

**1. Course Title: American Literature
2007-2008**

Instructor: Mrs. Bev Braun

Textbook: *Glencoe Literature: The Reader's Choice American Literature*

Authors to be incorporated:

Jonathan Edwards	Anne Bradstreet	Thomas Jefferson
Walt Whitman	Henry David Thoreau	Ralph W. Emerson
Nathaniel Hawthorne	William Faulkner	Robert Frost
Edgar Allan Poe	Harper Lee	Arthur Miller
Mark Twain	F. Scott Fitzgerald	Ray Bradbury
Ron Hansen	Leif Enger	Emily Dickinson

2. Course Purpose (Department Outcomes):

The purpose of this course is to help the student become...

1. an effective communicator who writes clearly and with purpose.
2. a perceptive thinker who seeks out and evaluates multiple points of view and validates conclusions and decisions.
3. a discerning reader who evaluates the artist's message in light of Scripture's truths.
4. a quality producer who meets reasonable deadlines for work and meets required standards for work.

The student will...

5. observe how the literature of a nation is reflected in the history of the country.
6. understand the diversity of American literature.
7. gain a better understanding of the various literary genres and techniques.
8. analyze literature from a Christian perspective.
9. continue to improve written and oral communication skills.

3. Course Outcomes:

Composition

The student will...

1. write personal responses to literature.
2. write essays based on literary themes and characterization
3. effectively analyze and evaluate the arguments found in various essays, short stories, novels, poems, and drama.
4. formulate a coherent argument in support of a thesis.
5. apply Christian discernment to all work.
6. effectively proofread and revise selected written work.

Wisconsin State Standards [W.S.S.]: B.12.1: b, c, e, f, h, I, j; B.12.2. a-c; B.12.3: a-g ; D.12.1: a-d; D.12.2: a-e; E.12.1:a, c; F.12.1:a, b, e, g, h

Literature

The student will...

1. recognize the relationship between literature and the life of a Christian.
 2. critique and evaluate literature orally and in writing.
 3. acquire a deeper understanding of literary techniques.
 4. examine what is distinctly unique about American literature.
 5. recognize that the history and literature of the United States correspond to each other.
- W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d

4. Course Goal:

The student will . . .

1. choose to read good literature throughout life from diverse authors and genre for enjoyment, information, and personal growth,
2. evaluate for a lifetime all written and oral material from a distinctly Christian point of view,
3. feel a sense of satisfaction and self-confidence in writing for varied situations,
4. “[attain] wisdom and discipline; for understanding words of insight; for acquiring a disciplined and prudent life, doing what is right and just and fair; for giving prudence to the simple, knowledge and discretion to the young--let the wise listen and add to their learning, and let the discerning get guidance” (Prov. 1:2-5),
5. “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (II Peter 3:18).

5. Course Outline:**Quarter 1**

The student will...

1. read *To Kill a Mockingbird* by Harper Lee and view *The Crucible* by Arthur Miller
2. understand the concept of integrity.
3. apply insights gained to own life.
4. respond analytically to literature through discussion and writing.

Number of Days: 40 days

S.O.-- 2, 3, 4, 6

D.O. --1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.-- A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; B.12.1: b, c, e, f, h, i, j; B.12.2: a-c; B.12.3: a-g; D.12.1: a-d; D.12.2: a-d

Quarter 2

The student will...

1. read *The Adventures of Huckleberry Finn* by Mark Twain, “The Declaration of Independence” by Thomas Jefferson, and selections from Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, Walt Whitman, Nathaniel Hawthorne, Robert Frost, and Edgar Allan Poe.
2. understand the problems with individualism, the burden of guilt, and the consequences of individual choice.
3. apply insights gained to own life.
4. respond analytically to literature through discussion and writing.

Number of Days: 20-25 days

S.O.-- 2, 3, 4, 6

D.O. --1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.-- A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; B.12.1: b, c, e, f, h, I, j; B.12.2: a-c; B.12.3: a-g; D.12.1: a-d; D.12.2: a-d

Quarter 3

The student will...

1. read *The Great Gatsby* by F. Scott Fitzgerald and *Peace Like a River* by Leif Enger.
2. evaluate the concept of the Christ figure in literature and analyze the pitfalls of the American dream.
3. apply insights gained to own life.
4. respond analytically to literature through discussion and writing.

