

American Literature Syllabus 2007-08
Wisconsin Lutheran High School
Mr. Gil Tatge

Student Textbook: *Glencoe Literature - The Reader's Choice -- American Literature* Copyright 2000

Instructor Resources: *Glencoe Literature Teacher Resources* Copyright 2000

Supplemental Reading: *The Adventures of Huckleberry Finn* by Mark Twain; *The Crucible* by Arthur Miller

Credits: 1.0

Instructional Level: Grade 11 and 12

Prerequisites: English 3
Composition
Speech 1

Course Purpose:

The purpose of this course is to invite students to observe how the literature of a nation reflects and shapes the history of the nation, to understand the diversity of American Literature, to gain a better understanding of the various literary genre and techniques, to analyze literature from a Christian perspective, to continue to improve written and oral communication skills, and to enjoy reading American authors.

Course Outcomes:

Literary Outcomes--

The student will be able to—

1. Recognize that the history and literature of the United States correspond.
2. Examine what is distinctly unique about American Literature.
3. Recognize the relationship between literature and the life of a Christian.
4. Differentiate among the major literary types: fiction, nonfiction, poetry drama, novel, short story.
5. Categorize selections into a major writing aim: expository, persuasive, creative, and/or reflective
6. Categorize selections into a major writing mode: static and dynamic.
7. Acquire a deeper understanding of literary techniques.
8. Critique and evaluate literature orally and in writing.

Composition Outcomes--

The student will be able to—

1. Write an **analysis** piece about *The Crucible* (Quarter 1).
2. Develop a **creative** contemporary folktale incorporating the elements of fiction: introduction/exposition, conflict, events/action rising, climax, denouement/falling action, and resolution (Quarter 2).
3. Write an **analysis** of a poem by an American poet.
4. Write **reflective** summary chapters for *Huckleberry Finn*, and *The Crucible* (Quarters 1, 3).
5. Write an **expository** research paper about an aspect of *Huckleberry Finn*. The paper will be four-six pages long, including an introductory paragraph ending with a three-part divided thesis, supporting body paragraphs, in-text citations, and a concluding paragraph. The paper will also include an additional title page, outline page(s), and a works cited page listing at least four sources (Quarter 4).

Course Goals:

The student will

1. Learn to appreciate the development of American Literature from a historical perspective as a uniquely forming genre that had borrowed aspects of European and eastern cultures while creating within itself a distinctively “American” flavor.
2. Understand that American Literature as of the late 20th century has become a singular blend of “Americana,” a true blend of old-world ethnicity in a country less than 400 years old.
3. Develop an appetite to read varied forms of literature.
4. Appreciate literature as true art as well as skillful writing.
5. Gain an in-depth understanding of American Literature and history through novel and drama study.
6. Distinguish literary devices used by American authors.
7. Increase his/her understanding of the English language through regular vocabulary study.
8. Grow in ability to write a creative paper, persuasive, expository and reflective essays, and a literary research paper.
9. Gain understanding of the timeless themes in American Literature while grappling with the difficulties in language and/or style by bridging this gap of understanding through free writes in a personal journal.
10. Journey on reading’s path of discovery to find that good literature opens doors of discovery to places and items that a reader can not ordinarily go.
11. Know the power of the written word through the hands of a skilled artist.
12. Become discerning readers in an age where free thought is ever present in American Literature and know the difference between good writing that enhances Christian values and furthering Truth, and writing that subtly aims to warp the mind through secular humanism, post-modernism, atheism, paganism and other ungodly philosophies.
13. Understand that American Literature is a study that continues into the present.

Course Outline:

In the various units listed below, the student will:

(Introduction to American Literature) Overview of entire text

Time period to cover material: two days

S. O. (School Outcomes) 2, 4, and 7

D. O. (Department Outcomes) 1.1, 2.6, 3.1, 4.2, 5.2

W.S.S. (Wisconsin State Standards) A.12.3, A.12.4

- Conceptualize the meaning of American Literature.
- Learn the format of *Glencoe American Literature* to enhance the learning of American Literature as well as to increase in knowledge as an English student and American citizen.
- Understand the instructor’s philosophy through a poem interpretation, “The Teacher.”
- Compile a personal philosophy of learning through the writing of a free-verse poem, “The Student.”

