CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

ENGLISH 9 Honors

Course Number	5012
Department	English
Length of Course	Two Semesters/One Year
Grade Level	9
Credit	5 units per semester/10 total units
Repeatable	No
Board Approved	August 10, 2000

Description of Course - This is an English course designed to meet the needs of the student working above grade level. The emphasis is on the further development of writing ability in general, the introduction of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, an introduction to literary genres, and an appreciation of literature. Mythology and a Shakespearean play are included as major content areas. Other things covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skills. The course is conducted at an accelerated level and is designed to prepare students for other English Honors and accelerated courses in grades ten through twelve.

Rationale for Course- The skills outlined in the District's Standards and Objectives for the ninth grade level are necessary components to create communication-literate students who will continue to thrive throughout their high school career and beyond into post-high school education and the work force.

READING

Standard 1 - Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of work origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

    1.1   Objective: Identify and use the literal and figurative meaning of words in their reading and writing.

        1.1.1   Performance Indicator: Given a list of words, students will identify their literal and figurative meanings and understand word derivations.

        1.1.2   Performance Indicator: Given a piece of poetry, students will identify

examples of figurative language.

1.1.3   Performance Indicator: Given an assignment to write a poem or story, students will utilize figurative language.

1.1.4   Performance Indicator: Given a piece of literature, students will differentiate between the literal and figurative levels of words and   phrases in context.

1.2   Objective: Distinguish between denotative and connotative meanings of   words.

1.2.1   Performance Indicator: Given a piece of writing, students will analyze the positive or negative tone conveyed by its diction and   determine how alternate diction choices affect meaning.

1.2.2   Performance Indicator: Given a writing assignment, students will demonstrate appropriate use of connotation in their choice of words   to create a specific tone.

1.3   Objective: Understand the concept of word derivation, including Greek roots, affixes, and suffixes.

1.3.1   Performance Indicator: Given unfamiliar words, students will research the etymology of one word and present their findings in an essay.

1.3.2   Performance Indicator: Given a list of unfamiliar words, students will decipher their meanings using word parts.

1.3.3   Performance Indicator: Given a list of word parts, students will make up new words with plausible definitions.

1.4   Objective: Use knowledge of Greek and Roman mythology to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from   the myth of Narcissus and Echo).

1.4.1   Performance Indicator: Given a myth and an unfamiliar word related to that myth, students will hypothesize possible meanings for the   word.

Standard 2 - Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in

Recommended Literature, Grades Nine Through Twelve (1990). In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials

2.1   Objective: Generate relevant questions about readings on issues that can be researched.

   2.1.1   Performance Indicator: Given a text, students will generate questions to facilitate a critical reading of the text.

2.2   Objective: Synthesize the ideas from several sources dealing with a single   issue or written by a single author, and then paraphrase them and connect   to other sources and related topics to demonstrate comprehension.

   2.2.1   Performance Indicator: Given mythological selections and non-mythological pieces, students will connect a common theme among   the texts.

   2.2.2   Performance Indicator: Given several non-fiction pieces, students will identify a common theme.

2.3   Objective: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

   2.3.1   Performance Indicator: Given a primary or secondary source, students will produce writing, performance, or questions that relate   a literary theme to a contemporary situation.

   2.3.2   Performance Indicator: Given a primary source, such as a letter from an author, students will connect the ideas present in the document   with a literary text by the same author.

2.4   Objective: Demonstrate use of alternate learning tools by following technical directions (e.g., those found with specialized software programs, Internet   search engines, etc.).

   2.4.1   Performance Indicator: Given a debate or literature-focused topic, students will use Internet search engines to locate relevant materials.

   2.4.2   Performance Indicator: Given a technical manual, students will

show understanding of the instructions present by teaching the class   how to do what the manual proposes.

   2.5   Objective: Critique the logic of expository documents by examining the   sequence of information and procedures and the anticipation of possible   reader misunderstandings.

      2.5.1   Performance Indicator: Given a set of directions, students in a class
      discussion will analyze a set of directions to determine what   information aids and/or hinders reader understanding.

      2.5.2   Performance Indicator: Given an expository selection, students will
      critique the rhetorical and resulting logic present.

