

# English 12 Essential Curriculum

## **Goal I The student will demonstrate the ability to apply concepts of word, phrase, clause, and sentence (including subject-verb).**

Objectives - The student will:

- a. Differentiate connotative from denotative meanings of words. (VSC 1.1.4)
- b. Explain how a dependent (subordinate) clause is a sentence component that can function as a modifier (adjective clause, adverb clause) by: (VSC 4.1.1)
  - Identifying a clause as a group of words with both a subject and verb that functions as a sentence component.
  - Using clauses to add information or details to a sentence (in the same way single word or phrase modifiers are used).
- c. Explain how some words and phrases (gerunds, gerund phrases) can take the place of nouns in a sentence (*Running is my favorite hobby. He hates driving a car at night.*) (VSC 4.1.1)

## **Goal II The student will demonstrate the ability to achieve sentence fluency through sentence combining and sentence composing. (VSC 3.2.3)**

Objectives - The student will:

- a. Use coordination and subordination of sentence components by: (VSC3.2.3)
  - Subordinating sentence components to link or contrast related material.
  - Identifying sentence-combining possibilities during the revision stage of student composing.
- b. Employ sentence combining as a support or scaffolding for original sentence composing by: (VSC 3.2.3)
  - Using particular and identifiable types of phrases and clauses acquired through sentence combining for ongoing composing.
  - Using skills acquired through sentence combining during the revision stage of the composing process to improve sentence maturity.
- c. **Discover how a variety of paragraphs is possible and acceptable from a series of single clusters related by theme or topic by:**

- Exploring the combination of a series of clusters so that a paragraph results from individual sentence combinations.
- Comparing student-generated paragraphs.

- d. **Apply the conventions for punctuating phrases and clauses by:**
- Using commas to set off a nonessential adjective clause.
  - Using a comma to set off an adverb clause where appropriate (e.g., an introductory or interrupting adverb clause, but usually not an adverb clause at the end of a sentence) [\(VSC3.2.3\)](#)

**Goal III      The student will demonstrate the ability to achieve style through the manipulation of syntactic elements.**

Objectives - The student will:

- Vary the placement of individual components (words, phrases, and clauses) as modifiers by:
  - Placing modifiers clearly and effectively in any of three basic positions (introductory, interrupting, closing). [\(VSC 3.2.3\)](#)
- Use coordination and subordination of sentence components effectively by:
  - Improving the rhythm of a composition with appropriate coordination. [\(VSC 3.2.4\)](#)
- Use parallel grammatical components when appropriate by:
  - Identifying situations in which parallel structure is needed (e.g., in a series, in comparisons).
  - c. Eliminate or reconstruct misplaced or dangling modifiers after:
    - Identifying dangling modifiers as phrases or clauses that do not logically seem to modify any word in a sentence (e.g., *Watching television, the screen suddenly went blank.*). [\(VSC 3.2.3\)](#)
  - d. **Revise sentences for conciseness and clarity using specific, precise language.** [\(VSC 3.2.3\)](#)
- Select language to create appropriate tone by:
  - Choosing tone effectively (e.g., humorous, urgent, formal, informal) for purpose and audience.
  - Recognizing how word choice affects tone. [\(VSC 3.2.3\)](#)

**Goal IV      The student will demonstrate the ability to recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)**

Objectives - The student will:

- a. Gain an appreciation of the many different dialects of English through study of oral discourse, film, and literature by describing linguistic variables that define dialect.
- b. Explore the status of Standard English as a language of wider communication in academic and career settings by recognizing how the language of wider communication becomes the language of power.
- c. Identify and use formal and informal language appropriate to a particular purpose and audience by:
  - Employing informal language to achieve a desired literary effect (e.g., anecdote, dialogue, description).
  - Revising a text to address a new audience, purpose, or tone.

## UNIT I: Social Issues In Literature and Life

**Goal 1. The student will demonstrate the ability to respond to a text by employing personal experience and critical analysis.**

Objectives—The student will:

- a. Employ strategic reading to interpret literary and non-literary text by:
  - Identifying social issues within a text
  - Analyzing the purpose and intended audience for selected works [CLG 1.2.3] (VSC 2.1.2)
  - Analyzing passages to assess an author’s beliefs and attitudes [CLG 1.2.3] (VSC 1.2.1)
  - Relating issues in a text to cultural, historical, or contemporary contexts [CLG 1.3.2] (VSC 1.2.4)
  - Relating issues in a text to personal experience [CLG 1.2.5] (VSC 1.2.2)
  - Explaining the interrelationship of literary elements such as plot, characterization, setting, point of view, mood, tone, and theme [CLG 1.2.1-2] (VSC 1.2.1)
  - Assessing the appropriateness of diction, tone, and structure in relation to purpose, content, and audience [CLG 1.3.1] (VSC 2.1.2)
  - Identifying main ideas and supportive evidence
  - **Analyzing and evaluating the writer’s use of rhetorical devices and how the devices affect the literary text G/T**
  - **Making inferential connections between literary and non-literary text by analyzing mood, tone, theme, diction, voice and motifs. G/T (VSC 2.1.3)**
  
- b. Interpret visual and oral communication by:
  - Identifying social issues
  - Analyzing ideas and messages in seminars, debates, or electronic media

- Examining text features such as graphics and spatial arrangements that enhance, elaborate, refine and extend the information in the text (VSC 1.1.2)
- Evaluating the presentation of speeches, lectures, and editorials
- **Assessing visual representations of text through duo interpretation G/T (VSC 6.1.1)**
- Evaluating media presentations of advertisements, news, ideas, and opinions (VSC 2.1.4)
- Evaluating the dramatic presentation of literary texts [CLG 1.3.4] (VSC 2.1.4)
- **Evaluating contemporary images and their relevancy to literary text G/T**
- **Analyzing the relevancy between a 19<sup>th</sup> century political speech which addresses a social issue and a 21<sup>st</sup> century political speech which addresses a social issue. G/T (VSC 2.1.5)**

**Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Objectives—The student will:

- Apply techniques of narrative writing that may be appropriate for a college application essay by: [CLG 2.1.3] (VSC 3.1.1)
  - Composing a personal narrative related to a social issue
  - Creating a character sketch that investigates the relationship of characterization to social issues.
  - **Composing an authentic response to a personal college essay question. G/T**
- Compose an analysis of a literary or non-literary text focusing on social issues by: (VSC 3.1.1)
  - Analyzing the author’s diction, tone, and style
  - **Determining how the author’s diction, tone, and style in an essay support the thoughts presented in short story, novel, play or poem. G/T**
  - Inferring a writer’s intended theme
  - Investigating how literary or non-literary texts reflect contemporary social issues.
- Compose a 25-minute timed response to an SAT-type prompt.
- Produce a real-world writing task such as a timed writing, electronic communication, or a college application.

