

WRITING

READING/LANGUAGE ARTS

11-12

Curriculum Strand One: Writing Strategies: The students will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Organization and Focus</i></p> <p>*1.1 demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>(Power Standard in both.)</p>	<p>Can the students</p> <p>1.1</p> <ol style="list-style-type: none"> 1. identify the purpose of a sample writing selection? 2. identify the voice or speaker of a writing selection? 3. identify the intended audience of a writing selection? 4. identify the form of a given writing selection? 5. identify narrative, expository, persuasive, and descriptive prose? 	<p>The students will</p> <p>1.1</p> <ul style="list-style-type: none"> • write a persuasive essay convincing readers that a specific stand on an issue is the correct one. For a sample assignment, see <i>HLLA 11th</i>, pp. 114-121. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 34-35. • write a reflective essay in which they explore the meaning of a personal experience. For a sample assignment, see <i>HLLA 12th</i>, pp. 656-663. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 50-51. <p><i>Mastery of the Writing or Language Conventions Standards can be demonstrated through the end product of the Writing and Speaking Workshops (see p. A24 in HLLA 11th ATE and p. A25 in HLLA 12th ATE), and should be assessed continually.</i></p>

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>1.2 use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. (Emphasized in 11th.)</p> <p>*1.3 structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (Power Standard in both.)</p>	<p>Can the students</p> <p>1.2</p> <ol style="list-style-type: none"> 1. identify point of view in a sample writing selection? 2. identify the techniques employed by authors in creating character? 3. identify various stylistic devices used by authors (e.g., imagery, concrete sensory details)? 4. identify the effect(s) of an author’s manipulation of the various writing elements? <p>1.3</p> <ol style="list-style-type: none"> 1. identify patterns of organization including sequential, chronological, cause-effect, proposition-support, etc.? 2. cite precise and relevant arguments to support a thesis? 3. write a variety of sentence types? 	<p>The students will</p> <p>1.2</p> <ul style="list-style-type: none"> • write a biographical narrative using characterization for specific rhetorical and aesthetic purposes. For a sample assignment, see <i>HLLA 11th</i>, pp. 739-740. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, p. 52. • write a short story with an interesting plot and well-developed characters. For a sample assignment, see <i>HLLA 12th</i>, pp. 1031-1032. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, p. 58. <p>1.3</p> <ul style="list-style-type: none"> • For 11th, see 1.1 (Benchmarks/Assessments) • write a literary essay that shows how multiple works reflect the same literary trend. For a sample assignment, see <i>HLLA 12th</i>, pp. 500-504. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 46-47.

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>1.4 enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (Emphasized in 12th.)</p> <p>*1.5 use language in natural, fresh, and vivid ways to establish a specific tone. (Emphasized in 11th.) (Power Standard—11th only.)</p>	<p>Can the students</p> <p>1.4</p> <ol style="list-style-type: none"> 1. recognize rhetorical devices that enhance and add clarity to the work? 2. identify various graphs, tables, and illustrations that would enhance text and incorporate them into a body of work? 3. employ the technology or skills to organize information visually? 4. identify the action to be taken? <p>1.5</p> <ol style="list-style-type: none"> 1. recognize and identify tone in a literary selection? 2. articulate the effect of diction in establishing tone? 3. demonstrate a variety of writing techniques, which effect a desired tone? 	<p>The students will</p> <p>1.4</p> <ul style="list-style-type: none"> • incorporate visual aids (e.g., graphs, tables, pictures) into a historical research paper. For a sample assignment, see <i>HLLA 11th</i>, pp. 528-547. For rubric, for the paper and presentation, see <i>Progress Assessment Writing, Listening, and Speaking</i>, and add a rubric component for visual aids. • write a persuasive essay defending their position on an issue that is important to them. For a sample assignment, see <i>HLLA 12th</i>, pp. 883-884. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, p. 56. <p>1.5</p> <ul style="list-style-type: none"> • write a poem in which their diction establishes a clear and specific tone (For example, teachers may wish to have the students use “Who Understands Me But Me?” <i>HLLA 11th</i>, p. 371, as a model).