(Unit One: From the Earliest Days) Text pages 45-112

Time period to cover material: three and a half weeks in (Q.1)

S. O. 3, 7

D.O. 1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2, 5.3,

5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise),

D.12.1-12.2, E.12.1

- Understand how American Literature began and developed through 1750.
- Overview the history, life, literature, and language of the American people from its earliest times until 1750.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “The Sky Tree” by the Huron Native Americans, “The Iroquois Constitution” by the Dekanawida Native Americans, “from Of Plymouth Plantation” by William Bradford, “Upon the Burning of Our House” and “To My Dear and Loving Husband” by Anne Bradstreet, “from A Narrative of the Captivity and

Restoration of Mrs. Mary Rowlandson” by Mary Rowlandson, and “from Sinners in the Hands of an Angry God” by Jonathan Edwards.”

(Unit Two: A New Nation) Text pages 120-311

Time period to cover material: nine and a half weeks in (Q. 1-2)

S.O. 3, 7

D.O. 1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise), D.12.1-12.2, E.12.1

- Understand how American Literature developed when America became a new nation from 1750-1850.
- Overview the history, life, literature, and language of the American people from 1750-1850.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “from The Autobiography of Benjamin Franklin and “from Poor Richard’s Almanack” by Benjamin Franklin, “Speech to the Second Virginia Convention” by Patrick Henry, “from The Crisis, No.1” by Thomas Paine, “Declaration of Independence” by Thomas Jefferson, “To His Excellency, General Washington” by Phillis Wheatley, “Letter to Her Daughter from the New and Unfinished White House” by Abigail Adams, “The Devil and Tom Walker” by Washington Irving, “To a Waterfowl” and “Thanatopsis” by William Cullen Bryant, “Old Ironsides” and “The Chambered Nautilus” by Oliver Wendell Holmes, “The First Snow-Fall” by James Russell Lowell, “The Tide Rises, the Tide Falls” by Henry Wadsworth Longfellow, “Concord Hymn” and “from Nature” and “from Self-Reliance” by Ralph Waldo Emerson, “from Walden” and “from Civil Disobedience” by Henry David Thoreau, “The Minister’s Black Veil” by Nathaniel Hawthorne, “To Helen” and “The Raven” and “The Pit and the Pendulum” by Edgar Allan Poe.
- Write a creative story.

(Unit Three: The Civil War and Its Aftermath) Text pages 316-443

Time period to cover material: six weeks in (Q. 2)

S.O. 3,7

D.O. 1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise), D.12.1-12.2, E.12.1

- Understand how American Literature flowered during the Civil War and its aftermath from 1845-1880.
- Overview the history, life, literature, and language of the American people from 1845-1880.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “from My Bondage and My Freedom” by Frederick Douglass, the following Songs, “Swing Low, Sweet Chariot,” “Go Down, Moses” and “Follow the Drinking Gourd,” “And Ain’t I a Woman?” by Sojourner Truth, “from Mary Chestnut’s Civil War” by Mary Chestnut, “An Occurrence at Owl Creek Bridge” by Ambrose Bierce, “Shiloh” by Herman Melville, “The Gettysburg Address” by Abraham Lincoln, “I Hear America Singing” and “When I Heard the Learn’d Astronomer” and “A Sight in Camp in the Daybreak Gray and Dim” and “Beat! Beat! Drums!” and “from Song of Myself” by Walt Whitman, “If You were Coming in the Fall” and “Much Madness is divinest Sense” and “Success is counted sweetest” and “I Heard a Fly buzz when I died” and “The Bustle in a House” and “Because I could not stop for Death” and “There’s a certain Slant of light” and “This is my letter to the World” by Emily Dickinson.
- Write an examination on American Literature studies from the first semester

(Unit Four: Regionalism and Realism) Text pages 450-577.

