

Grade Seven
English-Language Arts Content Standards
Taken from California & ACSI Standards

READING

Vocabulary

- Complete designated vocabulary book (Wordly Wise Series).
- Define words, use antonyms/synonyms.
- Understand words in context.

Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

- Analyze text that uses the cause-and-effect organizational pattern.
- Identify and trace the development of an author's argument, point of view, or perspective in text.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

- Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- Analyze characterization as describe through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
- Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

WRITING

Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

- Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard

- Write a fictional narrative.
- Write responses to literature.
- Write a research reports.
- Write persuasive compositions.
- Write summaries of reading materials.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

- Place modifiers properly and use the active voice.
- Identify and use infinitives and participles.
- Make clear references between pronouns and antecedents.
- Identify all parts of speech.
- Identify types and structure of sentences.
- Demonstrate proper subject/verb agreement.
- Demonstrate the mechanics of writing and appropriate English language.
- Identify quotation marks, commas, hyphens, dashes, brackets, and semicolons and use them correctly.
- Use correct capitalization, specifically in titles of people, schools, places.

Listening and Speaking

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

- Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- Deliver narrative presentations.
- Deliver oral summaries of articles and books.
- Deliver research presentations.

Grade Seven Writing and Speech Assignments (in progress)

Q1: Personal Narrative

Book Report

Personal Narrative Speech

Q2: Research Paper (Historical Figure)

Q3: Book Report

How To Speech

Q4: Alternate Book Report (Mystery)

**Grade Eight
English-Language Arts Content Standards
Taken from California & ACSI Standards**

READING

Vocabulary

- Complete designated vocabulary book (Wordly Wise Series).
- Define words, use antonyms/synonyms.
- Understand words in context.

Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

- Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

- Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
- Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

WRITING

Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

- Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- Plan and conduct multiple-step information searches by using computer networks and modems.
- Achieve an effective balance between researched information and original ideas.
- Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Writing Applications

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. -Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies

- Write an autobiography and narrative
- Write responses to literature
- Write research reports
- Write documents related to career development, including simple business letters and job applications

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

- Identify and use proper capitalization, especially with titles of people, places, works, and places versus destination.

- Identify and use proper punctuation, especially with commas and quotation marks.
- Identify and use correct pronoun usage and agreement
- Identify and use correct subject verb agreement
- Identify and use possessive forms of noun
- Identify and use comparative and superlative forms correctly
- Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- Edit written manuscripts to ensure that correct grammar is used.
- Use correct punctuation and capitalization.
- Use correct spelling conventions.

Listening and Speaking

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

- Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
- Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- Use audience feedback (e.g., verbal and nonverbal cues)
- Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

Speaking Applications

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

- Deliver oral responses to literature
- Deliver research presentations
- Deliver persuasive presentations
- Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

8th grade Writing and Speech Assignments

- Q1: Personal Narrative on a childhood treasure
Autobiographical Narrative
Creative Writing Giver Ending
Book Report on The Giver
- Q2: Research Paper
Expository Speech on Research paper topic
Travel Brochure
- Q3: Character analysis
Compare/Contrast Essay
Alternate book report (Biography Box)
Acrostic Poetry Packet
- Q4: Book report
Exit Portfolio Project
Persuasive speech
Creative Writing- Write a scene for the Diary of Anne Frank

**Grade Nine
English-Language Arts Content Standards
Taken from California & ACSI Standards**

READING

Vocabulary

- Complete designated vocabulary book (Wordly Wise Series).
- Define words, use antonyms/synonyms.
- Understand words in context.

Reading Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade nine, students make substantial progress toward this goal.

- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- Prepare a bibliography of reference materials for a report using a variety of consumer workplace, and public documents.
- Generate relevant questions about readings on issues that can be researched.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

- Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- Analyze interactions between main and subordinate characters and explain the way those interactions affect the plot.
- Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Analyze and trace an author's development of time and sequence, including the use of complex literary devices.
- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of the text.
- Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

WRITING

Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing exhibits students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

- 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 piece of writing.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.
- Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.
- Develop the main idea within the body of the composition through supporting evidence.
- Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.
- Integrate quotations and citations into a written text while maintaining the flow of ideas.
- Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to the MLA style.
- Design and publish documents by using advanced publishing software and graphic programs.
- Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words each. Students' writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standards.

- Write a short story.
- Write responses to literature.
- Write expository compositions, including analytical essays and research reports.
- Write persuasive compositions.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- Demonstrate proper use of capitalization, especially titles of people, places, works.
- Demonstrate proper use of commas, semicolons, colons, quotation marks.
- Identify proper subject/verb agreement.
- Identify proper pronoun usage/agreement.
- Use modifiers properly.
- Identify and correctly use clauses, phrases, and mechanics of punctuation.
- Understand sentence construction and proper English usage.
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations.

Listening and Speaking

Deliver focused, coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- Choose logical patterns of organization to inform and to persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- Choose appropriate techniques for developing the introduction and conclusion.
- Recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.
- Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance.
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- Produce concise notes for extemporaneous delivery.
- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques.
- Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.

Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standards.

- Deliver expository presentations.
- Deliver oral responses to literature.
- Deliver persuasive arguments.

Grade Nine Writing and Speech Assignments

Q1: Book Report
Poetry Essay
Character Analysis
Poetry packet

Q2: Research Paper (Controversial Issue)
Compare/Contrast *Romeo and Juliet*
Persuasive Speech

Q3: Book Report
Short Story
Symbolism Analysis

Q4: Alternate Book Report (Minorities in Literature)
To Kill a Mockingbird Theme Analysis
Expository Speech

Grade Ten
English-Language Arts Content Standards
Taken from California & ACSI Standards

READING

Vocabulary

- Complete designated vocabulary book (Wordly Wise Series).
- Define words, use antonyms/synonyms.
- Understand words in context

Reading Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

- Identify and use the literal and figurative meanings of words and understand word derivations.
- Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- Reading Comprehension
- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- Generate relevant questions about readings on issues that can be researched.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.

- Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- Compare/contrast the presentation of a similar theme/topic across genres to explain how the genre shapes the theme or topic.
- Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Analyze and trace an author's development of time and sequence, including the use of literary devices (foreshadowing, flashbacks).
- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

WRITING

Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

- 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 piece of writing.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- Develop the main ideas within the body of the composition through supporting evidence
- Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., news sources, in-depth field studies, speeches, journals, technical documents).
- Integrate quotations and citations into a written text while maintaining the flow of ideas.
- Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.
- Design and publish documents by using advanced publishing software and graphic programs.
- Revise writing to improve the logic and coherence of the organization and controlling perspective

Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

- Write biographical narratives
- Write responses to literature
- Write expository compositions, including analytical essays and research reports

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- Identify and use correct capitalization, especially titles of people, proper nouns, works, and geography.
- Identify and use correct punctuation, especially commas, semicolons, colons, and quotation marks.
- Identify and use proper verb usage
- Identify and use proper subject/verb agreement
- Use possessives correctly
- Use proper pronouns and pronoun agreement
- Use comparative and superlative forms of modifiers
- Recognize and correct misplaced modifiers
- Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- Produce concise notes for extemporaneous delivery.
- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies
- Deliver narrative presentations
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.

Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standards.

- A personal narrative
- Apply appropriate interviewing techniques
- Deliver oral responses to literature

10th grade Writing and Speaking Assignments

- Q1: Book Report
Essay on Success
Setting Analysis
- Q2: Book Report
Write original poetry
A Separate Peace Project: Write nonfiction news stories
Personal Story
- Q3: Alternate Book Report – Nonfiction Newspapers
Write a classmate's Biography
Personal Narrative Speech
- Q4: Research Paper (cross curricular with Science Class)
Julius Caesar Project: Rome Report
Speech: Deliver a soliloquy

Grade Eleven
English-Language Arts Content Standards
Taken from California & ACSI Standards

READING

Vocabulary

- Complete vocabulary book
- Define words
- Find antonyms/synonyms
- Understand words in context

Reading Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

- Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.

- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze recognized works of American literature representing a variety of genres and traditions.
- Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- Analyze recognized works of world literature from a variety of authors
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)
- Understand the terminology and practices of literary criticism

WRITING

Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- Use language in natural, fresh, and vivid ways to establish a specific tone.
- Develop presentations by using clear research questions and creative and critical research strategies
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre's (e.g., field studies, oral histories, interviews, experiments, electronic sources).

Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

- Write fictional, autobiographical, or biographical narratives
- Write responses to literature
- Write reflective compositions

- Deliver multimedia presentations

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- Identify and use capitalization properly, especially titles of works, places, people, proper adjectives/nouns.
- Identify and use punctuation properly, especially commas, colons, semicolons, and quotation marks.
- Identify and use correct verb tense
- Use possessives correctly
- Identify and use proper subject/verb agreement
- Use comparative and superlative forms
- Identify and use pronouns and pronoun agreement
- Find and correct misplaced modifiers
- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- Reflect appropriate manuscript requirements in writing.

Listening and Speaking

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- Use effective and interesting language, including
- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies

- Deliver oral responses to literature
- Deliver multimedia presentations
- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning

11th Grade Writing and Speaking Assignments

- Q1: Book Report
Essay on Fear
- Q2: Research Paper (with Bible class)
Write your own Poems
Essay tied to the Crucible (theme)
How-to Speech
- Q3: Book Report
Character Analysis
Recite a famous American speech or document
- Q4: Alternate Book Report (Multimedia presentation)
Great Gatsby/Roaring 20's project
Essay on the American Dream
Creative Writing: Gatsby letter

Grade Twelve
English-Language Arts Content Standards
Taken from California & ACSI Standards

READING

Vocabulary

- Complete designated vocabulary book (Wordly Wise Series).
- Define words, use antonyms/synonyms.
- Understand words in context.

Reading Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

- Analyze characteristics of subgenres (satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- Analyze recognized works of world literature from a variety of authors:
- Analyze the clarity and consistence of political assumptions in a selection of literary works or essays on a topic.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

WRITING

Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing exhibits students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

- Demonstrate an understanding of the elements of discourse
- Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
- Use language in natural, fresh, and vivid ways to establish a specific tone.
- Develop presentations by using clear research questions and creative and critical research strategies.
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words each. Students' writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standards

- Write responses to literature.
- Write historical investigation reports.
- Write job applications and resumes.
- Deliver multimedia presentations.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- Reflect appropriate manuscript requirements for writing.

Listening and Speaking

Deliver focused, coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- Use Rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standards:

- Deliver oral reports on historical investigations.
- Deliver oral responses to literature.
- Deliver persuasive arguments.
- Recite poems selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.

Grade Twelve Writing and Speech Assignments

Quarter 1

Writing

- * Research Paper (Government)
- * Epic Hero
- * College Essay/Resume

Quarter 2

Writing

- * Book Report British Author
- * Hamlet Theme
- * Creative Writing

Speech

- * Expository (research)

Quarter 3

Writing

- * Alternate Book Report Shakespearean Play
- * Poetry Analysis
- * Poetry

Speech

- * Expository (life of a poet)

Quarter 4

Writing

- * Book Report British Author
- * Frankenstein Compare/Contrast
- * Analysis through various lenses

Symbolism