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Research and Technology</i></p> <p>*1.6 develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (Power Standard in both.)</p> <p>1.7 use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). (Emphasized in both.)</p>	<p>Can the students</p> <p>1.6</p> <ol style="list-style-type: none"> 1. develop research questions about a given topic or issue? 2. seek out both primary and secondary sources of information pertinent to an issue? 3. determine an appropriate organizational structure and organize information to present to an audience? 4. create audio, visual, or tactile aids to engage the audience members and/or to clarify or illustrate points made in the presentation? <p>1.7</p> <ol style="list-style-type: none"> 1. keep organized records as part of the research process? 2. format records systematically using an accepted form from a style manual? 	<p>The students will</p> <p>1.6</p> <ul style="list-style-type: none"> • write a paper investigating a historical event by analyzing several relevant historical records, explaining similarities and differences among the records, and drawing conclusions about the event. For a sample assignment, see <i>HLLA 11th</i>, pp. 528-547. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 46-48. • write a formal research paper on a topic that links literature and historical investigation. For a sample assignment, see <i>HLLA 12th</i>, pp. 204-223. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 36-39. <p>1.7</p> <ul style="list-style-type: none"> • See benchmark 1.6 (Content Standard), both grades 11th and 12th, noting especially the information in <i>HLLA 11th</i>, pp. 531-533 and <i>HLLA 12th</i>, pp. 207-209.

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>1.8 integrate databases, graphics, and spreadsheets into word-processed documents. (Emphasized in 11th.)</p> <p><i>Evaluation and Revision</i></p> <p>*1.9 revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (Power Standard in both.)</p>	<p>Can the students</p> <p>1.8</p> <ol style="list-style-type: none"> 1. use a computer to generate useful graphics? <p>1.9</p> <ol style="list-style-type: none"> 1. determine an appropriate emphasis for the individual voice in a given piece of writing? 2. demonstrate knowledge of the purposeful use of sentence variety through practice exercises? 3. analyze sample writing models for meaning and tone? 	<p>The students will</p> <p>1.8</p> <ul style="list-style-type: none"> • create a workplace document in which database, graphic, or spreadsheet information has been integrated. See <i>HLLA 11th</i>, p. 1139 or <i>HLLA 11th</i>, pp. 1151-1152 and <i>HLLA 12th</i>, p. 1151, for sample information. <p>1.9</p> <ul style="list-style-type: none"> • read and do the assessment “Writing Workshop: Short Story” in <i>HLLA 11th</i>, <i>Progress Assessment, Writing, Listening, and Speaking</i>, pp. 7-9. • read and do the assessment “Writing Workshop: Reflective Essay” in <i>HLLA 12th</i>, <i>Progress Assessment, Writing, Listening, and Speaking</i>, pp. 19-22.

WRITING

READING/LANGUAGE ARTS

11-12

Curriculum Strand Two: Writing Applications (Genres and Their Characteristics): The students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>2.1 write fictional, autobiographical, or biographical narratives:</p> <ul style="list-style-type: none"> a) Narrate a sequence of events and communicate their significance to the audience. b) Locate scenes and incidents in specific places. c) Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d) Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e) Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <p>(Emphasized in 11th.)</p>	<p>Can the students</p> <p>2.1</p> <ul style="list-style-type: none"> 1. distinguish the difference between relevant and irrelevant events? 2. explain the significance of events? 3. explain the significance of setting? 4. explain the importance of sensory details to character and/or plot development? 5. recognize and explain the purpose of interior monologue? 6. explain the relationship between action and setting or mood changes? 	<p>The students will</p> <p>2.1</p> <ul style="list-style-type: none"> • write an autobiographical narrative. For a sample assignment, see <i>HLLA 11th</i>, pp. 964-965. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, p. 57. • write a descriptive essay in which a character is described to give a distinctive impression. For a sample assignment, see <i>HLLA 12th</i>, pp. 74-81. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 33-35.

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*2.2 write responses to literature:</p> <ul style="list-style-type: none"> a) Demonstrate a comprehensive understanding of the significant ideas in works or passages. b) Analyze the use of imagery, language, universal themes, and unique aspects of the text. c) Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d) Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>(Power Standard in both.)</p>	<p>Can the students</p> <p>2.2</p> <ul style="list-style-type: none"> 1. identify and explain the various elements of literature? 2. identify important ideas and viewpoints and utilize them when referring to a text? 3. recognize stylistic devices (e.g., parallelism, allusion, understatement)? 4. identify ambiguities, nuances, and complexities within a text? 5. recognize the purpose and structure of interpretive and evaluative writing? 	<p>The students will</p> <p>2.2</p> <ul style="list-style-type: none"> • write a literary analysis of a short story. For a sample assignment, see <i>HLLA 11th</i>, pp. 665-666. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, p. 51. • write an essay analyzing the elements of a poem. For a sample assignment, see <i>HLLA 12th</i>, pp. 390-392. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 41-43.

