



## 2008-9 STANDARDS AND BENCHMARKS LANGUAGE ARTS GRADES 6-12

### GRADE SIX

Sixth grade students use oral language, written language, and other media/technology for expressive, informative, persuasive, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on expressive communication, students also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of persuasive techniques.
- Critically analyze print and other forms of communication.
- Use effective sentence construction and edit sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

#### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.***

#### **Expressive Communication**

**B1.01 The student will use language to express individual perspectives drawn from personal or related experience.**

- CI 1 The student will write or tell an expressive account (i.e., autobiographies, journals, friendly letters, accounts) by:
- a. using a coherent organizing structure appropriate to purpose, audience, and context
  - b. establishing the significance of an event or events
  - c. using remembered feelings and specific details
  - d. using a range of appropriate communication techniques (i.e., dialogue, suspense)
- CI 2 The student will comprehend expressive materials that are read, heard, and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies
  - b. analyzing the effects on texts of literacy devices (i.e., figurative language, dialogue, flashback)
  - c. determining how literary elements (i.e., setting, characterization, point of view, mood, theme) impact the meaning of text
  - d. making connections text-to-text, text-to-self and text-to-world
  - e. making inferences during and after
  - f. determining the main idea and/or significance of events
  - g. making and adjusting predictions
  - h. visualizing
- CI 3 The student will interact appropriately in group settings by:
- a. listening attentively
  - b. contributing relevant comments connecting personal experiences to content

- c. monitoring understanding of the discussion and seeking clarification as needed
- CI 4 The student will reflect on learning experiences by:
- a. describing learning growth and changes in personal perspective
  - b. interpreting how personal circumstances and background shape interaction with text
  - c. generating a learning log or journal

### **Informative Communication**

#### **B1.02 The student will explore and analyze information from a variety of sources.**

- CI 1 The student will comprehend informative materials that are read, heard, and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies
  - b. making connections text-to-text, text-to-self and text-to-world
  - c. summarizing information
  - d. determining the importance and accuracy of information
  - e. comparing and/or contrasting information
  - f. making inferences during and after
  - g. asking questions of themselves, the authors they encounter, and the information they process
- CI 2 The student will use multiple sources of print and other forms of information to develop and present informative materials (i.e., brochures, newsletters, or power point presentations) by:
- a. exploring a variety of sources from which information may be attained
  - b. identifying and using text features (i.e., font, captions, headings)
  - c. analyzing the effects and accuracy of information in student presentations (i.e., rubrics, museum walks)

### **Persuasive Communication**

#### **B1.03 The student will recognize and examine the use of persuasion.**

- CI 1 The student will comprehend persuasive works that are read, heard, and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies
  - b. analyzing the characteristics of persuasive works
  - c. summarizing the author's purpose and stance
  - d. determining the importance of author's word choice and focus
  - e. making inferences during and after
- CI 2 The student will explore the argumentative process by:
- a. studying examples that present a clear opinion, with stated reasons supporting the opinion
  - b. preparing individual and/or group essays and presentations that include an opinion supported by examples, facts, and reasons that make the opinion more convincing to the reader

### **Critical Communication**

#### **B1.04 The student will use critical thinking skills and create criteria to evaluate print and other media.**

- CI 1 The student will determine the purpose of the author by:
- a. identifying apparent or hidden messages and/or propaganda techniques
  - b. identifying the underlying assumptions of the author
- CI 2 The student will develop and apply rubrics, with strategic criteria, to evaluate the quality of print or non-print communication by:
- a. using knowledge of language structure and literary or media techniques
  - b. identifying relevant evidence, reasons, and information

## Literary Genre

### **B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

- CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:
  - a. reading self-selected literature and other materials of individual interest
  - b. reading literature and other materials selected by the teacher
  - c. discussing literature in teacher-student conferences and small group discussions
  - d. taking an active role in whole class discussions
  - e. exploring relationships among characters, themes or experiences
- CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) by:
  - a. reading a variety of text (i.e., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse)
  - b. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution)
  - c. interpreting how genre-specific characteristics impact the meaning of the work

### ***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

## Grammar and Language Usage

### **B2.01 The student will apply conventions of grammar and language usage.**

- CI 1 The student will demonstrate an understanding of conventional written and spoken expression by:
  - a. using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons
  - b. using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence
  - c. demonstrating the different roles of the parts of speech in sentence construction.
  - d. using phrases correctly (i.e., prepositional phrases, appositives,)
  - e. determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words
  - f. exploring the use of dialects and of standard English
  - g. developing an awareness of language conventions and usage during oral presentations
- CI 2 The student will identify and edit errors in spoken and written English by:
  - a. reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled
  - b. producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization
  - c. developing an awareness of errors in everyday speech

## **GRADE SEVEN**

Seventh grade students use oral language, written language, and other media/technology for expressive, informative, persuasive, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in seventh grade is placed on persuasion, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and other forms of communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.***

#### **Expressive Communication**

**B1.01 The student will use language to express individual perspectives in response to personal, social, cultural, and historical issues.**

- CI 1 The student will narrate (write or tell) an expressive account (fictional or nonfictional) which:
  - a. demonstrates a coherent organizing structure appropriate to purpose, audience, and context.
  - b. engages the reader/listener through personal perspectives.
  - c. establishes the significance of events.
- CI 2 The student will respond to expressive materials that are read, heard, and/or viewed by:
  - a. monitoring comprehension and applying *fix-up strategies*.
  - b. visualizing.
  - c. making connections text-to-text, text-to-self and text-to-world.
  - d. making inferences during and after.
  - e. determining the main idea and/or significance of events.
  - f. making and adjusting predictions.
  - g. synthesizing information within and across text and other media.
  - h. asking questions of themselves, the authors they encounter, and the information they process.
- CI 3 The student will interact appropriately in group settings by:
  - a. responding to comments and questions.
  - b. offering personal opinions confidently without dominating.
  - c. giving valid reasons that support opinions.
  - d. requesting and respecting another person's opinion.
- CI 4 The student will reflect on learning experiences by:
  - a. analyzing learning growth and changes in personal perspective.
  - b. interpreting how personal circumstances and background shape interaction with text.
  - c. generating a learning log or journal.
  - d. maintaining an annotated list of works read/viewed.

