when examining and analyzing a text.</p>	<p>The student will analyze information and make positive choices.</p>	<ol style="list-style-type: none"> <li>1. The student reviews the definition of inferences and conclusion and gives several examples visually, written, and spoken.</li> <li>2. Teacher hands out literary text. The student “reads between the lines” and writes down what the inference and conclusion are.</li> <li>3. Student reads a series of different passages or short stories that have possible logical answers. The student then analyses and chooses the best answer.</li> </ol>

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				4. Internet Resource: <a href="http://uidaho.edu/handout9-critical-reading.pdf">handout9-critical-reading.pdf (uidaho.edu)</a>
<b>Expectation:</b> <b>12.R.2I</b>  Determine two or more main ideas of an informational text and analyze their development over the course of the text.	The student will determine two or more main ideas of an informational text and can analyze its development throughout the reading.	After reading, the student will use strategies to master the identification of two or more main ideas, supporting facts, and details.	The student will ignore distractions and value independent working.	<ol style="list-style-type: none"> <li>1. The student finds the main idea, supporting facts and supporting details of a reading selection.</li> <li>2. Student highlights with a different color for each and writes down what it is.</li> <li>3. Using a short text, the student goes through the process modeled in class and reinforces learned skills.</li> </ol>

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<p><b>Expectation:</b> <b>12.R.3I</b></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or event interact and develop over the course of the text.</p>	<p>The student will analyze a series of ideas or events and find points made and how they are developed throughout the text.</p>	<p>The student will be able to explain how events develop over the course of a text with a timeline.</p>	<p>The student will understand the experiences and thought process of others in everyday interactions</p>	<ol style="list-style-type: none"> <li>1. Student reads an excerpt from a text (ex: Patrick Henry's Speech, "Give Me Liberty or Give Me Death.")</li> <li>2. The student is encouraged to look for the main ideas and supporting details. They consider how an author develops his view through the course of the excerpt.</li> </ol>
<p><b>Expectation:</b> <b>12.R.4I</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and, connotative.</p>	<p>The student will identify denotation, connotation, tone, allusion, and analogy.</p>	<p>The student will identify denotation, connotation, tone, allusion, and analogy in several reading passages.</p>	<p>The student will understand what is read or written in different situations or settings.</p>	<ol style="list-style-type: none"> <li>1. Teacher explains definitions or sets up a video presentation with word definitions.</li> <li>2. Students give examples of each definition. Exercise worksheet is given, and the student works in groups or independently for 15 minutes.</li> </ol>

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				3. The students will continue at home.
<b>Expectation:</b> <b>12.R.3L</b>  Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama including symbolism, motifs, setting, plot, and characterization.	The student will analyze and evaluate the structure of a text by examining how the author presents ideas about the topic and engages the reader.	After reading, the student will identify words, phrases and major points found in the reading.	The student will develop positive attitude and become lifelong successful readers.	<ol style="list-style-type: none"> <li>1. Student reads a given text with the teacher and highlights passages, words or phrases that present the development of elements of a story.</li> <li>2. The student is given a take-home short story and highlights passages, words, or phrases that present significant points about the story.</li> </ol>

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<p><b>Expectation:</b></p> <p><b>12.R.4L</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (Include Shakespeare as well as other authors).</p>	<p>The student will recall tone and meaning, analyzes specific word choices and meaning.</p>	<p>After reading, the student will analyze the impact of specific word choices and identifies words with multiple meanings.</p>	<p>The student will respect for knowledge known and gained.</p>	<ol style="list-style-type: none"> <li>1. The student is given a short passage to read and answers questions on tone and meaning.</li> <li>2. The student analyzes the impact on word choice and meaning by underlining word choices, circling tones, and writing the implications of the author's word choices.</li> <li>3. Internet Resource: <a href="http://www.corporatefinanceinstitute.com">Figurative Language - Definition, Types, and Examples (corporatefinanceinstitute.com)</a></li> </ol>