Time period to cover material: three and one half weeks (Q. 3)

S.O. 3, 4, and 7

D.O.1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2,

5.3, 5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise), D.12.1-12.2, E.12.1

- Understand how American Literature progressed through its themes of regionalism and realism from 1865-1910.
- Overview the history, life, literature, and language of the American people from 1865-1910.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “The Outcasts of Poker Flat” by Bret Harte, “To Build a Fire” by Jack London, “The Story of an Hour” by Kate Chopin, “A Wagner Matinee” by Willa Cather, and “The Open Boat” by Stephen Crane.

(Unit Five: Beginnings of the Modern Age) Text pages 588-716

Time period to cover material: five and a half weeks (Q. 3)

S. O. 3, 7

D.O.1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2,

5.3, 5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise), D.12.1-12.2, E.12.1

- Understand American Literature during the beginnings of its modern age from 1910-1930.
- Overview the history, life, literature, and language of the American people from 1910-1930.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “The Jilting of Granny Weatherall” by Katherine Anne Porter, “The Bridal Party” by F. Scott Fitzgerald, Poetry of E.E. Cummings and Carl Sandburg, “In Another Country” by Ernest Hemingway, “Mending Wall” and “Birches” and “Stopping by Woods on a Snowy Evening” and “The Death of the Hired Man” by Robert Frost.
- Read the entire *The Adventures of Huckleberry Finn* by Mark Twain.
- Write chapter summaries of *Huckleberry Finn*.

(Unit Six: Mid-century Voices) Text pages 772-1013; 1200-1203

Time period to cover material: 4 weeks (Q. 4)

S. O. 3, 4, and 7

D.O. 1.1, 1.4, 2.7, 2.8, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6

W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3 (as opportunities arise), D.12.1-12.2, E.12.1, F.12.1

- Review how to write a research paper (Text R68-R75).
- Learn to make wise use of research time in the Wisconsin Lutheran High School library.
- Understand American Literature during the continuation of the modern age, mid-century from 1930-1969.
- Overview the history, life, literature, and language of the American people from 1930-1969.
- Read, study, discuss, and develop specific vocabulary for the following literary pieces: “Breakfast” by John Steinbeck and “A Worn Path” by Eudora Welty.
- Study the drama *The Crucible* by Arthur Miller.

(Unit Seven: Toward the Twenty-First Century) Text pages 1020-1203

Time period to cover material: 4 ½ weeks in 4th Quarter

School Outcomes: 2, 3, 4, 7

English Department Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.7,

2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4,

5.5, 5.6 W.S.S. A.12.1-12.4, B.12.1- 12.3, C.12.1-12.3, D.12.1-

12.2, E.12.1, F.12.1

- Note American Literature’s trend as it approached the twenty-first century from 1960 to the present.
- Overview the history, life, literature, and language of the American people from 1960 to the present (time permitting).
- Listen to and take notes on “Author Presentations”
- Write an examination on American Literature studies from the second semester.

Instructional Strategies:

Lecture – 20%

Reading – 40%

Video Presentation – 5%

Independent Study – 10%

Writing – 15%

Quiz/Test Taking; Note Taking – 10%

Grading Procedures:

1. Quarter report card grades will be based on the average of all daily work (1/3), the composition average (1/3), and the test average (1/3) for that quarter.
2. Semester report card grades will be based on the first and second quarter averages (37.5% each) and the semester test (25%).
3. All late work will receive a 7% deduction per each late day.
4. Assignments will not be accepted one week beyond the due date.
5. If a student is excused from school early for any reason, his or her work must be handed in before leaving or it will be considered late.
6. It is always the student's obligation to contact the teacher regarding work missed while absent.