- e. Assess the language and structure of a text.
- f. **Evaluate the language and structure of a text and how they create tone, mood, and extend textual meaning. G/T**
- g. Express a personal view of a social issue by composing a letter to the editor, a journal response, an editorial, a speech, or an e-mail to a legislator. [CLG 2.1.4]
- h. Apply techniques of creative writing focusing on a social issue in a poem, a dialogue, a play, a monologue, a journal, a character sketch, song lyrics, or a satire. [CLG 2.1.2-3] (VSC 3.1.2)
- i. Compose an oral and/or visual presentation (informational or persuasive) that:
  - Advocates change
  - Proposes a call for action
  - Illustrates an issue
  - **Defends or refutes an argumentative scholarly journal article while persuading the audience G/T**
  - **Explores techniques of formal debate. G/T**
- j. Compose a literary or non-literary documented paper that employs research process techniques. [CLG 2.3.1-5] (VSC 3.1.4)
- k. **Compose an analytical literary documented paper incorporating critical scholarly journal articles. G/T (VSC 3.1.4)**
- l. Use a systematic process such as the Big 6 when recording, documenting, and organizing information by: [CLG 2.3.3] (VSC 3.3.1-4)
  - Identifying appropriate strategies for taking notes
  - Selecting appropriate strategies for organizing source information or notes
  - Gathering information to include or exclude when using a note-taking method
  - Identifying advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
  - Identifying advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
  - Selecting information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- m. Demonstrate an understanding of academic integrity and all its implications.
- n. **Express a personal view of a self-selected article from a professional journal. G/T**

- o. **Compose an AP-type timed writing response to a given prompt by:  
G/T**
  - **Reading a prose passage**
  - **Reading a poetry passage**
  - **Selecting a literary work of merit (open question).**
  
- p. **Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3-4)**
  - Examining word choice
  - Examining ideas
  - Examining sentence fluency
  - Examining word choice
  - Examining voice
  - Examining organization.
  
- r. **Use suitable traditional and electronic resources to refine and edit for effective and appropriate use of language and conventions, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)**

**Goal 3. The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

Objectives—The student will:

- a. Apply concepts of word, phrase, clause, and sentence (including subject-verb) (VSC 4.1.1)
- b. Achieve sentence fluency through sentence combining and sentence composing
- c. Develop style through manipulation of syntactic elements
- d. Recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

**Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

Objectives—The student will:

- a. State and explain a personal response to a social issue that arises from a text. [CLG 4.1] (VSC 1.2.4)

- b. Assess the effectiveness of diction, details, and rhetorical devices in an analytical essay or a personal narrative. [CLG 4.2] (VSC 2.1.1)
- c. **Analyze the effectiveness of poetic devices/ literary devices text. G/T (VSC 2.1.1)**
- d. **Evaluate the textual structure of poetry and how it conveys meaning. G/T**
- e. **Analyze the textual structure of prose and how it relates to the work as a whole. G/T**
- f. **Evaluate the effectiveness of language within non-fiction. G/T (VSC 2.1.1)**

## UNIT II: The Word and The Image

**Goal 1. The student will demonstrate the ability to respond to a text by employing personal experience and critical analysis.**

Objectives—The student will:

- a. Employ strategic reading to interpret literary and non-literary text by:
  - Assessing beliefs and attitudes conveyed by words and images
  - Exploring connections between language arts and visual arts
  - Identifying and assessing the elements of a film that have a specific effect on an audience [CLG 1.3.4] (VSC 2.1.4)
  - Comparing a film with its source material such as a poem, short story, screenplay, play, current or historical event, or photograph
  - Assessing the presentation of news and current events in print and non-print journalism [CLG 1.3] (VSC 1.1.3)
  - Analyzing the purpose and intended audience for selected works [CLG 1.2.3] (VSC 2.1.1)
  - Relating issues in a text to cultural, historical, or contemporary contexts [CLG 1.3.2] (VSC 1.2.4)
  - Relating issues in a text to personal experience [CLG 1.2.5] (VSC 2.1.3)
  - Assessing the appropriateness of diction, tone, and structure in relation to purpose, content, and audience [CLG 1.3.1] (VSC 2.1.1)
  - Identifying significant textual features such as sequence, cause and effect, and rhetorical devices specific to drama or screenplays
  - **Explaining how personal beliefs and attitudes of an author/artist are reflected in literary and non-literary texts G/T (VSC 2.1.4)**

- **Analyzing differences between the text and visual representations while focusing on artist/director’s motives G/T (VSC 2.1.4)**
- **Explaining how two different dramatic productions of the same play may create different audience reactions G/T (VSC 2.1.4)**
- **Analyzing similarities and differences between film and its source material such as a poem, play, or novel G/T**
- **Determining the connection between an artist/writer’s political cartoon, news article, or news column in relation to a literary text G/T**
- **Evaluating the appropriateness of diction, tone, and structure in relation to purpose, content, and audience G/T**
- **Analyzing rhetorical devices specific to drama or screenplays. G/T (VSC 6.1.1)**

b. Interpret visual and oral communication by:

- Explaining how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print media are used to create meaning and evoke response [CLG 1.3.4] (VSC 2.1.4)
- Developing and understanding by comparing texts presented in different media [CLG 1.2.6] (VSC 2.1.4)
- Evaluating the presentation of non-print media [CLG 1.3.4]
- Evaluating the academic validity of electronic communication.
- Identifying and assessing the elements of images that have a specific effect on an audience [CLG 1.3.4]
- **Analyzing how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print media are used to create meaning and evoke response G/T**
- **Evaluating the effectiveness of aspects of images or film through debate. G/T**

**Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Objectives—The student will:

- Apply techniques of narrative writing that may be appropriate for a college application essay by: [CLG 2.1.3] (VSC 3.1.1)
  - Creating a storyboard
  - Composing a story or a screenplay employing narrative techniques
  - **Composing an authentic response to a personal college essay question. G/T**
- Compose an analysis of a literary or non-literary text by: (VSC 3.1.1)

- Identifying and assessing cinematic techniques
  - Evaluating existing film criticism for content, style, and reliability
  - Identifying and assessing the parts of a film which have a specific effect upon an audience
  - Assessing the impact of a film upon an audience
  - Identifying propaganda techniques
  - Inferring a writer's intended theme
  - Assessing the language and structure of a text
  - **Choosing one of the following prompts: G/T**
    - **Analyzing the film's editing and staging while discussing its contribution to the work as a whole in an essay**
    - **Synthesizing how the cinematic elements create the embodied meaning of a film in an essay**
    - **Assessing how numerous cinematic rhetorical devices collectively create one product.**
- c. Compose a 25-minute timed response to an SAT-type prompt.
- d. Express a personal view of the relationship between word and image by composing an essay developed by persuasion. [CLG 2.1.4] (VSC 3.1.2)
- e. **Express a personal review of a self-selected article from a professional journal. G/T (VSC 3.1.1)**
- f. Apply techniques of creative writing by: [CLG 2.1.2-3]
- Imitating the format of a screenplay based on a short story
  - Preparing a dramatic presentation such as a radio play, a one act play, a monologue, or a dialogue
  - Composing a poem in response to a visual image.
- g. Produce a real-world writing task such as a timed writing, electronic communication, or a college application. (VSC 3.1.1)
- h. Compose an oral and visual presentation (informational or persuasive). (VSC 3.1.2)
- i. **Compose an oral presentation by: G/T**
- **Defending or refuting cinematic illustration of a literary work**
  - **Defending or refuting an argumentative scholarly journal article about film making or the film industry.**
- j. Compose a literary or non-literary documented paper that employs research process techniques. [CLG 2.3.1-5] (VSC 3.3.1)

- k. **Compose a documented analytical literary paper incorporating critical scholarly journal articles. G/T (VSC 3.3.1)**
- l. Use a systematic process such as Big6 process for recording, documenting, and organizing information for: [CLG 2.3.3] (VSC 3.3.2-3.3.4)
  - Identifying appropriate strategies for taking notes
  - Selecting appropriate strategies for organizing source information or notes
  - Gathering information to include or exclude when using a note-taking method
  - Identifying advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
  - Identifying advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
  - Selecting information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- m. Demonstrate an understanding of academic integrity and all its implications.
- n. **Compose AP-type timed writing to a given prompt by: G/T**
  - **Analyzing rhetorical devices of film while making connections to literary devices of text**
  - **Evaluating an image and synthesizing its connection to the meaning of the literary text as a whole.**
- o. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3-4)
  - Examining word choice
  - Examining ideas
  - Examining sentence fluency
  - Examining word choice
  - Examining voice
  - Examining organization.
- q. Use suitable traditional and electronic resources to refine and edit narration, exposition, or persuasion for effective and appropriate use of language and conventions, such as capitalization, punctuation, and spelling. [CLG 2.2.5] (VSC 3.2.4)

**Goal 3. The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

Objectives—The student will: (VSC 4.1.1)

- a. Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- b. Achieve sentence fluency through sentence combining and sentence composing.
- c. Develop style through manipulation of syntactic elements.
- d. Recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

**Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

Objectives—The student will:

- a. State and explain a personal response to a print or non-print text. [CLG 4.1] (VSC 2.1.1)
- b. Alter his or her text to present the same content to a different audience via the same or different media. [CLG 4.3.3] (VSC 3.2.3)
- c. **Evaluate the beliefs and attitudes of an author/artist and his/her intended audience. G/T**
- d. **Evaluate the differences between the text and visual representations while focusing on artist/director’s motives. G/T**

**UNIT III: Themes In Literature and Life**

**Goal 1. The student will demonstrate the ability to respond to a text by employing personal experience and critical analysis.**

Objectives—The student will:

- a. Employ strategic reading to interpret literary and non-literary text by:
  - Identifying a general idea or insight about life that an author wishes to convey in a text
  - Identifying specific and universal themes within a text
  - Tracing recurring themes through multiple texts [CLG 1.2.4] (VSC 2.1.3)
  - Examining passages to analyze theme

- Relating themes in a text to cultural, historical, or contemporary contexts [CLG 1.3.5] (VSC 2.1.3)
- Relating themes in a text to personal experience [CLG 1.2.5]
- Explaining the interrelationship of literary elements such as plot, characterization, setting, point of view, mood, tone, and theme [CLG 1.2.1-2] (VSC 1.2.1-2)
- Assessing the appropriateness of diction, tone, and structure in relation to purpose, content, and audience [CLG 1.3.1]
- Establishing thematic connections
- **Evaluating the author’s use of language in relation to the themes and motifs of the text G/T (VSC 2.1.1-2)**
- **Assessing how a cartoonist uses humor to convey his political or social beliefs G/T**
- **Analyzing and evaluating how the author uses numerous elements of fiction to advance the theme. G/T**

b. Interpret visual and oral communication by:

- Identifying a general idea or insight about life presented through visual or oral media
- Examining text features such as graphics and spatial arrangements that enhance, elaborate, refine, and extend thematic information [CLG 1.3.4] (VSC 2.1.4)
- **Evaluating images which reflect the themes and motifs of a literary work G/T**
- **Evaluating the effectiveness of the use of rhetorical devices in relation to the theme(s) of a literary work through debate. G/T**
- **Presenting a duo interpretation to illustrate thematic meaning a literary work. GT**
- **Defending or refuting an argumentative scholarly journal article focused on a work’s theme(s). G/T**
- **Exploring techniques of formal debate to support/ defend thematic text. G/T**

**Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Objectives—The student will:

- a. Apply techniques of narrative writing that may be appropriate for a college application essay by: [CLG 2.1.3] (VSC 3.1.1)
- Composing a first person narrative that reflects a theme or situation from a work of literature
  - Composing a short story employing techniques learned for simple narratives with a clear theme

- **Composing an authentic response to a personal college essay question. G/T**
- b. Compose a thematic analysis of a literary or non-literary text by investigating the relationship of an author's theme to the techniques employed by the writer in the creation of the work. (VSC 3.1.1)
  - c. Compose a 25-minute timed response to an SAT-type prompt.
  - d. Express a personal view of the relationship between a literary theme and an historical or contemporary event.
  - e. Apply techniques of creative writing focusing on a theme in a poem, play, monologue, journal, or character sketch. [CLG 2.1.2-3]
  - f. Produce a real-world writing task such as a timed writing, electronic communication, or a college application.
  - g. Express a personal review of a self-selected article from a professional journal. G/T**
  - h. Compose a literary or non-literary documented persuasive paper that employs research process techniques. [CLG 2.3.1-5] (VSC 3.1.2)
  - i. Compose an analytical literary documented paper incorporating critical scholarly journal articles. G/T**
  - j. Use a systematic process such as the Big6 process for recording, documenting, and organizing information for: [CLG 2.3.3] (VSC 3.3.2, 3.3.4)
    - Identifying appropriate strategies for taking notes
    - Selecting appropriate strategies for organizing source information or notes
    - Gathering information to include or exclude when using a note-taking method
    - Identifying advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
    - Identifying advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
    - Selecting information to include or exclude in a reference citation when using either traditional or electronic sources of information.
  - k. Demonstrate an understanding of academic integrity and all its implications
  - l. Compose an AP-type timed writing response to a given prompt by: G/T**
    - **Responding to a prose passage**

- **Responding to a poetry passage**
- **Selecting a literary work of merit (open question).**

- m. Compose an oral and visual presentation by:
- Illustrating a connection between a literary theme and life
  - Comparing and contrasting literary themes in texts
  - Making thematic connections between written texts and the arts
- o. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
- Examining word choice
  - Examining ideas
  - Examining sentence fluency
  - Examining word choice
  - Examining voice
  - Examining organization.

**Goal 3. The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

Objectives—The student will: (VSC4.1.1)

- Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- Achieve sentence fluency through sentence combining and sentence composing.
- Develop style through manipulation of syntactic elements.
- Recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

**Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

Objectives—The student will:

- State and explain a personal response to a theme that arises from a text. [CLG 4.1] (VSC 2.1.1)

- b. Justify revisions in syntax and diction from a previous draft of his or her text by explaining how the change affects meaning. [CLG 4.3.2] (VSC 3.3.2)
- c. Analyze the effectiveness of poetic devices/ literary devices text. G/T**
- d. Evaluate the textual structure of poetry and how it conveys meaning. G/T**
- e. Analyze the textual structure of prose and how it relates to the work as a whole. G/T**
- f. Evaluate the effectiveness of language within non-fiction. G/T**

#### **UNIT IV: The English Literary Tradition**

**Goal 1: The students will demonstrate the ability to respond to a text by employing personal experience and critical analysis.**

Objectives—The student will:

- a. Employ strategic reading to interpret literary text by:
  - Describing the multitude of cultural and linguistic influences which have shaped the English tradition (VSC 4.1.3)
  - Determining the effectiveness of a poet’s use of rhetorical features [CLG 1.2.3] (VSC 2.1.2)
  - Examining stylistic features characteristic of a particular author or time period [CLG 1.3.2] (VSC 1.2.4)
  - Explaining the interrelationship of literary elements such as plot, characterization, setting, point of view, mood, tone, and theme [1.2.1-2] (VSC 1.2.1)
  - Relating issues in a text to cultural, historical, or contemporary contexts [1.3.2] (VSC 1.2.2)
  - Relating issues in a text to personal experience [1.2.5] (VSC 1.2.2)
  - Assessing the appropriateness of diction, tone, and structure in relation to purpose, content, and audience [1.3.1] (VSC 2.1.2)
  - Recognizing characteristics of an author’s style and technique
  - **Evaluating the author’s use of language in relation to the text G/T**
  - **Analyzing and evaluating use of rhetorical devices and how they affect the literary text G/T**

- **Understanding inferences of literary text through analyzing mood, tone, theme, diction, imagery, and motifs G/T**
- **Characterizing and understanding the author’s style G/T**

b. Interpret visual and oral communication by:

- Evaluating the presentation of spoken poetry to assess the emotional effect on an audience
- Evaluating the presentation of stage plays and reader’s theater [1.3.4] (VSC 2.1.4)
- Identifying features of language characteristic to particular historical periods
- **Presenting a dramatic performance to convey textual meaning.**
- **Analyzing how accompanying text illustrations affect the interpretation of literary works as a whole. G/T**

**Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Objectives—The student will:

- Apply techniques of narrative writing by: [CLG 2.1.3] (VSC 3.2.2)
  - Composing a first person narrative that reflects a theme or situation from a work of English literature
  - Composing a narrative that imitates a writer’s style and technique (VSC 3.1.1)
  - **Compose an authentic response to a personal college essay question. G/T**
- Compose an analysis of a literary text by: (VSC 3.1.1)
  - Exploring the way writers in the English tradition reveal a personal view of their lives and culture while exploring universal themes
  - Exploring a writer’s individual style and technique
  - **Exploring the author’s use of language and how it relates to the literary work as a whole G/T**
  - **Evaluating the effectiveness of elements of a fiction. G/T**
- Compose a 25-minute timed response to an SAT-type prompt.
- Express a personal view, which arises from literature studied, in a journal or reading log. [CLG 2.1.4] (VSC 3.1.2)
- Express a personal review of a self-selected article from a professional journal. G/T**