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<p><b>Expectation: 12.S.1</b></p> <p>Contribute to class, group, and partner discussions sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking, and answering relevant, on-topic questions,</p>	<p>The student will contribute to conversation on appropriate and relevant topics.</p>	<p>The student will can sustain a conversation on a relevant subject, reacting to others input by providing additional relevant information.</p>	<p>The student will form an opinion, and respect others point-of-view. Are prepared for future incorporation into the job market.</p>	<ol style="list-style-type: none"> <li>1. The student speaks with peers about their chosen career; share thoughts and ideas about their field.</li> <li>2. The teacher gives the student a list of questions that can be answered through research.</li> <li>3. student holds a question-and-answer session in small groups or with the whole class.</li> <li>4. The student continues to research about chosen field or career. They take notes and come prepared to answer questions.</li> </ol>

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affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/ synthesizing key ideas.				5. After doing research, has your career choice made you change your way of thinking?
	The student will practice asking probing relevant questions to expand discussions.	The student will engage in conversations in the second language using key vocabulary and phrases from selected topics.	The student will promote a positive attitude while practicing a second language.	<ol style="list-style-type: none"> <li>1. Students should review the following phrases:</li> <li>2. In my opinion ....</li> <li>3. Can you explain that again?</li> <li>4. I think/ believe...</li> <li>5. How did you come to that opinion?</li> <li>6. What is your opinion on ....?</li> </ol>

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				<p>6. I strongly believe...</p> <p>7. Students select a topic (family, pet, music, food, or careers, future goals, current events, etc.). The student prepares an outline of the topic selected and interact with other students about the topic.</p> <p>8. Students at home can continue practicing the topic selected or select another topic through M TEAMS or other media to interact with their classmates.</p> <p>9. Internet resource:  <a href="#">Phrases for expressing an opinion - YouTube</a></p>

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<p><b>Expectation:</b> <b>12.S.2</b></p> <p>Respond orally to closed and open-ended questions.</p>	<p>The student will respond orally to closed and opened questions</p>	<p>After presenting, the student will respond orally to open ended questions.</p>	<p>The student will promote a positive attitude while practicing a second language.</p>	<ol style="list-style-type: none"> <li>1. Students will select a quotation. Then they will read and answer open ended questions provided by the teacher.</li> <li>2. Open ended questions starters: What do you think...? Why is ....? How do you feel ...? How did you decide...?</li> <li>3. Students will write their answers and practice them orally at home</li> <li>4. Internet resource: <a href="https://www.positivityblog.com/quotes-on-education/">https://www.positivityblog.com/quotes-on-education/</a></li> </ol>

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM**

**GRADE:12th**

<b>Standard: Writing</b>	<b>Conceptual competences What should I know?</b>	<b>Procedural competences What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 12.W.2</b></p> <p>Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection,</p>	<p>The student will prepare and writes a personal narrative, college level essay using appropriate text and vocabulary content.</p>	<p>The student will write a college level essay, applying what they learned in class about meeting its purpose, audience and goal.</p>	<p>The student will ensure consistency and strong planning and organizational skills.</p>	<ol style="list-style-type: none"> <li>After drafting a few essay ideas, the student selects one to take through the writing process.</li> <li>Internet Resource:  <b>How to write an introduction?</b>  <a href="#">(733) Learn to Write an Introduction Paragraph! - YouTube</a>                      How to write the hook?  <a href="#">(733) Discover How to Start Essay with an A+ Hook: STRONG Attention Grabbing Examples - YouTube</a> </li> <li>The student concentrates on writing the introduction and reflective conclusion paragraph to make sure that the essay is meeting its purpose, audience and goal.</li> </ol>



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<p>organization, and analysis of content.</p>				<p><b>4. Internet Recourse:</b>  <a href="#">Expository Text Structures   Expository Text Graphic Organizer (storyboardthat.com)</a>  This site has graphic organizers that can help you organize your ideas before you start writing the informational text; topics will depend on the students' interest.</p>
<p><b>Expectation: 12.W.3</b></p> <p>Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and</p>	<p>The student will define and describes literary elements and techniques in writing.</p>	<p>The student will collaborate in groups to write a shared storyline, integrating the use of effective literary devices.</p>	<p>The student will have the ability coordinate with others to come up with meaningful and well thought plans.</p>	<ol style="list-style-type: none"> <li>1. Discuss the idea of a shared writing activity to create a meaningful storyline. As the students give ideas, they identify each element in the storyline.</li> <li>2. Plot Structure: introduction (exposition), rising action, climax, falling action, and resolution  Internet Rseource: Plot Structure  <a href="https://www.youtube.com/watch?v=7H3_IZUcfVw">https://www.youtube.com/watch?v=7H3_IZUcfVw</a></li> <li>3. Working in groups –  Divide students into groups and have a write-around to develop their own original narratives.</li> </ol>