#### **Informative Communication**

**B1.02 The student will synthesize and use information from a variety of sources.**

- CI 1 The student will respond to informative materials that are read, heard, and/or viewed by:

- a. monitoring comprehension and applying *fix-up strategies*.
  - b. making connections text-to-text, text-to-self and text-to-world.
  - a. making inferences during and after.
  - b. determining the importance and accuracy of information.
  - c. making and adjusting predictions.
  - d. restating and summarizing information.
  - e. synthesizing information within and across text and other media.
  - f. asking questions of themselves, the authors they encounter, and the information they process.
  - g. comparing and/or contrasting information.
- CI 2 The student will use multiple sources of print and different forms of information in developing and presenting informative materials (such as brochures, newsletters, and power point presentations) through:
- a. identifying and using appropriate primary and secondary sources.
  - b. comparing, contrasting, and evaluating information from different sources about the same topic.
  - c. evaluating information for insignificant details, inconsistencies, relevant facts, and organization.

### **Persuasive Communication**

#### **B1.03 The student will refine the understanding and use of persuasion.**

- CI 1 The student will explore and analyze persuasive works that are read, heard and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies.
  - b. making inferences.
  - c. summarizing the author's purpose and stance.
  - d. identifying the arguments and positions stated or implied and the evidence used to support them.
  - e. recognizing bias, emotional factors, and/or semantic slanting.
  - f. examining the effectiveness of style, tone, and use of language.
  - g. examining the importance and impact of establishing a position or point-of-view.
  - h. making connections between works, self and related topics.
  - i. questioning and responding to public documents (i.e., editorials, reviews, local/state/national policies/issues).
- CI 2 The student will explore and analyze the problem-solution process by:
- a. studying problems and solutions within various texts and situations.
  - b. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
  - c. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.
- CI 3 The student will study and create arguments that persuade by:
- a. understanding the importance of establishing a firm judgment.
  - b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details.
  - c. creating an organizing structure appropriate to purpose, audience, and context.

### **Critical Communication**

#### **B1.04 The student will refine critical thinking skills and create criteria to evaluate print and other media materials.**

- CI 1 The student will analyze the purpose of the author or creator by:

- a. monitoring comprehension.
  - b. examining and evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
  - c. understanding the effects of author's craft on the reader/viewer/listener.
- CI 2 The student will develop and apply rubrics, with strategic criteria, to evaluate the quality of print or non-print communication by:
- a. using knowledge of language structure and literary or media techniques.
  - b. identifying relevant evidence, reasons, and information.
- CI 3 The student will recognize and develop the stance of a critic by:
- a. considering and presenting alternative points of view or reasons.
  - b. creating a critical response/review of a work/topic.

### **Literary Genres**

#### **B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

- CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:
- a. reading self-selected literature and other materials of individual interest.
  - b. reading literature and other materials selected by the teacher.
  - c. assuming an active role in teacher-student conferences.
  - d. engaging in small group discussions.
  - e. taking an active role in whole class discussions.
  - f. analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion and irony.
  - g. analyzing examples of distortion and stereotypes.
  - h. analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.
  - i. analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.
  - j. extending understanding by creating products for different purposes, different audiences and within various contexts.
  - k. analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.
- CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:
- a. reading a variety of text (e.g. mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).
  - b. analyzing what genre-specific characteristics have on the meaning of the work.
  - c. analyzing how the author's choice and use of a genre shapes the meaning of the literary work.
  - d. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution.
  - e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution).
  - f. identifying and analyzing text features (e.g. layout, captions, headings).

#### ***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

### **Grammar and Language Usage**

#### **B2.01 The student will apply conventions of grammar and language usage.**

- CI 1 The student will model an understanding of conventional written and spoken expression by:

- a. using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
  - b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
  - c. applying the parts of speech to clarify language usage.
  - d. using pronouns correctly, including clear antecedents and correct case.
  - e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses).
  - f. determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
  - g. extending vocabulary knowledge by learning and using new words.
  - h. determining when and where dialects and standard/nonstandard English usage are appropriate.
  - i. applying language conventions and usage during oral presentations.
  - j. choosing language that is precise, engaging, and well suited to topic and audience.
  - k. experiment with figurative language and speech patterns.
- CI 2 The student will continue to identify and edit errors in spoken and written English by:
- a. using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
  - b. mastering proofreading symbols for editing.
  - c. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
  - d. listening to and monitoring self to correct errors.

## **Grade Eight**

Eighth grade students use oral language, written language, and other media/technology for expressive, informative, persuasive, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of persuasive techniques.
- Critically analyze print and other forms of communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.***

#### **Expressive Communication**

**B1.01 The student will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

- CI 1 The student will narrate a personal account by:
- a. creating a coherent organizing structure appropriate to purpose, audience, and context.
  - b. establishing a point of view and narrows focus.