Number of Days: 20-25 days

S.O.-- 2, 3, 4, 6

D.O. --1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.-- A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; B.12.1: b, c, e, f, h, i, j; B.12.2: a-c; B.12.3: a-g; D.12.1: a-d; D.12.2: a-d

Quarter 4

The student will...

1. read *Atticus* by Ron Hansen, the parable of the Prodigal Son, *Fahrenheit 451* by Ray Bradbury, and William Faulkner's address upon receiving the Nobel Prize for Literature.
2. understand the healing power of forgiveness in the lives of both the forgiver and the forgiven and evaluate the importance of books to society.
3. apply insights gained to own life.
4. respond analytically to literature through discussion and writing.

Number of Days: 20-25 days

S.O.-- 2, 3, 4, 6

D.O. --1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.-- A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; B.12.1: b, c, e, f, h, I, j; B.12.2: a-c; B.12.3: a-g; D.12.1: a-d; D.12.2: a-d

6. Department Outcomes [See Appendix pages 6-11]**7. Wisconsin State Standards [See Appendix pages 11-30]****8. Instructional Strategies:**

Lecture	20%
Class discussion/work	50%
Group work	10%
Individual work	20%

9. Grading and Percentages:

Daily question sheet	40%
Tests	40%
Writing Assignments	20%

10. Literary Terms:

allegory	allusion	analogy	anecdote
antagonist	aphorism	autobiography	biography
cataloging	character sketch	characterization	climax
comedy	conflict	connotation	context
denouement	dialogue	empathy	epigram
epitaph	essay	exaggeration	exposition
fable	figurative language	hyperbole	metaphor
personification	simile	understatement	flashback
foreshadowing	frame story	genre	gothic fiction
imagery	irony	verbal irony	irony of situation
local color	mood	moral	motif
myth	narration	narrator	naturalism
novel	oxymoron	parable	paradox
parody	parallelism	plot	plot line
exposition	rising action	climax	falling action
resolution	poetic justice	point of view	first person
third person	limited	omniscient	protagonist
realism	regionalism	reminiscence	renaissance
resolution	romanticism	satire	setting
short story	soliloquy	stream of consciousness	stereotype
structure	style	symbol	theme
tone			

Appendix American Literature

English Department Outcomes:

Quarter 1

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
 - 1.1 Write clearly and with purpose
 - 1.3 Actively listen to interpret and evaluate spoken messages
 - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
 - 2.1 Exercise independent judgment
 - 2.4 Access and use relevant information
 - 2.5 Seek out and evaluate multiple points of view
 - 2.6 Identify and evaluate alternatives/options
 - 2.7 Apply Christian discernment
 - 2.8 Validate conclusions and decisions
 - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
 - 3.1 Assume responsibility for their own learning
 - 3.2 Establish and prioritize goals
 - 3.3 Monitor and assess their own progress
 - 3.4 Employ appropriate learning strategies in different situations
 - 3.5 Apply available technology to facilitate learning
4. Discerning readers, viewers, and listeners who
 - 4.3 Appropriately identify the artist's message in his or her work
 - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
 - 5.1 Accept responsibility for the quality of work produced
 - 5.2 Make effective use of God's gift of time
 - 5.3 Meet reasonable deadlines for work
 - 5.4 Meet required/conventional standards for work
 - 5.5 Seek out the constructive criticism of others on work in progress
 - 5.6 Use available technology to produce quality work

Quarter 2

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
 - 1.1 Write clearly and with purpose
 - 1.3 Actively listen to interpret and evaluate spoken messages
 - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
 - 2.1 Exercise independent judgement
 - 2.4 Access and use relevant information
 - 2.5 Seek out and evaluate multiple points of view
 - 2.6 Identify and evaluate alternatives/options
 - 2.7 Apply Christian discernment

- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3. Self-directed learners who
 - 3.1 Assume responsibility for their own learning
 - 3.2 Establish and prioritize goals
 - 3.3 Monitor and assess their own progress
 - 3.4 Employ appropriate learning strategies in different situations
 - 3.5 Apply available technology to facilitate learning
- 4. Discerning readers, viewers, and listeners who
 - 4.3 Appropriately identify the artist's message in his or her work
 - 4.4 Evaluate the artist's message in light of Scripture's truths
- 5. Quality producers who
 - 5.1 Accept responsibility for the quality of work produced
 - 5.2 Make effective use of God's gift of time
 - 5.3 Meet reasonable deadlines for work
 - 5.4 Meet required/conventional standards for work
 - 5.5 Seek out the constructive criticism of others on work in progress
 - 5.6 Use available technology to produce quality work

Quarter 3

Graduates of the WLHS English Department will be . . .