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*2.3 write reflective compositions:</p> <ol style="list-style-type: none"> a) Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b) Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. c) Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <p>(Power Standard—12th only.)</p> <p>2.4 write historical investigation reports:</p> <ol style="list-style-type: none"> a) Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. 	<p>Can the students</p> <p>2.3</p> <ol style="list-style-type: none"> 1. identify the various rhetorical strategies? 2. identify a variety of reflective organizational patterns in model essays? <ul style="list-style-type: none"> • occasion, personal reflection, universal reflection • universal principal, occasion, personal reflection • occasion, reflection, occasion, reflection, etc. • occasion, analogous occasion, reflection <p>2.4</p> <ol style="list-style-type: none"> 1. select an appropriate genre of writing to support a main proposition? 2. compare and contrast various versions of an historical event? 	<p>The students will</p> <p>2.3</p> <ul style="list-style-type: none"> • write a reflective essay in which the students explore an experience from their life and share its significance. For a sample assignment, see <i>HLLA 11th</i>, pp. 360-367. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 42-43. • write a reflective essay in which the students explore a meaningful experience. For a sample assignment, see <i>HLLA 12th</i>, pp. 656-663. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 49-51. <p>2.4</p> <ul style="list-style-type: none"> • write a paper investigating a historical event. For a sample assignment, see <i>HLLA 11th</i>, pp. 528-547. For rubric, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 45-38. • See benchmark 1.6 (Writing Strategies), for an assignment linking literature and historical research.

WRITING

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <ul style="list-style-type: none"> c) Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d) Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e) Include a formal bibliography. Note: Bibliography = works cited/ consulted page adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>). <p>(Emphasized in 11th.)</p> <p>2.5 write job application letters and resumès:</p> <ul style="list-style-type: none"> a) Provide clear and purposeful information and address the intended audience appropriately. b) Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c) Modify the tone to fit the purpose and audience. 	<p>Can the students (con't)</p> <p>2.4</p> <ul style="list-style-type: none"> 3. recognize perspective and/or bias in the reporting of historical events? 4. explain the difference between primary and secondary sources? 5. determine what is or is not a relevant perspective and/or reliable source? 6. understand the elements of a formal works cited/consulted page? <p>2.5</p> <ul style="list-style-type: none"> 1. understand the purpose of and audience for a job application and/or resumè? 2. understand appropriate vocabulary, tone, and the conventional style of language as they relate to career development documents? 	<p>The students will</p> <p>2.5</p> <ul style="list-style-type: none"> • write a job application letter. For sample information, see <i>HLLA 11th</i>, “The World of Work,” pp. 1138-1139. For a model letter, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 110-118. For holistic scale, see <i>Progress Assessment Writing, Listening, and Speaking</i>, pp. 108-109.

WRITTEN AND ORAL ENGLISH **READING/LANGUAGE ARTS**
 LANGUAGE CONVENTIONS

11-12

Curriculum Strand One: Written and Oral English Language Conventions: The students will write and speak with a command of standard English conventions.		
Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*1.1 demonstrate control of grammar, diction, and paragraph and sentence structure an understanding of English usage. (Power Standard in both.)</p> <p>*1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. (Power Standard in both.)</p>	<p>Can the students</p> <p>1.1</p> <p style="padding-left: 20px;">1. complete lessons in <u>Holt Handbook</u> and improve their language conventions?</p> <p>1.2</p> <p style="padding-left: 20px;">1. edit their work for accuracy?</p>	<p>The students will</p> <p>1.1</p> <ul style="list-style-type: none"> • complete the <u>Holt Handbook</u> “Diagnostic Preview,” and after receiving instruction, as needed, will demonstrate proficiency using Grammar Tests in <i>Language and Sentence Skills Practice</i>. <p>1.2</p> <ul style="list-style-type: none"> • in any selected writing assignment, demonstrate their ability to produce legible work which shows accurate spelling, correct punctuation, and correct capitalization, as measured against rubric. For rubric, see the language conventions of relevant analytical scoring rubrics, in <i>HLLA, Progress Assessment Writing, Listening, and Speaking 11th</i> and <i>Progress Assessment Writing, Listening, and Speaking 12th</i>.

**WRITTEN AND ORAL ENGLISH
LANGUAGE CONVENTIONS**

READING/LANGUAGE ARTS

11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*1.3 reflect appropriate manuscript requirements in writing. (Power Standard in both.)</p>	<p>Can the students</p> <p>1.3</p> <ol style="list-style-type: none"> 1. follow the guidelines for correct manuscript form? 	<p>The students will</p> <p>1.3</p> <ul style="list-style-type: none"> • produce a works-cited page which follows MLA Format. See “Sample Works Cited Entries,” and “A Writer’s Model,” pp. 537-539 and p. 544 in <i>HLLA 11th</i>. • Create note cards in order to record and organize research information. See guidelines, <i>HLLA 12th</i>, pp. 207-208. See benchmark 1.6 for linking assignment and historical research.