LATE PAPERS are graded as follows: 1 day (-7%), 2 days (-14%), 3 days (-21%), 4 days (-28%), 5 days (-35%) and more than one week – zero credit. Papers handed six days or more after a due date may receive 35%. NOTE: If you are in school but missing from class, your work is still due on the due date.

APPENDIX A : Department Outcomes

Course Title: American Literature**Instructor:** Mr. Gil TatgeIntroduction

Graduates of the WLHS English Department will be:

Effective communicators who

1.1 Write clearly and with purpose

Perceptive thinkers who

2.6 Identify and evaluate alternatives/options

Self-directed learners who

3.1 Assume responsibility for their own learning

Discerning readers, viewers, and listeners who

4.2 Apply aesthetic values to the message they see and hear

Quality producers who

Make effective use of God's gift of time

Throughout the Course's Portfolio Building Work

Graduates of the WLHS English Department will be:

Effective Communicators who

1.4 Contribute constructively to group processes

Perceptive thinkers who

2.1 Exercise independent judgment

2.6 Identify and evaluate alternatives/options

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

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

4.3 Evaluate the artist's message in the light of Scriptures

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

Unit One: From the Earliest Days

Graduates of the WLHS English Department will be:

Effective communicators who

1.1 Write clearly and with purpose

1.4 Contribute constructively to group processes

Perceptive thinkers who

2.7 Apply Christian discernment

2.8 Validate conclusions and decisions

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

5.6: Use available technology to produce quality work

Unit Two: A New Nation

Graduates of the WLHS English Department will be:

Effective communicators who

1.1 Write clearly and with purpose

1.4 Contribute constructively to group processes

Perceptive thinkers who

2.7 Apply Christian discernment

2.8 Validate conclusions and decisions

Perceptive thinkers who

2.7 Apply Christian discernment

2.8 Validate conclusions and decisions

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

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

5.6: Use available technology to produce quality work

Unit Three: The Civil War and Its Aftermath

Graduates of the WLHS English Department will be:

Effective communicators who

1.2 Write clearly and with purpose

1.4 Contribute constructively to group processes

Perceptive thinkers who

2.7 Apply Christian discernment

2.8 Validate conclusions and decisions

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

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

5.6: Use available technology to produce quality work

Unit Four: Regionalism and Realism

Graduates of the WLHS English Department will be:

Effective communicators who

1.1: Write clearly and with purpose

1.4: Contribute constructively to group processes

Perceptive thinkers who

2.7: Apply Christian discernment

2.8: Validate conclusions and decisions

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

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

5.6: Use available technology to produce quality work

Unit Five: Beginnings of the Modern Age

Graduates of the WLHS English Department will be:

Effective communicators who

1.1: Write clearly and with purpose

1.4: Contribute constructively to group processes

Perceptive thinkers who

2.7: Apply Christian discernment

2.8: Validate conclusions and decisions

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

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

5.6: Use available technology to produce quality work

Unit Six: Mid-century Voices

Graduates of the WLHS English Department will be:

Effective communicators who

1.1: Write clearly and with purpose

1.4: Contribute constructively to group processes

Perceptive thinkers who

2.7: Apply Christian discernment

2.8: Validate conclusions and decisions

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

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

Unit Seven: Toward the Twenty-First Century

Graduates of the WLHS English Department will be:

Effective communicators who

- 1.1: Write clearly and with purpose
- 1.2: Speak clearly and with purpose
- 1.4: Contribute constructively to group processes

Perceptive thinkers who

- 2.1: Exercise independent judgment
- 2.3: Distinguish truth from propaganda
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions

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

Discerning readers, viewers, and listeners who

- 4.1 Recognize explicit and implicit values in all forms of media
- 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

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

APPENDIX B : Wisconsin Model Academic Standards for English Language Arts

Course Title: American Literature

Instructor: Mr. Gil Tatge

Introduction

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

A12.3: Read and discuss literary and nonliterary texts in order to understand human experience.

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

A12.4: Students will read to acquire information.