   2.6   Objective: Evaluate the credibility of an author's argument or defense of a   claim by critiquing the relationship between generalizations and evidence, the   comprehensiveness of evidence, and/or the way in which the author's intent   affects the structure and tone of the text (e.g., professional journals,   editorials, political speeches, primary-source material).

      2.6.1   Performance Indicator: Given an expository text, students will
      identify an author's purpose, including possible bias, and analyze the   extent and quality of evidence that supports the author's argument.

      2.6.2   Performance Indicator: Given two expository texts by the same
      author, students will list and discuss the patterns in types of   evidence and rhetoric present in the author's work.

Standard 3 - Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *Recommended Literature, Grades Nine Through Twelve* (1990).

Structural Features of Literature

   3.1   Objective: Articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (e.g., comedy,   tragedy, drama, and dramatic monologue).

3.1.1   Performance Indicator: Given the beginning portions of two epics, students will compare the texts to find the common structural elements of the epic genre.

3.1.2   Performance Indicator: Given a Shakespearian drama, students will research the theatrical conventions of the text's time period and explain the impact of those conventions on the play.

3.2   Objective: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

3.2.1   Performance Indicator: Given a unit in their anthology, students will compare a poetic and narrative presentation of a theme and the strengths, weaknesses, and variations in each genre's presentation of the theme.

3.2.2   Performance Indicator: Given a literary selection and thematically connected newspaper articles, cartoons, etc., students will create a collage, integrating quotes from all texts and arranging the words and images around a thematic statement unifying all elements.

Narrative Analysis of Grade-Level-Appropriate Text

3.3   Objective: Analyze interactions between main and supporting characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how those interactions affect the plot.

3.3.1   Performance Indicator: Given a fictional text, students will analyze how supporting characters help characterize the protagonist.

3.3.2   Performance Indicator: Given characters in a fictional text, students will create a sociogram (a graphic organizer displaying character relations) with annotations that comment on the relationships' ramifications.

3.4   Objective: Determine characters' traits through the basic techniques of characterization, including narration, dialogue, dramatic monologue, and soliloquy.

3.4.1   Performance Indicator: Given characters in a text, students will list character traits, the techniques used to convey them, and evaluate the effectiveness of the characterization.

3.4.2   Performance Indicator: Given a character, students will mimic an author's characterization techniques in order to create their own character.

3.5   Objective: Analyze and describe an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashback).

3.5.1   Performance Indicator: Given a literary text, after graphing the steps in the plot (e.g., exposition, rising action, etc.), students will explain how each stage contributes to a theme or character development.

3.5.2   Performance Indicator: Given a literary text, students will collaboratively discuss the function of specific literary devices and present their findings to the class.

3.6   Objective: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

3.6.1   Performance Indicator: Given two works sharing a common theme, students will cite evidence from the selections that connect them.

3.6.2   Performance Indicator: Given two works sharing a common theme, students will use important elements from each work (e.g., symbols allusions, irony, etc.) and add their own elements to create a new story that expresses the same theme.

3.7   Objective: Recognize and understand the significance of a wide range of literary elements and techniques, such as figurative language, imagery, allegory and symbolism, and explain their relevance.

3.7.1   Performance Indicator: Given a series of poems, students will create dialectical journals that include examples of literary devices, techniques, and their significance.

3.7.2   Performance Indicator: Given a text, students will identify the allusions to previously read works.

3.7.3   Performance Indicator: Given a poem, students will draw the imagery in each line/stanza, label the type of imagery present, and explain it's function to the class.

3.8   Objective: Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

   3.8.1   Performance Indicator: Given a soliloquy, students will analyze the emotions present, how those emotions fit the current situation of the character, or how the soliloquy fits within the context of the plot.

   3.8.2   Performance Indicator: Given character foils in a text, students will role play a possible new scene for the work while remaining true to each character's personality.

Literacy Criticism

3.9   Objective: Analyze how a work of literature is related to the themes and issues of its historical period.

   3.9.1   Performance Indicator: Given a work of literature, students will research and cite the historical influences present.

   3.9.2   Performance Indicator: Given a work of literature and aesthetic expressions (e.g., art, music, theater, etc.) from the text's time period, using the jig-saw method, students will explain how the art connects to the attitudes, imagery, and culture in the text.