- f. Apply techniques of creative writing focusing on stylistic elements by: [CLG 2.1.2-3] (VSC 3.1.2)
- Composing poetry which incorporates particular stylistic elements
  - Composing a monologue suitable to a literary or historical figure
  - Creating a stage or radio play with a focus on one or more stylistic elements
  - Creating a letter to a real, historical, or literary figure
  - **Composing a parody of original text. G/T**
- g. Produce a real-world writing task such as a timed writing, a letter or an e-mail to an author, or a college application.
- h. Compose an oral or visual presentation (informational or persuasive).
- i. Compose a literary or non-literary documented paper supported by research. [CLG 2.3.1-5] (VSC 3.1.4)
- j. **Compose an analytical literary documented paper incorporating critical scholarly journal articles. G/T**
- k. Use a systematic process such as the Big6 for recording, documenting, and organizing information for: [CLG 2.3.3] (VSC 3.3.2)
- Identifying appropriate strategies for taking notes
  - Selecting appropriate strategies for organizing source information or notes
  - Gathering information to include or exclude when using a note-taking method
  - Identifying advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
  - Identifying advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
  - Selecting information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- l. Demonstrate an understanding of academic integrity and all its implications.
- m. **Compose an AP-type timed writing response to a given prompt by: G/T**
- **Responding to a prose passage**
  - **Responding to a poetry passage**
  - **Selecting a literary work of merit (open question).**
- p. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
- Examining word choice
  - Examining ideas
  - Examining sentence fluency
  - Examining word choice

- Examining voice
- Examining organization.

**Goal 3. The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

Objectives—The student will: (VSC 4.1.1)

- Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- Achieve sentence fluency through sentence combining and sentence composing.
- Develop style through manipulation of syntactic elements.
- Recognize the power of dialects and the dialect of power (Standard English).

**Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

Objectives—The student will:

- State and explain a personal response to a literary text. [CLG 4.1.1] (VSC 2.1.1)
- Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s creative writing. [CLG 4.2] (VSC 3.3.2)
- Evaluate the effectiveness of diction, structure, syntax, use of figurative language, and rhetorical devices in original student writing. G/T**
- Analyze the effectiveness of poetic devices/ literary devices in an analytical essay. G/T**
- Evaluate the textual structure of poetry and how it conveys meaning of the text. G/T**
- Analyze the textual structure of non-fiction and how it relates to the work as a whole. G/T**

- g. Evaluate the language and structure of a text and how it creates tone, mood, and the meaning of a text. G/T

## Voluntary State Curriculum Grade 12

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.*  
ECLG 1.1

**Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text.** ECLG 1.1.1

### The student will

- *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text\**  
ECLG 1.1.1
- *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text\** ECLG 1.1.1
- *Identify an appropriate purpose for reading the text\** ECLG 1.1.1
- *Identify questions a reader would expect to be answered by reading the text\** ECLG 1.1.1
- *Identify topics of discussion that may enhance a reader's understanding of the text\**  
ECLG 1.1.1
- *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- *Research background information as a preparation for reading*

**Objective 1.1.2: the student will monitor understanding while reading, viewing, and/or listening to a text.** ECLG 1.1.2; ADP A, F

### The student will

- *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text\**  
ECLG 1.1.2, ADP F5
- *Analyze relationships between and among ideas within the text and/or relevant prior knowledge\** ECLG 1.1.2
- *Determine the organizational pattern and use that pattern to define the author's purpose\** ECLG 1.1.2

- *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text\** ECLG 1.1.2
- *Use context to determine the meaning of words and phrases* ECLG 1.1.2, ADP A4
- *Annotate and/or reread wither silently or orally to ask or answer questions about/or summarize the text*
- *Modify initial predictions about topics, ideas, events, and/or themes in the text*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: *The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.*  
ECLG 1.1

**Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text.** ECLG 1.1.3, ADP B, F

**The student will**

- *Paraphrase and/or summarize significant ideas in a text or across texts\** ECLG 1.1.3; ADP B2, B3, F7
- *Compare/Contrast, draw conclusions from, and synthesize significant ideas in a text or across texts\** ECLG 1.1.3; ADP B2, B3, F7, F8
- *Predict the development, topics, or ideas that might logically be included if the text were extended\** ECLG 1.1.3
- *Select from among multiple methods of synthesizing ideas (e.g., summary, critique)* ADP F4
- *Identify areas for further reading or research*
- *Confirm the usefulness of or purpose for reading the text* ECLG 1.1.3

**Objective 1.1.4: Student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words.** ECLG 1.1.2, 3.2.2; ADP A

**The student will**

- *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context\** ECLG1.1.1, ADP A4
- *Differentiate between denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms\** ECLG 3.2.2; ADP A5, A6
- *Apply knowledge of Greek, Latin, and Anglo-Saxon roots, affixes, and cognates to draw inferences about word meaning* ADP A3
- *Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words*
- *Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)*

- *Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms) ADP A7*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2*

**Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts.**  
ECLG 1.2.1, ADP H

**The student will**

- *Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, and moral dilemmas and ambiguities in a work of literature ADP H8*
- *Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot, and credibility of a text*
- *Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot and theme ADP H6*
- *Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2*

**Objective 1.2.2: The student will determine the critical or central idea(s) of a text. ECLG 1.2.5, 1.3.5; ADP F, H**

**The student will**

- *Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, and moral dilemmas and ambiguities in a work of literature ADP H8*
- *Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot, and credibility of a text*
- *Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot and theme ADP H6*
- *Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism) ECLG 1.2*

**Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). ECLG 1.3.2, 4.1.1; ADP H**

**The student will**

- *Analyze the philosophical arguments presented in a literary work and their relationship to the author's position on those arguments*
- *Analyze foundational and other influential U.S. documents for their historical, rhetorical, and literary significance (e.g., The Declaration of Independence, Lincoln's "Gettysburg Address," King's "Letter from Birmingham Jail," Kennedy's Inaugural Address) ADP H2*
- *Apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, essays, biographies, short stories) ADP H3*
- *Interpret a single literary work from multiple critical approaches*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, and informational texts. ECLG 1.2, 4.1, 4.2*

**Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. ECLG 1.2.2, ADP F, H**

**The student will**

- *Analyze similarities in development of narrative elements across multiple works by the same author*
- *Analyze the author's use of episodic, non-linear, episodic, or other non-traditional narrative structures*
- *Explain the relationship between the purpose and the structural characteristics of different forms of fiction, nonfiction, poetry, and drama ADP H3*
- *Analyze the effect of syntax and the arrangement of phrases and sentences and their relationship to author's purpose*
- *Analyze the effect of patterns on organization and their relationship to author's purpose ADP F9*
- *Analyze the effectiveness of organization and structure in accomplishing a purpose ADP F9*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts and other media. ECLG 1

*Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

**Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. ECLG 1.2.3, 4.2.1; ADP B, H**

**The student will**

- *Justify the appropriateness of a specific tone and/or shift in tone for a particular character, speaker, or situation*
- *Analyze the effect of poetic and rhetorical conventions (e.g., epic conventions, metrics, rhyme scheme, rhythm, alliteration, repetition, parallelism) on meaning ADP H5, H9*
- *Analyze the effect of stylistic elements (e.g., allusion, analogy, figurative language, imagery, and symbolism) on meaning ADP B5, H9*
- *Analyze the effect of multiple speakers or a shifting point of view*

- *Analyze the extent to which a systematic use of dialect creates character and advances theme*
- *Analyze the extent to which an author's use of irony contributes to character, plot, or theme*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

**Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts.**  
ECLG 1.1.3, 1.2.4, 1.2.5, ADP H

**The student will**

- *Compare the development of themes/central ideas and/or styles across different literary and historical periods and diverse cultures ADP H9*
- *Analyze the relationship between the development of themes or central ideas and the particular styles of multiple texts ADP H9*
- *Analyze ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) drawn from myth and tradition contribute to theme*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

**Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. ECLG 1.2, 4.1, 4.2**

**The student will**

- *Summarize, compare, draw conclusions about, and synthesize significant ideas between and among non-print texts ADP G2*
- *Explain how structure and delivery (e.g., intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts*
- *Explain how devices unique to a non-print medium (e.g., staging, lighting, blocking, special effects, graphics, music, camera angle) are used to create meaning and evoke response ECLG 1.3.4, ADP G3*
- *Evaluate the ways in which different visual, aural, and electronic media (e.g., television, radio, Internet) use their unique characteristics to inform, persuade, or entertain ADP G1*
- *Critique the delivery and effectiveness of oral presentations, including interviews, oral interpretations, film and stage performances, and historically significant speeches ECLG 3.1.2, ADP B5*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

*Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

**Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text. ADP E, F**

**The student will**

- *Explain why common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) do not prove the point being argued ADP E5*
- *Analyze written and oral communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning ADP E6*
- *Evaluate the credibility of an author's argument by analyzing the validity of the reasoning (e.g., false assumptions, credible evidence, leading questions) and the use of language (e.g., loaded terms, sarcasm) ADP E7*

- *Distinguish between various forms of classical and contemporary logical arguments, including inductive and deductive reasoning, syllogisms and analogies* ADP E7
- *Analyze the use, abuse, and effect of ambiguity, contradiction, paradox, irony, incongruities, and overstatement* ADP F10
- *Evaluate informational and technical texts for their clarity and coherence.* ADP F11

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1*

**Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, resumes). (\*See Appendix A for the HAS ECR Rubric) ECLG 2.1.1, 2.1.2; ADP A, C**

**The student will**

- *Generate and develop a complex thesis on an abstract or inferential subject ADP C3*
- *Use an organizational structure that clarifies and advances the writing purpose (e.g., using multiple paragraphs to develop a single point) ADP C3*
- *Clarify and strengthen ideas with support drawn from both primary and secondary sources*
- *Develop the main ideas within the body of the essay through an appropriate strategy or strategies and with supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
- *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- *Apply language choices that clarify thought and establish and maintain a distinctive voice and tone*
- *Vary sentence structure, fully develop ideas, use clear syntax, and move between and among ideas with clear transitions to maintain audience interest and ensure audience understanding*
- *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas and to achieve syntactic maturity ECLG 3.1.7, 3.1.9*
- *Integrate quotations and citation into a written text skillfully in order to maintain the flow of ideas*
- *Produce work-related texts (e.g., application essays, resumes, and journalistic writing) that address audience needs, use appropriate vocabulary, tone, and style, and adopt an appropriate format ADP C10*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1*

**Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. (\*See Appendix A for the HAS ECR Rubric)**  
ECLG 2.1.4, 2.3.4; ADP A, C

**The student will**

- *Generate and develop a complex thesis representing a multifaceted argument or point of view ADP C3*
- *Use an organizational structure (i.e., a clear introduction, body, and conclusion) that clarifies and advances the writing purpose and demonstrates the logic being used to argue or persuade ADP C3*
- *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations) that addresses the complexity of the thesis*
- *Develop the main ideas within the body of the essay through a variety of supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
- *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- *Apply language choices that establish and maintain a distinctive and knowledgeable voice and tone*
- *Address readers' concerns, counterclaims, biases, and expectations*
- *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion, appeal to ethical belief) in both oral and written arguments*
- *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity ECLG 3.1.7, 3.1.9*
- *Enhance meaning and refining style by employing rhetorical devices (e.g., extended use of parallelism, repetition, and analogy)*
- *Integrate quotations and citations into a written text skillfully to maintain the flow of ideas*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1*

**Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies. ADP, A, B**

**The student will:**

- *Establish and maintain a consistent focus (e.g. a thesis or argument, a judgment about a literary character of text, a clear point of view on a topic) ADP B6*
- *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., narrative, sequential, least to most important ideas, comparison/contrast) ADP B6*
- *Move skillfully from one idea to the next with well-chosen transitional words, expressions, and other devices) ADP B6*
- *Apply language choices that maintain a distinctive voice and an effective tone*
- *Use effective rhetorical devices to establish rapport with the audience, clarify ideas, and attend to audience interest and understanding*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1*

**Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. ADP A, C, D5**

**The student will**

- *Generate and develop a controlling idea or thesis representing a multifaceted argument, issue, problem, or topic*
- *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., cause/effect, sequential, part to whole)*
- *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations)*
- *Apply language choices that maintain a distinctive voice and an effective tone*

Standard 3: the student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formants and for a variety of audiences and purposes. ECLG 2.1*

**Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea. ADP C, G**

**The student will**

- *Establish and maintain a distinctive point of view or argument*
- *Draw on the characteristics of the medium to generate and maintain organizational structure.*
- *Determine when technology (e.g., computers, software, digital video) is the best medium or communicating ideas and selecting the appropriate technology to accomplish a specific purpose ADP C7*
- *Move comfortably between and among multiple technologies incorporated throughout the presentation*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2.3

*Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2*

**Objective 3.2.1: The student will prepare for writing by generating and developing ideas. ECLG 2.2.1, ADP C**

**The student will**

- *Identify an appropriate prewriting strategy for a specific purpose or topic\* ECLG 2.2.1*
- *Identify relevant sources of information\* ECLG 2.2.1, ADP C1*
- *Plan writing (e.g., note taking, graphic organizers, informal outlines) ADP C1*
- *Gather initial informational from a variety of print, non-print, and human sources and evaluate its usefulness ADP C1*

**Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. ECLG 2.2.2, APD C**

**The student will**

- *Select a logical sequence of ideas or sentences\* ECLG 2.2.2*
- *Determine an appropriate organizational structure emphasizing purpose and/or audience\* ECLG 2.2.2*
- *Select or delete information to suit a given purpose or audience\* ECLG 2.2.2*
- *Identify the logical placement of a sentence or paragraph with a text\* ECLG 2.2.2*
- *Synthesize information from multiple sources ECLG 2.3.5*
- *Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)*
- *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing ADP C3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

*Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speaker. ECLG 2.2*

**Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.1.4, 3.3.1, 4.3.1; ADP C5**

**The student will**

- *Revise sentences to complete/expand ideas through the use of*
  - *logical and succinct subordination*
  - *subordination to show space or time, cause or effect, condition, concession*
  - *conciseness (eliminating awkward constructions)*
  - *effective sentence fragments to achieve a writing purpose (e.g., emphasis, informality, transition)*
- *Attend to audience needs through*
  - *eliminating weaknesses in evidence or support*
  - *using varied transitional structures (e.g., repetition, contrast)*
  - *improving the logic and coherence of the organization and controlling idea*
  - *varying sentence and type appropriate to purpose (e.g., expanding to add details, combining to coordinate and subordinate ideas)*
- *Control language structures by*
  - *inverting word order for effectiveness*
  - *employing rhetorical devices, including the extended use of parallelism, repetition, and analogy*
  - *selecting fresh and vivid language that establishes and maintains a distinctive voice and tone*
  - *using stylistic features (e.g., irony, hyperbole, understatement) and related elements for specific rhetorical and aesthetic purposes*
  - *adjusting the level and style of language, formal and informal, relative to the specific audience, situation, or purpose ECLG 3.2.1*
- *Edit texts by using internalized knowledge to identify and correct errors in*
  - *use of commonly misused words (among/between, fewer/less, amount/number, farther/further)*
  - *commas: in footnotes, with figures, to prevent misreading, between short sentences*
  - *semicolons: in in-text citations, in series items*
  - *colons: in bibliographic citations and in-text citations, with quotations*
  - *hyphens: in multi-word adjectives*
  - *ellipses*
- *Justify revisions in syntax and diction from a previous draft of a text ECLG 4.3.2*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2,3

*Indicator 3.2: The student will compose texts using prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2*

**Objective 3.2.4: The student will use general and specialized resourced to correct or confirm revisions and/or editorial choices. ECLG 2.2.5, 3.3.2; ADP A**

- *Justify corrections and/or revisions with internalized knowledge more than from general and specialized resources.*
- *Recognize when internalized knowledge is insufficient and consult an appropriate resource for accuracy*

**Objective 3.2.5: The student will prepare the final product for presentation or publication. ECLG 2.2.6, ADP D**

**The student will**

- *Meet prescribed process deadlines ADP D4*
- *Observe all manuscript requirements*
- *Submit oral and written work within prescribed time and/or length requirements ADP D4*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.3: The student will locate, retrieve, and use information form various sources to accomplish a purpose. ECLG 2.3 ADP D4*

**Objective 3.3.1: The student will narrow a research topic and generate a guiding research question, thesis, or controlling argument. ADP D**

**The student will**

- *Define the research problem and compose a focused research question ADP D1*
- *Identify the information needed and possible sources for that information*
- *Compose a working thesis statement or controlling argument*

**Objective 3.3.2: The student will assess the appropriateness of sources of information on a self-selected and/or given topic. ECLG 2.3.1, ADP D3**

**The student will**

- *Determine the appropriateness of a source to accomplish a purpose\** ECLG 2.3.1
  - *dictionary\** ECLG 2.3.1
  - *thesaurus\** ECLG 2.3.1
  - *encyclopedia\** ECLG 2.3.1
  - *magazines\** ECLG 2.3.1
  - *newspapers\** ECLG 2.3.1
  - *fiction and nonfiction books\** ECLG 2.3.1
  - *card catalogue (traditional and electronic)\** ECLG 2.3.1
  - *on-line websites and electronic resources\** ECLG 2.3.1
- *Use various information sources (e.g., traditional and electronic, including CR-DOM products and online services; direct observation, interview, survey) to obtain information on a self-selected and/or given topic* ECLG 2.3.3, ADP D2
- *Assess the advantages, disadvantages, or limitations of sources of information* ECLG 2.3.3, ADP D3

**Objective 3.3.3: The student will evaluate the appropriateness of information to accomplish a purpose. ECLG 2.3.3, ADP D3**