- c. using remembered feelings.
  - d. selecting details that best develop the topic.
  - e. connecting self to society.
- CI 2 The student will analyze expressive materials that are read, heard, and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies
  - b. making connections text-to-text, text-to-self and text-to-world
  - c. making inferences during and after
  - d. generating a learning log or journal
  - e. maintaining an annotated list of works that are read or viewed, including personal reactions
  - f. taking an active role in and/or leading formal/informal book/media talks
- CI 3 The student will interact appropriately in group settings by:
- a. sharing personal reactions to questions raised.
  - b. giving reasons and citing examples from text in support of expressed opinions.
  - c. clarifying, illustrating, or expanding on a response.
- CI 4 The student will reflect on learning experiences by:
- a. evaluating how personal perspectives are influenced by society, cultural differences, and historical issues
  - b. evaluating personal circumstances and background that shape interaction with text
  - c. appraising changes in self throughout the learning process

### **Informative Communication**

#### **B1.02 The student will use and evaluate information from a variety of resources.**

- CI 1 The student will analyze and evaluate informative materials that are read, heard, and/or viewed by:
- a. monitoring comprehension and applying fix-up strategies
  - b. recognizing the characteristics of informative materials
  - c. summarizing information
  - d. determining the importance and accuracy of information
  - e. making connections to related topics/information
  - f. drawing inferences and conclusions
  - g. generating questions about the information
  - h. synthesizing information within and across text and other media
- CI 2 The student will use multiple informative sources of print and other media to explore and create research products in both written and presentational forms by:
- a. determining purpose, audience, and context
  - b. narrowing the focus
  - c. recognizing and/or choosing a relevant topic
  - d. choosing appropriate methods of investigation such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media
  - e. gathering and organizing information to support purpose (i.e., note cards, paraphrase, list sources, outline)
  - f. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
  - g. supporting ideas with examples, definitions, and direct references to primary and secondary sources
  - h. recognizing and/or selecting presentational format (i.e., video, essay, interactive technology) appropriate to audience
  - i. recognizing the use of and/or employing graphics (i.e., charts, diagrams, graphs) to enhance the communication of information

- j. presenting information using notes and/or memory aids
- k. noting and/or citing sources used.

### **Persuasive Communication**

#### **B1.03 The student will continue to refine the understanding and use of persuasion.**

- CI 1 The student will explore and evaluate persuasive works that are read, heard and/or viewed by:
  - a. monitoring comprehension and applying fix-up strategies.
  - b. identifying the arguments and positions stated or implied and the evidence used to support them.
  - c. identifying the social context of the argument.
  - d. recognizing the effects of bias, emotional factors, and/or semantic slanting.
  - e. comparing the argument and counter-argument presented.
  - f. identifying the author's purpose and stance.
  - g. making connections between works, self, and related topics.
  - h. responding to public documents (i.e., editorials, reviews, local/state/national policies/issues).
- CI 2 The student will evaluate and create arguments that persuade by:
  - a. establishing a context and a personal voice.
  - b. developing a thesis that makes a clear and knowledgeable judgment.
  - c. organizing details, reasons, and examples effectively and persuasively to address purpose, audience, and context.
  - d. anticipating and addressing reader/listener concerns and counterarguments.

### **Critical Communication**

#### **B1.04 The student will continue to refine critical thinking skills and create criteria to evaluate print and other forms of communication.**

- CI 1 The student will analyze the purpose of the author or creator and the impact of that purpose by:
  - a. monitoring comprehension.
  - b. evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
  - c. evaluating the effects of author's craft on the reader/viewer/listener.
- CI 2 The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:
  - a. using knowledge of language structure and literary or media techniques.
  - a. drawing conclusions based on relevant evidence, reasons, and information.
  - b. considering the impact of those conclusions.
- CI 3 The student will develop and defend the stance of a critic by:
  - a. considering alternative points of view or reasons.
  - b. constructing a critical response/review of a work/topic.

### **Literary Genre**

#### **B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

- CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:
  - a. reading self-selected literature and other materials of individual interest.
  - b. reading literature and other materials selected by the teacher.
  - c. assuming an active role in teacher-student reading conferences.
  - d. leading small group discussions.
  - e. taking an active role in whole class discussions.
  - f. analyzing the effects on texts of literary devices (i.e., figurative language, dialogue, flashback, allusion irony).

- g. analyzing the effects of literary elements (i.e., plot, theme, characterization, mood, style, tone).
  - h. discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
  - i. analyzing and evaluating themes and central ideas in literature and other texts in relation to personal issues/experiences.
  - j. extending understanding by creating products for different purposes, different audiences and within various contexts.
  - k. analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.
- CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:
- a. reading a variety of text (e.g. young adult novels, short stories, biographies, plays, free verse, narrative poems).
  - b. evaluating what impact genre specific characteristics have on the meaning of the text.
  - c. evaluating how the author's choice and use of a genre shapes the meaning of the literary work.
  - d. evaluating what impact literary elements have on the meaning of the text.

***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

### **Grammar and Language Use**

#### **B1.06 The student will apply conventions of grammar and language usage.**

- CI 1 The student will model an understanding of conventional written and spoken expression by:
- a. using a variety of sentence types, punctuating them properly, and avoiding fragments and run-ons.
  - b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
  - c. applying the parts of speech to clarify language usage.
  - d. using pronouns correctly, including clear antecedents and correct case.
  - e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses).
  - f. determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
  - g. extending vocabulary knowledge by learning and using new words.
  - h. evaluating the use and power of dialects in standard/nonstandard English usage.
  - i. applying language conventions and usage during oral presentations.
- CI 2 The student will continue to identify and edit errors in spoken and written English by:
- a. using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
  - b. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
  - c. self correcting errors in everyday speech.
  - d. independently practicing formal oral presentations.

## ENGLISH I

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expository, argumentative, and literary purposes.

