

- 1. Course Title: American Literature**
 Instructor: Ms. Christine Grzanna
 Textbooks: *Glencoe Literature: The Reader's Choice American Literature Writers, Inc.*
 Novels and dramas to be incorporated, time permitting:
To Kill A Mockingbird *The Crucible* *A Separate Peace*
The Great Gatsby *Huckleberry Finn*
- 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 a personal memoir using the format of an essay.
 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. research a topic and formulate a coherent argument in support of a thesis, collaborating this argument with several diversified sources.
 5. apply Christian discernment to all work.
 6. effectively proofread and revise all 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. differentiate among the major literary types:
 fiction, nonfiction, poetry, drama, novels, short stories.
 3. critique and evaluate literature orally and in writing.
 4. acquire a deeper understanding of literary techniques.
 5. examine what is distinctly unique about American literature.
 6. 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. experience joy in following God’s directive to “do your work” (Exodus 23:12),
4. feel a sense of satisfaction and self-confidence in writing for varied situations,
5. be able to speak before a group of people with confidence,
6. “[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),
7. “set an example for the believers in speech, in life, in love, in faith and in purity” (I Timothy 4:12),
8. “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (II Peter 3:18).

Performance Assessment:

The student will assemble a portfolio incorporating expository compositions, an analytical composition, creative writing experiences, and one research paper.

5. Course Outline:

In each unit the student will read 1) a variety of authors analyzing specific literary terms and the author's purpose and style and 2) about the historical events occurring during each period noting how the events in history shaped the literature. The following themes will be traced: American Dream, Moral Struggle, Journey (a personal learning experience or a physical journey), Individualism, Search for a Voice or Identity.

Unit 1: Contemporary Writers 1950-Present

The student will...

1. read *To Kill a Mockingbird* by Harper Lee and demonstrate a knowledge of the content through quizzes, class discussion, and assignments.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history.
4. evaluate the theme of a personal journey as the focus of this unit and identify biblical characters that faced similar struggles.
5. apply insights gained to own life.
6. write analytically about literature. Possible assignments include a literary analysis of characters or themes in the novel.

LITERARY TERMS:

character development	dynamic and static characters	irony
figurative language	foil	foreshadowing
personification	plot development	theme

Textbook: *To Kill a Mockingbird* by Harper Lee

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, 4.3, 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

Unit 2: Contemporary Writers 1950-Present

The student will . . .

1. read assigned modern essays, poetry, and short stories and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include: "Journey" by Joyce Carol Oates, selections by Robert Frost, "Kubota" by Garrett Hongo, "Ambush" by Tim O'Brien, "Prime Time" by Henry Louis Gates, "Snow" by Julia Alvarez and "Dust Tracks on a Road" by Zora Neal Hurston.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history.
4. evaluate the difference between the modern short story and other short stories previously read.
5. evaluate the theme of a personal journey as the focus of this unit and identify biblical characters that faced similar struggles.
6. apply the insights gained to student's own life.
7. demonstrate an understanding by writing analytically about literature.
8. create an organized personal memoir focusing on a personal journey that taught a lesson about life.

LITERARY TERMS

character development	memoir	frame story
cataloging	allusion	connotation
foreshadowing	symbolism	point of view
elements of a modern short story	plot development	theme
parallelism	restatement	repetition.

Textbook: pages 1020-1193

Number of Days: 10-15 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, 4.3, 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

Unit 3: Literature to 1750 (Colonial Era)

The student will..

1. read assigned literature and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include *The Crucible* by Arthur Miller, "The Iroquois Constitution," "Huswifery" by Edward Taylor, poems by Anne Bradstreet, and "Sinners in the Hands of an Angry God" by Jonathan Edwards.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.

3. discover the connection between the literature studied and American history.
4. compare and contrast the two groups (Puritans and Native Americans) who established the foundations of American Literature based on the type of genre, the preservation of the literature, the writing style, the content, the purposes, themes, and lifestyle of each group.
5. evaluate the themes of a search for a voice and a moral struggle as the focus of this unit and identify biblical characters that faced similar struggles.
6. apply the insights gained to student's own life.
7. demonstrate an understanding by writing analytically about literature.
8. analyze the structure of poetry (lyric poem or conceit).
9. create a six line lyric poem in iambic pentameter with a rhyming pattern or create a conceit comparing an object with student's own life, tying it together with a religious theme.

LITERARY TERMS

stanza	couplet	conceit	meter
scanning	scansion	poetic foot	iambic pentameter
lyric poem	Puritan plain style	genre	author's purpose
allusion	paradox	symbolism	theme

Textbook: pages 37-117

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

Unit 4: Literature of the Revolutionary Period - 1750-1800

Students will...

1. read the literature assigned and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include "The Declaration of Independence" by Thomas Jefferson, "Speech in the Virginia Convention" by Patrick Henry, "The Crisis, Number 1" by Thomas Paine, and the novel *April Morning* by Howard Fast.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history
4. compare and contrast the Revolutionary and Colonial eras based on the genres and main emphasis or purpose of the writings and the themes.
5. evaluate the themes of the American dream, individualism, a search for a voice, and a moral struggle as the focus of this unit and identify biblical characters that faced similar struggles.
6. apply the insights gained to the student's own life.
7. demonstrate an understanding by writing analytically about literature.

LITERARY TERMS

oratory	parallelism	restatement	oratory
rhetorical questions	persuasive techniques	theme	repetition
"charged" words	writer's attitude	genre	allusion
author's purpose	logical & emotional appeal	aphorisms	

Textbook: pages 119-201

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

Unit 5: Literature from 1800-1840 (Romantic Era)

The student will...