- 1. Effective communicators who
 - 1.1 Write clearly and with purpose
 - 1.3 Actively listen to interpret and evaluate spoken messages
 - 1.4 Contribute constructively to group processes
- 2. Perceptive thinkers who
 - 2.1 Exercise independent judgement
 - 2.4 Access and use relevant information
 - 2.5 Seek out and evaluate multiple points of view
 - 2.6 Identify and evaluate alternatives/options
 - 2.7 Apply Christian discernment
 - 2.8 Validate conclusions and decisions
 - 2.9 Make meaningful connections among varied data
- 3. Self-directed learners who
 - 3.1 Assume responsibility for their own learning
 - 3.2 Establish and prioritize goals
 - 3.3 Monitor and assess their own progress
 - 3.4 Employ appropriate learning strategies in different situations
 - 3.5 Apply available technology to facilitate learning
- 4. Discerning readers, viewers, and listeners who
 - 4.2 Apply aesthetic values to the message they see and hear
 - 4.3 Appropriately identify the artist's message in his or her work
 - 4.4 Evaluate the artist's message in light of Scripture's truths
- 5. Quality producers who
 - 5.1 Accept responsibility for the quality of work produced
 - 5.2 Make effective use of God's gift of time
 - 5.3 Meet reasonable deadlines for work
 - 5.4 Meet required/conventional standards for work

- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Quarter 4

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
 - 1.1 Write clearly and with purpose
 - 1.3 Actively listen to interpret and evaluate spoken messages
 - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
 - 2.1 Exercise independent judgement
 - 2.4 Access and use relevant information
 - 2.5 Seek out and evaluate multiple points of view
 - 2.6 Identify and evaluate alternatives/options
 - 2.7 Apply Christian discernment
 - 2.8 Validate conclusions and decisions
 - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
 - 3.1 Assume responsibility for their own learning
 - 3.2 Establish and prioritize goals
 - 3.3 Monitor and assess their own progress
 - 3.4 Employ appropriate learning strategies in different situations
 - 3.5 Apply available technology to facilitate learning
4. Discerning readers, viewers, and listeners who
 - 4.2 Apply aesthetic values to the message they see and hear
 - 4.3 Appropriately identify the artist's message in his or her work
 - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
 - 5.1 Accept responsibility for the quality of work produced
 - 5.2 Make effective use of God's gift of time
 - 5.3 Meet reasonable deadlines for work
 - 5.4 Meet required/conventional standards for work
 - 5.5 Seek out the constructive criticism of others on work in progress
 - 5.6 Use available technology to produce quality work

Wisconsin State Standards:

Quarter 1

By the end of **grade twelve**, students will:

- A.12.1 Use effective reading strategies to achieve their purposes in reading.
- a. Apply sophisticated word meaning and analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
 - b. Gather information to help achieve understanding when the meaning of a text is unclear
 - c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
 - d. Identify propaganda techniques and faulty reasoning in texts
 - e. Explain and evaluate the influence of format on the readability and meaning of a text

- f. Distinguish between fact and opinion in nonfiction texts
 - g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term
- A.12.2 Read, interpret, and critically analyze literature.
- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
 - b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a work of literature
 - c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
 - d. Develop, explain, and defend interpretations of complex literary works
 - e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
 - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
 - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
 - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
 - d. Identify philosophical assumptions and basic beliefs underlying selected texts
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
 - c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
 - e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
 - f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
 - h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
 - i. Use a variety of writing technologies, including pen and paper as well as computers

- j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.12.2 Plan, revise, edit, and publish clear and effective writing.

- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- e. Employ the conventions of capitalization
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- g. Recognize common errors in the use of language and know how (and when) to correct them

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- a. Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- b. Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- c. Use language appropriate to the background, knowledge, and age of an audience
- d. Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Evaluate the use of standard American English in public contexts, such as school and work
- b. Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- c. Analyze and explain how immediate context and broader social, cultural,

- regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact
- d. Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English

Quarter 2

By the end of **grade twelve**, students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- a. Apply sophisticated word meaning and analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- b. Gather information to help achieve understanding when the meaning of a text is unclear
- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- d. Identify propaganda techniques and faulty reasoning in texts
- e. Explain and evaluate the influence of format on the readability/meaning of a text
- f. Distinguish between fact and opinion in nonfiction texts
- g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A.12.2 Read, interpret, and critically analyze literature.

- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a work of literature
- c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- d. Develop, explain, and defend interpretations of complex literary works
- e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- f. Develop and apply criteria to evaluate the literary merit of unfamiliar works

A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
- b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
- c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
- d. Identify philosophical assumptions and basic beliefs underlying selected texts

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- b. Compose and publish analytic and reflective writing that conveys knowledge,

- insights, and opinions to an intended audience
 - c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
 - e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
 - f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
 - h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
 - i. Use a variety of writing technologies, including pen and paper as well as computers
 - j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation
- B.12.2 Plan, revise, edit, and publish clear and effective writing.
- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
 - b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
 - c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.
- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
 - b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events
 - c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
 - d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
 - e. Employ the conventions of capitalization
 - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
 - g. Recognize common errors in the use of language and know how (and when) to correct them

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- a. Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- b. Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- c. Use language appropriate to the background, knowledge, and age of an audience
- d. Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Evaluate the use of standard American English in public contexts, such as school and work
- b. Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- c. Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact
- d. draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English

Quarter 3

By the end of **grade twelve**, students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- a. Apply sophisticated word meaning and analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- b. Gather information to help achieve understanding when the meaning of a text is unclear
- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- d. Identify propaganda techniques and faulty reasoning in texts
- e. Explain and evaluate the influence of format on the readability and meaning of a text
- f. Distinguish between fact and opinion in nonfiction texts
- g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A.12.2 Read, interpret, and critically analyze literature.

- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a work of literature
- c. Investigate and report on ways in which a writer has influenced or been

- influenced by historical, social, and cultural issues or events
 - d. Develop, explain, and defend interpretations of complex literary works
 - e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
 - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
 - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
 - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
 - d. Identify philosophical assumptions and basic beliefs underlying selected texts
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
 - c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
 - e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
 - f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
 - h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
 - i. Use a variety of writing technologies, including pen and paper as well as computers
 - j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation
- B.12.2 Plan, revise, edit, and publish clear and effective writing.
- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
 - b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
 - c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language

and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- e. Employ the conventions of capitalization
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- g. Recognize common errors in the use of language and know how (and when) to correct them

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- a. Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- b. Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- c. Use language appropriate to the background, knowledge, and age of an audience
- d. Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Evaluate the use of standard American English in public contexts, such as school and work
- b. Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- c. Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact
- d. draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English

Quarter 4

By the end of **grade twelve**, students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- a. Apply sophisticated word meaning and analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- b. Gather information to help achieve understanding when the meaning of a text is unclear

- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
 - d. Identify propaganda techniques and faulty reasoning in texts
 - e. Explain and evaluate the influence of format on the readability and meaning of a text
 - f. Distinguish between fact and opinion in nonfiction texts
 - g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term
- A.12.2 Read, interpret, and critically analyze literature.
- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
 - b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a work of literature
 - c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
 - d. Develop, explain, and defend interpretations of complex literary works
 - e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
 - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
 - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
 - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
 - d. Identify philosophical assumptions and basic beliefs underlying selected texts
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
 - c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
 - e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
 - f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and

- h. rhetorical devices that help establish tone and reinforce meaning
- h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- i. Use a variety of writing technologies, including pen and paper as well as computers
- j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.12.2 Plan, revise, edit, and publish clear and effective writing.

- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- e. Employ the conventions of capitalization
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- g. Recognize common errors in the use of language and know how (and when) to correct them

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- a. Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- b. Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- c. Use language appropriate to the background, knowledge, and age of an audience
- d. Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Evaluate the use of standard American English in public contexts, such as school and work
- b. Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- c. Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact
- d. draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English