In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support an informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions

### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication .***

#### **Expressive Communication**

**B1.01 The student will express reflections and reactions to print and non-print text and personal experiences**

- CI 1 The student will narrate personal experiences by:
  - a. include scenes and incidents located effectively in time and place
  - b. include vivid impressions of being in a setting and a sense of engagement in the events
  - c. presents an appreciation for the significance of the account
  - d. include the narrator's personal voice
- CI 2 The student will respond reflectively, individually and in groups, to a variety of expressive texts (i.e., memoirs, vignettes, narratives, diaries, monologues, personal responses) by:
  - a. demonstrating a clear understanding based on a careful consideration of the text
  - b. demonstrating connections to the text based on the student's personal and cultural influences
- CI 3 The student will demonstrate the ability to comprehend a variety of increasingly complex expressive print and non-print appropriate to grade level and course literary focus by:
  - a. selecting, monitoring and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - c. making inferences based on text
  - d. making connections text-to-text, text-to-self and text-to-world
  - e. analyzing and evaluating the effects of author's craft and style

#### **Informative Communication**

**B1.02 The student will explain meaning, describe processes, and answer research questions to inform an audience.**

- CI 1 The student will explain commonly used terms and concepts by:
  - a. clearly stating the subject to be defined
  - b. classifying the terms and identifying distinguishing characteristics
  - c. organizing ideas and details effectively

- d. using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas
- e. demonstrating a clear sense of audience and purpose
- CI 2 The student will instruct an audience how to perform specific operations or procedures by:
  - a. considering the audience's degree of knowledge or understanding
  - b. providing complete and accurate information
  - c. using visuals and media to make presentations/products effective
  - d. using layout and design elements to enhance presentation/product
- CI 3 The student will form and refine a question for investigation, using a topic of personal choice, and answer that question by:
  - a. choosing appropriate methods of investigation such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media
  - b. prioritizing and organizing the information
  - c. incorporating effective media and technology to inform or explain
  - d. reporting the research in an appropriate written and/or presentational form for a specified audience
  - e. using appropriate research skills (i.e., citing sources)
- CI 4 The student will demonstrate the ability to comprehend a variety of increasingly complex informative print and non-print appropriate to grade level and course literary focus by:
  - a. selecting, monitoring and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - c. identifying and analyzing organizational features (i.e., font, headings, captions, graphics) and evaluating their impact on the text
  - d. demonstrating comprehension of main idea and supporting details
  - e. summarizing/paraphrasing key events and/or points from text
  - f. making inferences based on text
  - g. synthesizing information within and across text and other media
  - h. **generating questions**

### **Persuasive Communication**

#### **B1.03 The student will examine argumentation and develop informed opinions**

- CI 1 The student will study argumentation by:
  - a. examining relevant reasons and evidence
  - b. analyzing style, tone, and use of language for a particular effect
  - c. identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases
  - d. identifying and analyzing rhetorical strategies that support proposals
- CI 2 The student will express and support an informed opinion by:
  - a. stating a personal view which is logical and coherent
  - b. providing relevant and convincing reasons
  - c. using various types of evidence, such as experience or facts
  - d. using appropriate and effective language and organizational structure for the audience and purpose
  - e. demonstrating awareness of the possible questions, concerns, or counterarguments of the audience
- CI 3 The student will demonstrate the ability to comprehend a variety of increasingly complex persuasive print and non-print appropriate to grade level and course literary focus by:

- a. selecting, monitoring and modifying as necessary reading strategies appropriate to reader's purpose
- b. providing textual evidence to support understanding of and reader's response to text
- c. making inferences based on text
- d. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences
- e. asking questions of authors, self and print and non-print texts

### **Critical Communication**

#### **B1.04 The student will create and use standards to critique communication**

- CI 1 The student will evaluate the effectiveness of oral, written, or visual communication by:
  - a. identifying the use of presentational strategies
  - b. applying a set of predetermined standards (i.e., rubrics)
  - c. comparing effective strategies used in various presentations/products
  - d. creating an additional set of standards and applying them to the presentation/product
- CI 2 The student will demonstrate the ability to evaluate a variety of increasingly complex print and non-print texts appropriate to grade level and course literary focus by:
  - a. selecting, monitoring and modifying as necessary reading strategies appropriate to reader's purpose
  - b. providing textual evidence to support understanding and reader's response to text
  - c. summarizing key events and/or points from text
  - d. making inferences based on text
  - e. making connections between and among works, self and related topics
  - f. asking questions of authors, self and print and non-print texts

### **Literary Genre**

#### **B1.05 The student will demonstrate understanding of various literary genres, concepts, elements, and terms.**

- CI 1 The student will read and analyze various literary works by:
  - a. recognizing and analyzing the characteristics of literary genres (i.e., fiction, nonfiction, poetry, and drama)
  - b. interpreting literary devices (i.e., allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, imagery)
  - c. understanding the importance of tone, mood, diction and style
  - d. explaining and interpreting archetypal characters, themes, settings
  - e. explaining how point of view is developed and its effect on literary texts
  - f. determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.
  - g. making thematic connections between and among literary texts and media and contemporary issues
- CI 2 The student will increase fluency, comprehension and the ability to respond personally to texts by:
  - a. selecting and exploring a wide range of genres
  - b. documenting the reading of self-selected works

***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

## **Grammar and Language Usage**

### **B2.01 The student will apply conventions of grammar and language usage.**

- CI 1 The student will demonstrate an understanding of conventional written and spoken expression by:
- using varying sentence structures (i.e., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect
  - selecting appropriate verb tense to show a sense of time
  - applying parts of speech to clarify and edit language
  - using components of clarity and style (i.e., sentence variety, details, appropriate and exact words, parallelism, conciseness)
  - analyzing the place and role of dialects and standard/nonstandard English
  - using vocabulary strategies such as Greek and Latin derivatives, roots and affixes, word maps, and context clues to discern the meanings of words
- CI 2 The student will discern and correct errors in spoken and written English by:
- avoiding fragments, run-ons, and comma splices
  - selecting correct subject-verb agreement and consistent verb tense
  - using and placing modifiers correctly
  - editing for spelling and mechanics (punctuation and capitalization)

## **ENGLISH II**

Students in English II read, discuss, and write about both classical and contemporary literature through which students will identify cultural significance. They will examine pieces of literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative/persuasive and literary purposes, although emphasis will be placed on explanatory contexts.