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria, propaganda, and language.

Unit One: From the Earliest Days

Unit Two: A New Nation

Unit Three: The Civil War and Its Aftermath

Unit Four: Regionalism and Realism

Unit Five: Beginnings of the Modern Age

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

A12.1: Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
- 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

A12.2: Read, interpret, and critically analyze literature.

- 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
- 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 particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.
- Develop, explain, and defend interpretations of complex literary works
- 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
- Develop and apply criteria to evaluate the literary merit of unfamiliar works

A12.3: Read and discuss literary and nonliterary texts in order to understand human experience.

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

A12.4: Students will read to acquire information.

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria, propaganda, and language.

B12.1: Create or produce writing to communicate with different audiences for a variety of purposes.

- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- 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 review, reports, or essays, with correct citations

- 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
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B12.2: Plan, revise, edit, and publish clear and effective writing.

- 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
- 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
- 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

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

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

C12.1: (As opportunities arise) Prepare and deliver formal oral presentations appropriate to specific purpose and audiences

- Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning
- Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence
- Participate effectively in question-and-answer sessions following presentations
- Summarize narrative and numerical information accurately and logically in presentations
- Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gesture mindful of their effect
- Demonstrate the ability to debate an issue from either side
- Interpret literary works orally, citing textual data in support of assertions
- Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
- Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
- Observe the appropriate etiquette when expressing thanks and receiving praise

C12.2: (as opportunities arise) Listen to, discuss, and comprehend oral communications.

- Attend to both literal and connotative meanings
- Distinguish between relevant and irrelevant information
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
- Analyze messages for their accuracy and usefulness
- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Relate a speaker's ideas and information to prior knowledge and experience
- Consider the specific situation and current conditions when responding to instructions

C12.3 (As opportunities arise) Participate effectively in discussion.

- Detect and evaluate a speaker's bias
- Consider the ideas and opinions of other speakers thoughtfully before responding
- Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
- Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Appraise the purpose of discussions by examining their context and the motivation of participants
- Perform various roles in a discussion, including leader, participant, and moderator
- Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
- Explain and advance opinions by citing evidence and referring to authoritative sources
- Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussion
- Convey criticism in a respectful and supportive way

D12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- 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
- 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
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D12.2 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.

- Evaluate the use of standard American English in public contexts, such as school and work
- Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- 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
- Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English
- Compare form, meaning, and value of different symbol systems—such as alphabets, signs, symbols—of expressions commonly used in another language

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Use on-line sources to exchange information

Unit Six: Mid-century Voices

Unit Seven: Toward the Twenty-First Century

The same standards for Units One-Five as listed above plus the following-

C12.1: Prepare and deliver formal oral presentations appropriate to specific purpose and audiences

- Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning
- Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence
- Participate effectively in question-and-answer sessions following presentations
- Summarize narrative and numerical information accurately and logically in presentations

- Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gesture mindful of their effect
- Demonstrate the ability to debate an issue from either side
- Interpret literary works orally, citing textual data in support of assertions
- Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
- Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
- Observe the appropriate etiquette when expressing thanks and receiving praise

C12.2: Listen to, discuss, and comprehend oral communications.

- Attend to both literal and connotative meanings
- Distinguish between relevant and irrelevant information
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
- Analyze messages for their accuracy and usefulness
- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Relate a speaker's ideas and information to prior knowledge and experience
- Consider the specific situation and current conditions when responding to instructions

C12.3 Participate effectively in discussion.

- Detect and evaluate a speaker's bias
- Consider the ideas and opinions of other speakers thoughtfully before responding
- Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
- Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Appraise the purpose of discussions by examining their context and the motivation of participants
- Perform various roles in a discussion, including leader, participant, and moderator
- Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
- Explain and advance opinions by citing evidence and referring to authoritative sources
- Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussion
- Convey criticism in a respectful and supportive way

F12.1: Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation
- Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
- Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results
- Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies
- Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
- Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date
- Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
- Present findings in oral and written reports, correctly citing sources