**The student will**

- *Assess the accuracy, honesty, reliability of the information (e.g., the author's credentials, the URL extension .gov vs .alt), the webmaster's contact information)\** ECLG 2.3.3, ADP D3
- *Assess the currency and availability of the information (e.g., copyright dates, web site updates, library and online collections)\** ECLG 2.3.3, ADP D3
- *Assess the variety of types of information (e.g., traditional print and online materials, maps, non-print texts, human resources)* ECLG 2.3.3, ADP D3
- *Assess the comprehensiveness of the information (e.g., multiple points of view, all aspects of an argument)* ECLG 2.3.3, ADP D3

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

*Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. ECLG 2.3.3; ADP C, D*

**Objective 3.3.4: The student will use a systematic process for recording and documenting information. ECLG 2.3.3; ADP C, D**

**The student will**

- *Select from among a variety of suitable research methods (e.g., library, electronic media, personal interview, observation, surveys) to elicit and present evidence from primary and secondary sources ADP D3*
- *Select from among multiple methods of recording, organizing, and documenting information (e.g., anecdotal, scripting, highlighting, note cards, annotated bibliographies) ADP D3*
- *Apply appropriate interviewing techniques and compiling and reporting responses*
- *Determine information that should be documented\* ECLG 2.3.3*
- *Identify information to include or exclude in a reference citation when using either traditional and electronic sources of information\* ECLG 2.3.3*
- *Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using manuals ADP C6, D5*
- *Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals ADP D5*
- *Use in-text citations properly*
- *Prepare a works cited page of reference materials*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

*Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1*

**Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function, and the grammatical classification of words. ECLG 3.1.3**

**The student will**

- *Modify the position or form of words and phrases to strengthen or clarify the relationships between ideas in a sentence*
- *Apply absolute phrases and elliptical clauses to clarify the relationships between ideas in a sentence*
- *Explain the meaning, purpose, and effect of syntactic variations (e.g., incomplete and inverted syntax)*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

*Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1*

**Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. ECLG 3, ADP A**

**The student will**

- *Distinguish between colloquial and nonstandard English*
- *Assess situations for the appropriateness of formal versus informal language ECLG 3.2.1*
- *Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding ADP A*

**Objective 4.1.3: The student will apply knowledge of the history and development to the English language in order to analyze and explain its dynamic nature.**

**The student will**

- *Explain the influence of historical, political, scientific, technological, and cultural developments on the creation of new words*
- *Describe the origins and meanings of common words and foreign words and phrases used frequently in written English, and show their relationship to historical events and/or developments*
- *Describe historical changes in English usage and grammar*
- *Analyze how the English language has been developed and influenced by as well as exerted influence upon other languages, world literature, and world cultures*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

*Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1*

**Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating. SFS 3.1.1**

**The student will**

- *Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting) SFS 3.1.1*
- *Identify an appropriate message(s) for specific situations SFS 3.1.1*
- *Determine audiences knowledge and interest and anticipate audience response SFS 3.1.1*

**Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes ADP B**

**The student will**

- *Process skills*
  - *Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving problem; planning a task) ADP B7*
  - *Offer input in a constructive, socially acceptable manner ADP B7*
  - *Ask appropriate questions for clarification and extension ADP B7*
  - *Listen actively to others ADP B7*
  - *Assume leadership and subordinate roles as necessary ADP B7*
- *Content understanding*

- *Summarize the positions or main points made by the other members of the group ADP B7*
- *Identify connections, disparities, strengths, and weaknesses among the differing positions in the group ADP B7*
- *Suggest ways to arbitrate differing positions without diminishing either the position or its proponent ADP B7*
- *Cite evidence to justify maintaining or modifying one's own position ADP B7*
- *Accept ambiguity and lack of consensus among the group members ADP B7*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

*Indicator 5.1: The student will plan for, contribute to , and analyze successful oral communication. SFS 3.1*

**Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).**

**The student will**

- *Analyze the extent to which the group achieves its stated goal or purpose*
- *Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)*
- *Conduct a self-evaluation using previously established criteria*
- *Suggest strategies for improvement of identified weaknesses*
- *Set both group and individual goals for future large- and small-group collaboration*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats.  
SFS 3

*Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6*

**Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions). ADP A, B**

**The student will**

- *Vary diction to include appropriate technical language, idioms and allusions (e.g., literary, classical, biblical) that enhance the speaker's message ADP A5*
- *Effectively integrate elements of classical speech forms (i.e., introduction, transitions, body, and conclusion) in formulating arguments*
- *Establish an organization (e.g., comparison/contrast, sequence, or chronology) that enhances the message and facilitates the delivery of that message*
- *Vary transitions to enhance the structure and delivery of the presentation ADP B6*
- *Support assertions and judgments with a variety of evidence to clarify the main points and attend to audience needs and interest*
- *Produce concise notes and delivering extemporaneous speeches*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

*Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6*

**Objective 5.2.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP A, B**

**The student will**

- *Vary diction to include appropriate technical language, idioms, and allusions (e.g., literary, classical, biblical, cultural) that enhance the speaker's message ADP A5*

**Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.**

**The student will**

- *Analyze the relationship among purpose, form, and audience to select the most effective props, visual aids, and electronic media*
- *Select and incorporate effectively a variety of visual aides to convey information and maintain audience interest*

Standard 6: The student will listen in a variety of situations and for a variety of purposes. SFS 3.2.2

*Indicator 6.1: The student will process and analyze information presented orally.*

**Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages. SFS 3.2.2**

**The student will**

- *Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation) SFS 3.2.2*
- *Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning) SFS 3.2.2*
- *Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace) SFS 3.2.2*

**Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally. ADP B**

**The student will**

- *Identify pertinent information or details and disregard unimportant or extraneous information*
- *Restate the thesis of a speech and the elements that develop it ADP B4*
- *Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech of focused discussion) ADP B2, B3*
- *Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject*
- *Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form SFS 3.2.2*
- *Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information ADP B1*

**Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.**

**The student will**

- *Determine the connection between specific nonverbal cues and cultural background*
- *Determine the significance of facial expressions and hand gestures*
- *Determine the effect of proxemics (personal space) on the speaker, receiver, and the message*
- *Determine the significance of kinesics (body movement) and touch*
- *Determine the significance of paralanguage (e.g., intonation, rhythm, speed)*