In addition to literature study, students will:

- Examine non-literary texts related to cultural studies.
- Research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Use standard grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication .***

## **Expressive Communication**

### **B1.01 The student will demonstrate reflection and insight to print and non-print text and personal experiences by examining situations from subjective and objective perspectives**

- CI 1 The student will produce reminiscences about a person, event, object, place, or animal by:
- using specific and sensory details with purpose
  - explaining the significance of the reminiscence from an objective perspective
  - moving effectively between past and present
  - recreating the mood felt by the author during the reminiscence
- CI 2 The student will respond reflectively, through small group discussion, class discussion, journal entry, essay, letter, or dialogue to written and visual texts by:
- relating personal knowledge to textual information or class discussion.

- b. showing an awareness of one's own culture as well as the cultures in which text is set
  - c. demonstrating an understanding of media's impact on personal responses and cultural analyses.
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence, story patterns) and evaluating their impact on the text
  - c. making inferences based on text
  - d. making connections text-to-text, text-to-self and text-to-world
  - e. analyzing and evaluating the effects of author's craft and style

### **Informative Communication**

#### **B1.02 The student will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.**

- CI 1 The student will create responses that examine a cause/effect relationship among events by:
- a. effectively summarizing situations
  - b. showing a clear, logical connection among events
  - c. logically organizing connections by transitioning between points.
  - d. developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points
- CI 2 The student will pose questions prompted by texts, research answers, and construct explanations by:
- a. investigating the impact of historical and cultural contexts from print and other media sources
  - b. prioritizing and organizing information to construct a complete and reasonable explanation
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex informative print and other media appropriate to grade level and course literary focus, by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - c. identifying and analyzing text features (i.e., title, subheadings, graphics, bold type, bullets ) and evaluating their impact on the text
  - d. demonstrating comprehension of main ideas and supporting details
  - e. summarizing key events and/or points from text
  - f. making inferences based on text
  - g. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Persuasive Communication**

#### **B1.03 The student will defend an argumentative position on literary or nonliterary issues**

- CI 1 The student will examine controversial issues by:
- a. sharing and evaluating initial personal response
  - b. researching and summarizing printed data
  - c. developing a context in which to discuss the issue

- d. compiling personal responses and researched data to organize the argument
- e. presenting data in such forms as a graphic, an essay, a speech, or a video
- CI 2 The student will produce editorials or responses to editorials for a neutral audience by :
  - a. providing a clearly stated position or proposed solution
  - b. providing relevant, reliable support
- CI 3 The student will respond to issues in literature by:
  - a. gathering information to prove a particular point
  - b. using reason and evidence to prove a given point
  - c. emphasizing culturally significant events
- CI 4 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex persuasive print and other media appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. providing textual evidence to support understanding of and reader's response to text
  - c. making inferences based on text
  - d. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases
  - e. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Critical Communication**

#### **B1.04 The student will critically interpret and evaluate experiences, literature, language, and ideas.**

- CI 1 The student will interpret a real-world event by:
  - a. making generalizations about the event supported by specific references
  - b. showing how the event affected the current viewpoint
  - c. distinguishing fact from fiction and recognizing personal bias
- CI 2 The student will analyze thematic connections among literary works by:
  - a. showing an understanding of cultural context.
  - b. using specific references from texts to show how a theme is universal
  - c. examining how literary elements (i.e., irony, symbolism) impact theme
- CI 3 The student will analyze the ideas of others by identifying the ways in which writers:
  - a. introduce and develop a main idea
  - b. choose and incorporate significant, supporting, relevant details
  - c. relate the structure/organization to the ideas
  - d. use effective word choice as a basis for coherence
  - e. achieve a sense of completeness and closure
- CI 4 The student will evaluate the information, explanations, or ideas of others by:
  - a. identifying clear, reasonable criteria for evaluation
  - b. applying those criteria using reasoning and substantiation
- CI 5 The student will demonstrate the ability to critically read, to listen, and to view a variety of increasingly complex print and other media appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. making inferences based on text
  - c. identifying and analyzing text components (organizational structures, story elements, organizational features) and evaluating their impact on the text
  - d. summarizing key events from the text
  - e. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

## Literacy Genres

### **B1.05 The student will demonstrate understanding of selected literature through interpretation and analysis.**

- CI 1 The student will read and analyze selected works of world literature by:
  - a. building on prior knowledge of the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and exploring how those characteristics apply to literature of world cultures
  - b. analyzing literary devices (i.e., allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, imagery) and explaining their effect on text
  - c. analyzing the importance of tone and mood
  - d. analyzing archetypal characters, themes, and settings
  - e. making comparisons and connections between historical and contemporary issues
  - f. understanding the importance of cultural and historical impact on literary texts
- CI 2 The student will increase fluency, comprehension and the ability to respond personally to world literature by:
  - a. selecting and exploring a wide range of works which relate to an issue, author, or theme
  - b. documenting the reading of self-selected works

### ***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

## Grammar and Language Usage

### **B2.01 The student will apply conventions of grammar and language usage**

- CI 1 The student will demonstrate an understanding of conventional written and spoken expression by:
  - a. employing varying sentence syntax (i.e., inversion, introductory phrases) and sentence structures (i.e., simple, compound, complex, compound-complex)
  - b. analyzing authors' choice of words, sentence structure, and use of language
  - c. using vocabulary strategies (i.e., context clues, resources, Greek/ Latin roots, affixes) to determine meanings of words and phrases
  - d. examining textual and spoken expression for elements such as idioms, denotation and connotation to apply effectively in student's writing/speaking.
  - e. using correct form/format for essays, business letters, research papers, bibliographies
  - f. using language effectively to create mood and tone
- CI 2 The student will edit by:
  - a. selecting subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences
  - b. using appropriate and correct mechanics (i.e., italics/underlining, commas, semicolons, colons, apostrophes, quotation marks)
  - c. providing parallel structure
  - d. eliminating clichés/trite expressions
  - e. correcting spelling