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structured sequences.				<ol style="list-style-type: none"> <li>4. The student collaborates with details and structured sequence and review transitional words.</li> <li>5. Internet Resource: Transition words (list and examples) <a href="#">Transition Words and Phrases to Improve Your Writing   Grammarly Blog</a></li> <li>6. The student works on a possible resolution for the shared writing of the storyline that was started in class.</li> <li>7. Edit, checking for punctuation and correct grammar.</li> </ol>
<b>Expectation: 12.W.4</b>  Develop and strengthen writing a needed by planning (e.g., outlines and graphic	The student will recognize MLA and APA writing styles and techniques.	The student will apply the formatting guidelines for an MLA or APA paper.	The student will organize and coordinate with others in your school, community, or family.	<ol style="list-style-type: none"> <li>1. Considering the audience, student writes a relatable, up to date, expository paper in MLA or APA writing with the use of citations.</li> <li>2. Student continues organizing his/her paper using the writing process as a guide for final paper.</li> </ol>

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<p>organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.</p>				<p>3. Internet Resource: APA and MLA writing style</p> <p><a href="https://www.youtube.com/watch?v=jN_1F0FO3LY">https://www.youtube.com/watch?v=jN_1F0FO3LY</a></p> <p><a href="https://www.bibliography.com/mla/apa-vs-mla-citation-page/">https://www.bibliography.com/mla/apa-vs-mla-citation-page/</a></p>
	<p>The student will use technology to produce a proposal and be able to link other information flexibly and dynamically.</p>	<p>The student will write and submit a proposal for a major project.</p>	<p>The student will have the ability to see how they can change their community and world.</p>	<p>1. Show “Shots of Awe” video,” How music shapes your world.”</p> <p><a href="https://www.youtube.com/watch?v=cq-d12j13C4">https://www.youtube.com/watch?v=cq-d12j13C4</a>”</p> <p>2. Have students write a response to what they saw. Allow students time to share with their neighbor or whole class. Ask students to write down their response to the question,</p>

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				<p>“How can we use music to help students purge their stress and anxiety?” Allow them time to share.</p> <p>3. Lead students into writing a proposal to get a space to allow students to play and listen to music as a kind of therapy. Students can follow lectures that include the purpose of writing a proposal and the steps of research needed to create a strong proposal and the writing process of proposals.</p>
<b>Expectation: 12.W.6</b> Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the	The student will conduct sustained research project to answer a question.	The student will collaborate in a group report applying research skills learned in class.	The student will become independent thinkers and gatherers of information.	<ol style="list-style-type: none"> <li>1. The student creates authentic problems to research, based on something they are learning in class.</li> <li>2. The student decides who their audience will be and what format they will use for their research.</li> <li>3. The student organizes into small groups and collaborate to work on the problem chosen.</li> </ol>

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inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and college profile research (for job and university search).				<ol style="list-style-type: none"> <li>4. Student continues to work independently on research, and then brings in findings to collaborate with the rest of the group.</li> <li>5. Internet Resource: PRDE Virtual Library <a href="https://biblioteca.dde.pr/">https://biblioteca.dde.pr/</a></li> <li>6. Internet Resource: <a href="#">(733) How to write a thesis for beginners - YouTube</a></li> </ol>
	The student will create an outline for their written work.	The student will write a report applying the steps suggested by the teacher.	The student will share their findings freely and without bias.	<ol style="list-style-type: none"> <li><b>1. Working in pairs-</b> Students will do research with a partner to create a positive collaborative environment. Follow these basic steps to conduct the short research project:  -Choose a topic and decide on terms of reference.  -Conduct your research: school library, Internet research, interviewing an expert.</li> </ol>

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				<ul style="list-style-type: none"> <li>-Write an outline.</li> <li>-Analyze data and record findings.</li> <li>-Recommend a course of action; suggestions.</li> <li>-Revise, edit and publish your work.</li> </ul>