1. read the literature assigned and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include poems by William Cullen Bryant, Washington Irving, and Edgar A. Poe.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history
4. compare and contrast the Romantic era with the other eras previously studied: genres, purpose, style, and themes.
5. evaluate the themes of searching for a voice and struggling with moral issues. Identify biblical characters that faced similar struggles.
6. apply the insights gained to student's own life.
7. demonstrate an understanding by writing analytically about literature.

LITERARY TERMS

figurative language	frame story	stereotype	folk tales	synecdoche
vignette	motif	alliteration	parallelism	blank verse
anastrophe	meter	consonance	assonance	genre
personification	allusion	theme		

Textbook: pages 203-216, 264-313

Number of Days: 10-15 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

Unit 6: Literature of the New England Renaissance 1840-1865 (Transcendentalism and Anti-Transcendentalism)

The student will...

1. read the literature assigned and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include works by Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Henry Wadsworth Longfellow, Emily Dickinson, and Walt Whitman.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history
4. compare and contrast Transcendentalism and Anti-Transcendentalism based on genres, purpose, style and theme.

5. evaluate the themes of the American dream, individualism, a search for a voice, moral struggle, and individualism as the focus of this unit. Identify biblical characters that faced similar struggles.
6. apply the insights gained to student's own life.
7. demonstrate an understanding by writing analytically about literature. Students will also demonstrate their knowledge of poetic terms through analysis of a poem.

LITERARY TERMS

parallelism	genre	allusion	allegory	parable
symbolism	paradox	alliteration	apostrophe	theme
synecdoche	blank verse	figurative language	free verse	

Textbook: pages 245-263, 317-365, 398-445

Number of Days: 15-20 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

Unit 7: Realism and Regionalism 1865-1915

The student will...

1. read the literature assigned and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include "The Notorious Jumping Frog of Calaveras County" by Mark Twain, "The Story of an Hour" by Kate Chopin, a selection by Willa Cather, and *Huckleberry Finn* by Mark Twain.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
3. discover the connection between the literature studied and American history
4. compare and contrast the Realist era with the others studied based on genres, purpose, writing style, and theme.
5. evaluate the themes of frontier and journey as the focus of this unit.
6. apply the insights gained to student's own life.
7. demonstrate an understanding by writing analytically about literature.

LITERARY TERMS

genre	allusion	theme	local color
dialect	regional literature	irony	

Textbook: pages 367-381, 450-596

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

Unit 8: The Modern Age 1915-1950

The student will...

1. read the literature assigned and demonstrate a knowledge of the content through quizzes, class discussion, and assignments. Selections may include "In Another

- Country" by Ernest Hemingway, "The Bridal Party" and *The Great Gatsby* by F. Scott Fitzgerald, and *A Separate Peace* by John Knowles.
2. gain an understanding of the literary elements and techniques inherent in the literature through group work, teacher lecture, and class discussion.
 3. discover the connection between the literature studied and American history.
 4. compare and contrast the Modern era with the other eras studied based on genre, purpose, writing style, and theme.
 5. evaluate the themes of the American dream, a search for a voice, and journey as the focus of this unit.
 6. apply the insights gained to student's own life.
 7. demonstrate an understanding by writing analytically about literature. Research a topic and formulate a coherent argument in support of a thesis collaborating this argument with several diversified sources.

LITERARY TERMS

setting	symbolism	free verse	genre
staging a play	characterization	analogy	dialogue
Textbook: pages 598-1015			
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			

6. Department Outcomes [See Appendix pages 8-13]

7. Wisconsin State Standards [See Appendix pages 13-35]

8. Instructional Strategies:

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

9. Grading and Percentages:

Daily work/notebook/class participation	50%
Tests/quizzes	25%
Writing Assignments	25%

Appendix
American Literature
Ms. Christine Grzanna

6. English Department Outcomes:

Unit 1: Contemporary Writers 1950-Present

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

Unit 2: Contemporary Writers 1950-Present

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

Unit 3: Literature to 1750 (Colonial Era)

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

Unit 4: Literature of the Revolutionary Period - 1750-1800

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

Unit 5: Literature from 1800-1840 (Romantic Era)

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

Unit 6: Literature of the New England Renaissance 1840-1865 (Transcendentalism and Anti-Transcendentalism)

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

Unit 7: Realism and Regionalism 1865-1915

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

Unit 8: The Modern Age 1915-1950

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

7. Wisconsin State Standards:

Composition

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

- 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
- E.12.1 Use computers to acquire, organize, analyze, and communicate information.
- a. Design, format, and produce attractive word-processed documents for various purposes
 - c. Integrate graphics appropriately into reports, newsletters, and other documents
- F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation
 - b. Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
 - e. Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
 - g. Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
 - h. Present findings in oral and written reports, correctly citing sources

Literature

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 /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

Unit 1: Contemporary Writers 1950-Present

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

Unit 2: Contemporary Writers 1950-Present

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

Unit 3: Literature to 1750 (Colonial Era)

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

Unit 4: Literature of the Revolutionary Period - 1750-1800

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

Unit 5: Literature from 1800-1840 (Romantic Era)

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

Unit 6: Literature of the New England Renaissance 1840-1865 (Transcendentalism and Anti-Transcendentalism)

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

Unit 7: Realism and Regionalism 1865-1915

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

Unit 8: The Modern Age 1915-1950

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