## **ENGLISH III**

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

In addition, the student will:

- Relate the experiences of others to their own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions of written and oral language

### **Strands: Oral Language, Written Language, and Other Media/Technology**

***S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication .***

#### **Expressive Communication**

**B1.01 The student will demonstrate reflection and insight to print and other media through personal expression.**

- CI 1 The student will create biographical narratives that give an audience a sense of how the past can be significant for the present by:
  - a. elaborating upon a significant past episode from the student's current perspective
  - b. projecting the student's voice in the work through reflective interpretation of relationships to people and events
  - c. writing for a specific audience and purpose
- CI 2 The student will reflect and respond to expressive texts by:
  - a. indicates an understanding of multiple perspectives
  - b. recognizes how the responses of others may be different
  - c. articulates insightful connections between life and literature
  - d. considers cultural or historical significance
- CI 3 The student will comprehend a variety of increasingly complex expressive print and non-print texts by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence,) and evaluating their impact on the text
  - c. making inferences based on text
  - d. making connections between works, self and related topics
  - e. analyzing and evaluating the effects of author's craft and style

#### **Informative Communication**

**B1.02 The student will inform an audience by using a variety of media to research and explain insights into language and culture.**

- CI 1 The student will research, analyze, and explain ideas, events, and/or movements related to United States culture by:
  - a. locating facts and details for purposeful elaboration
  - b. create an organizational structure based on purpose, audience, and context
  - c. excluding extraneous information
  - d. providing accurate documentation

- CI 2 The student will comprehend a variety of increasingly complex informative print and non-print texts by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - c. identifying and analyzing text features (i.e., title, subheadings, graphics, bold type, bullets ) and evaluating their impact on the text
  - d. demonstrating comprehension of main ideas and supporting details
  - e. summarizing key events and/or points
  - f. making inferences based on text
  - g. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Persuasive Communication**

#### **B1.03 The student will examine argumentation and develop informed opinions.**

- CI 1 The student will use language persuasively to address a particular issue by:
- a. researching and interpreting information effectively
  - b. recognizing propaganda as a purposeful technique
  - c. establishing and defining a point of view
  - d. using strategies of logic (i.e., deductive and inductive reasoning) and sophisticated techniques (i.e., rhetorical devices, parallelism, irony, concrete images)
  - e. addressing concerns of the opposition
  - f. responding respectfully to viewpoints and biases
- CI 2 The student will select an issue or theme on which to take a stance by:
- a. reflecting the viewpoint(s) of Americans of different times and places
  - b. showing sensitivity or empathy for the culture represented
  - c. supporting the argument with specific reasons
- CI 3 The student will comprehend a variety of increasingly complex persuasive print and non-print texts by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. providing textual evidence to support understanding of and reader's response to text
  - c. making inferences based on text
  - d. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases
  - e. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Critical Communication**

#### **B1.04 The student will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.**

- CI 1 The student will interpret meaning for an audience by:
- a. interpreting the functions and the effects of narrative strategies (i.e., plot, conflict, suspense, point of view, characterization, dialogue)
  - b. interpreting the effects of word choice (i.e., figurative language, idioms, imagery, dialect, poetic devices)
  - c. identifying ambiguity, contradiction, irony, parody, and satire
  - d. demonstrating how literary works reflect the culture that shaped them
- CI 2 The student will develop connections among works by:

- a. connecting themes that occur across genres or works from different time periods
  - b. using specific references to other works and authors to show similarities or differences in themes, characters, or author's message
- CI 3 The student will assess the power, validity, and truthfulness in the logic of arguments presented in public and political documents by:
- a. identifying the intent and message of the author or artist
  - b. recognizing how the author addresses opposing viewpoints
  - c. articulating a personal response to the message and method of the author or artist
  - d. evaluating the historical significance of the work
- CI 4 The student will demonstrate the ability to critically read, listen, and view a variety of increasingly complex critical print and other media appropriate to grade level and course literary focus, by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. making inferences based on text
  - c. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Literary Genre**

#### **B1.05 The student will interpret and evaluate representative texts to deepen understanding of literature of the United States.**

- CI 1 The student will interpret the significance of literary movements as they have evolved through the literature of the United States by:
- a. analyzing the characteristics of literary genres and how the selection of genre shapes meaning
  - b. relating ideas, styles, and themes within literary movements of the United States
  - c. evaluating the literary merit and/or historical significance of a work from Colonial, Romantic, Realism, Modern, and Contemporary Eras
  - d. contrasting use of language conventions (i.e., word choice, syntax, dialect) of authors in different time periods of United States literature

#### ***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

### **Grammar and Language Usage**

#### **B2.01 The student will apply conventions of grammar and language usage.**

- CI 1 The student will demonstrate an understanding of the conventions of language by:
- a. decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.
  - b. using vocabulary strategies such as context clues and resources to determine meaning of words and phrases.
  - c. discerning the relationship of word meanings between pairs of words in analogies
  - d. revising writing to enhance voice and style, sentence variety, and tone in considerations of questions being addressed, purpose, audience, and genres
  - e. analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic environment, or public speaking events
- CI 2 The student will discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:

- a. reviewing and refining purposeful use of varying sentence types with correct punctuation
- b. reviewing and refining correct pronoun usage, antecedents, and case
- c. refining subject/verb agreement and choice of tense
- d. extending the effective use of phrases and clauses
- e. discussing parts of speech as they relate to writing
- f. editing for correct spelling and mechanics

## **ENGLISH IV**

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will:

- Express reflections and reactions to texts.
- Explain principles inspired by the curriculum.
- Interpret and qualify texts.
- Research and address issues of public or personal concern.
- Create products and presentations which maintain standard conventions of the written and spoken language

***Strands: Oral Language, Written Language, and Other Media/Technology***

### **Expressive Communication**

**B1.01 The student will express reflections and reactions to print and non/print text as well as to personal experience.**

- CI 1 The student will compose reflective texts by:
  - a. demonstrating complex thoughts and feelings
  - b. demonstrating social, political, or philosophical significance
  - c. demonstrating the significance of past events to the present
- CI 2 The student will respond to texts by:
  - a. empathizing with the voice of the text
  - b. making connections between self and the text
  - c. reflecting on the influence of cultural or historical perspectives.
  - d. examining one's own response in light of peers' responses
  - e. recognizing features of the author's language and how the reader relates these features to his/her own writing
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex expressive print and other media appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence,) and evaluating their impact on the text
  - c. making inferences based on text
  - d. making connections between works, self and related topics
  - e. analyzing and evaluating the effects of author's craft and style

## **Informative Communication**

### **B2.01 The student will inform an audience by exploring general principles existing in life and literature.**

- CI 1 CI 1 The student will locate, process, and comprehend texts that explain principles, issues, and concepts by:
  - a. investigating complex issues from a variety of critical stances
  - b. discerning significant differences and similarities among texts that propose different ideas related to similar concepts
- CI 2 The student will analyze general principles at work in life and literature by:
  - a. discovering and defining principles at work in personal experience and in literature
  - b. predicting what is likely to happen in the future on the basis of those principles
- CI 3 The student will compose texts, in print and non-print media, that explain a principle or theory by:
  - a. presenting a thesis, supporting it, and considering alternative perspectives on the principle/theory
  - b. adjusting the diction, tone, language, and method of presentation to the audience
- CI 4 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex print and non-print informative texts appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - c. identifying and analyzing text features (i.e., title, subheadings, graphics, bold type, bullets ) and evaluating their impact on the text
  - d. demonstrating comprehension of main ideas and supporting details
  - e. summarizing key events and/or points
  - f. making inferences, predictions, and drawing conclusions based on text

## **Argumentative Communication**

### **B1.03 The student will be prepared to advocate issues of public concern.**

- CI 1 The student will research and define issues of public concern by:
  - a. using a variety of resources such as the media center, on-line resources, interviews, and personal reflection
  - b. specifying the nature of an issue, including the various claims made and the reasoning that supports these claims
- CI 2 The student will organize and deliver an argument that has credibility by:
  - a. wording the claim clearly
  - b. specifying reasons in support of the claim that are likely to be convincing
  - c. adopting an appropriate tone and stance toward the issue
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex print and non-print persuasive texts appropriate to grade level and course literary focus by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. providing textual evidence to support understanding of and reader's response to text
  - c. making inferences based on text
  - d. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases

- e. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Critical Communication**

#### **B1.04 The student will analyze and critique texts from various perspectives and approaches.**

- CI 1 CI 1 The student will develop critiques that evaluate claims and arguments by:
  - a. establishing and applying clear, credible criteria for evaluation
  - b. substantiating assessments with reasons and evidence
- CI 2 The student will develop critiques by:
  - a. relating themes among texts
  - b. analyzing how authors' assumptions, cultural backgrounds, and social values affect texts
  - c. demonstrating how more than one critical approach affects interpretation
- CI 3 The student will demonstrate the ability to critically read, listen to and view a variety of increasingly complex print and non-print texts appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
  - b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
  - c. providing textual evidence to support understanding of and reader's response to text.
  - d. demonstrating comprehension of main idea and supporting details.
  - e. summarizing key events and/or points from text.
  - f. making inferences, predicting, and drawing conclusions based on text.
  - g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
  - h. analyzing and evaluating the effects of author's craft and style.
  - i. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and author's message

### **Literary Genre**

#### **B1.05 The learner will deepen understanding of contemporary literature through exploration and extended engagement.**

- CI 1 The student will explore contemporary literature by:
  - a. recognizing common themes that run through works, using evidence from the texts to substantiate ideas.
  - b. making associations between historical and current viewpoints.
  - c. understanding how literary movements influence writers.
- CI 2 The student will extend engagement with selected works of literature by:
  - a. observing how the imaginative experience of literature broadens and enriches real life.
  - b. relating the effects of style, meaning, and genre within or among works
  - c. demonstrating in various print and non-print media the significance of works
  - d. discerning the effect of interpreting literature from various critical perspectives

#### ***S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.***

### **Grammar and Language Usage**

#### **B2.01 The student will apply conventions of grammar and language usage.**

- CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:

- a. using vocabulary strategies (i.e., context clues, resources, roots, affixes) to determine meaning of words and phrases
  - b. applying literary devices (i.e. symbolism, flashback, protagonist, irony, figurative language, satire, parody)
  - c. revising writing to enhance voice, organization, sentence variety, and word choice
  - d. analyzing the power of standard usage over nonstandard usage in formal settings (i.e., job interviews, academic presentations, public speaking events)
- CI 2 The student will discern and correct errors in speaking and writing by:
- a. editing for correct punctuation, spelling, mechanics, and standard edited American English.
  - b. using appropriate transitional words and phrases.

## **Global Lit and Comp**

Students in Global Lit and Comp will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, persuasive, and literary contexts with a focus on British and World Literature. The emphasis in Global Lit and Comp is on analysis and argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will:

- Express reflections and reactions to texts.
- Explain principles inspired by the curriculum.
- Interpret and qualify texts.
- Research and address issues of public or personal concern.
- Create products and presentations which maintain standard conventions of the written and spoken language

## **Strands: Oral Language, Written Language, and Other Media/Technology**

### **Expressive Communication**

**B1.01 The student will express reflections and reactions to print and non-print text as well as to personal experience.**

- CI 1 The student will compose reflective texts by:
- a. demonstrating complex thoughts and feelings,
  - b. demonstrating social, political, or philosophical significance,
  - c. demonstrating the significance of past events to the present.
- CI 2 The student will respond to texts by:
- a. empathizing with the voice of the text,
  - b. reflecting on the influence of cultural or historical perspectives,
  - c. examining one's own response in light of peers' responses,
  - d. recognizing features of the author's language and how the reader relates these features to his/her own writing.
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex expressive print and other media appropriate to grade level and course literary focus, by:
- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - b. identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence,) and evaluating their impact on the text

- c. making inferences based on text
- d. making connections between works, self and related topics
- e. analyzing and evaluating the effects of author's craft and style

### **Informative Communication**

#### **B1.02 The student will inform an audience by exploring general principles existing in life and literature**

- CI 1 The student will locate, process, and comprehend texts that explain principles, issues, and concepts by:
  - a. investigating complex issues from a variety of critical stances
  - b. discerning significant differences and similarities among texts that propose different ideas related to similar concepts
- CI 2 The student will analyze general principles existing in life and literature by:
  - a. discovering and defining principles existing in personal experience and in literature
  - b. predicting what is likely to occur in the future based on principles of self and literature.
- CI 3 The student will compose texts, in print and non-print media, that explain a principle or theory by:
  - a. examining personal principles that relate to themes in literature and life.
  - b. presenting and supporting a thesis and considering alternative perspectives on the topic
  - c. adjusting the diction, tone, language, and method of presentation for the audience
- CI 4 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex print and non-print informative texts appropriate to grade level and course literary focus, by:
  - g. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
  - h. identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text
  - i. Identifying and analyzing text features (i.e., title, subheadings, graphics, fonts, bullets) and evaluate their impact on the text
  - j. demonstrating comprehension of main ideas and supporting details
  - k. summarizing key events and/or points from text
  - l. making inferences, predictions, and drawing conclusions based on text

### **Argumentative Communication**

#### **B1.03 The student will be prepared to advocate issues of public concern.**

- CI 1 The student will research and define issues of public concern by:
  - c. using a variety of resources such as the media center, on-line resources, interviews, and personal reflection
  - d. specifying the nature of an issue, including the various claims made and the reasoning that supports these claims
- CI 2 The student will organize and deliver an argument that has credibility by:
  - d. wording the claim clearly
  - e. specifying reasons in support of the claim that are likely to be convincing
  - f. adopting an appropriate tone and stance toward the issue
- CI 3 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex print and non-print persuasive texts appropriate to grade level and course literary focus by:

- a. selecting, monitoring, and modifying as necessary reading strategies appropriate to reader's purpose
- b. providing textual evidence to support understanding of and reader's response to text
- c. making inferences based on text
- d. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases
- e. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences

### **Critical Communication**

#### **B1.04 The student will analyze and critique texts from various perspectives and approaches.**

- CI 1 The student will develop critiques that evaluate claims and arguments by:
  - c. establishing and applying clear, credible criteria for evaluation
  - d. substantiating assessments with reasons and evidence
  
- CI 2 The student will develop critiques by:
  - d. relating themes among texts
  - e. analyzing how authors' assumptions, cultural backgrounds, and social values affect texts
  - f. demonstrating how more than one critical approach affects interpretation
  
- CI 3 The student will demonstrate the ability to critically read, listen to and view a variety of increasingly complex print and non-print texts appropriate to grade level and course literary focus, by:
  - a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
  - b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
  - c. providing textual evidence to support understanding of and reader's response to text.
  - d. demonstrating comprehension of main idea and supporting details.
  - e. summarizing key events and/or points from text.
  - f. making inferences, predicting, and drawing conclusions based on text.
  - g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
  - h. making connections between works, self and related topics.
  - i. analyzing and evaluating the effects of author's craft and style.
  - j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and author's message

### **Literary Genre**

#### **B1.05 The student will deepen understanding of global literature through exploration and extended engagement.**

- CI 1 The student will explore global literature by:
  - a. recognizing common themes that run through works, using evidence from the texts to substantiate ideas
  - b. relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities
  - c. making associations between historical and current viewpoints.
  - d. understanding how literary movements influence writers

- e. contrasting use of language conventions of authors in different time periods of literature
- CI 2 The student will extend engagement with selected works of global literature by:
- a. observing how the imaginative experience of literature broadens and enriches real life.
  - b. relating the effects of style, meaning, and genre within or among works
  - c. demonstrating in various print and non-print media the significance of works
  - d. discerning the effect of interpreting literature from various critical perspectives

***S2.01 The student will demonstrate competence in skills and strategies in oral and written communication.***

**Grammar and Language Usage**

**B2.01The student will apply conventions of grammar and language usage.**

- CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:
- a. using vocabulary strategies (i.e., context clues, resources, roots, affixes) to determine meaning of words and phrases
  - b. applying literary devices (i.e., symbolism, flashback, protagonist, irony, figurative language, satire, parody)
  - c. revising writing to enhance voice, organization, sentence variety, and word choice
  - d. analyzing the power of standard usage over nonstandard usage in formal settings (i.e., job interviews, academic presentations, public speaking events)
- CI 2 The student will discern and correct errors in speaking and writing by:
- a. editing for correct punctuation, spelling, mechanics, and standard edited American English
  - b. using appropriate transitional words and phrases