WRITING

Standard 1 -Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Organization and Focus

1.1   Objective: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

1.1.1　　Performance Indicator: Given a topic, students will generate several coherent and focused theses and evaluate the efficacy of their peer's thesis.

1.1.2　　Performance Indicator: Given a topic, students write an interpretive paper that presents a thesis and develops a consistent focus and tone.

1.2　　Objective: Use precise language, action verbs, sensory details, appropriate modifiers, and active, rather than passive, voice.

1.2.1　　Performance Indicator: Given a three-dimensional still life, students will write an observational paper that effectively uses descriptive techniques.

1.2.2　　Performance Indicator: Given a variety of art works displaying activity, students will write a paper employing action verbs and sensory details to recreate in writing the artistic images.

Research and Technology

1.3　　Objective: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.3.1　　Performance Indicator: Given a list of student-generated questions about a text/topic, students will research materials using note cards to document their findings in order to address those questions.

1.3.2　　Performance Indicator: Given a research topic/question, students will role-play an interview situation using proper personal interview techniques before applying those methods to their individual research assignments.

1.4　　Objective: Develop the main ideas within the body of the composition through supporting evidence and the integration of quotations and citations into the written text, while maintaining the flow of ideas.

1.4.1　　Performance Indicator: Given an essay, students write an expository piece in which quotations and citations are grammatically, structurally, and sensibly integrated.

1.4.2　　Performance Indicator: Given an essay, students write a text in which ideas are supported with quotations and examples.

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1.4.3   Performance Indicator: Given several texts, students will integrate relevant evidence from each source to fully support their ideas.

1.5   Objective: Integrate quotations and citations into written text, while maintaining the flow of ideas.

1.5.1   Performance Indicator: Given an essay and quotable material, in groups students will combine appropriate quotations with sentences discussing the relevance of the quote, paying careful attention to avoid "announcing" phrases (e.g., "the following quote shows").

1.5.2   Performance Indicator: Given professional essays, students will imitate the syntax of a text, focusing on the author's integrated using of quotations.

1.6   Objective: Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the *Modern Language Association Handbook or Chicago Style Manual*).

1.6.1   Performance Indicator: Given a report, students write an expository piece using an appropriate documentation format and conventions.

Revising and Evaluating Strategies

1.7   Objective: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of diction and tone, taking into consideration audience and purpose.

1.7.1   Performance Indicator: Given an essay, students will discuss changes on their drafts and the effect of those changes on meaning and reader understanding (e.g., addressing metacognative questions).

1.7.2   Performance Indicator: Given a draft, students will revise their writing with the aide of teacher-guided revision prompting.

1.7.3   Performance Indicator: Given a draft, students will revise their writing using peer editing techniques (e.g., checklists, rubrics, etc.).

Standard 2 -Writing Applications (Genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.

2.1   Objective: Write biographical, autobiographical narratives, and/or short stories which relate a sequence of events and communicate the significance of the events to the audience, locate scenes and incidents in specific places and 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; pace the presentation of actions to accommodate changes in time and mood; and/or make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.1.1   Performance Indicator: Given a prompt, students will narrate and pace a sequence of events and convey the event's significance in an observational paper.

2.1.2   Performance Indicator: Given a prompt, students will integrate observational techniques (e.g., sensory detail, narrative perspective, etc.) into an autobiographical essay.

2.1.3   Performance Indicator: Given a prompt, students will vary narrative pacing in order to control the tone and meaning in their writing.

2.1.4   Performance Indicator: Given a prompt, students will incorporate a controlling metaphor into their essay to more closely connect their imagery with their textual intent.

2.2   Objective: Write responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages, support key ideas and viewpoints through accurate and detailed references to the text or to other works, and/or demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

2.2.1   Performance Indicator: Given a text, students will take ideas discussed as a class and then collaboratively search for appropriate and effective references to the text that will support those ideas, documenting their findings in a dialectical journal.

2.2.2   Performance Indicator: Given a passage and teacher instruction,

students will mimic an author's style while expressing original ideas   concerning the text.

   2.2.3   Performance Indicator: Given a text or passage, students will write
   a paper connecting ideas in the passage with previous readings and
using specific references to all texts discussed.

   2.3   Objective: Write expository compositions, including analytical essays and   research reports that gather evidence in support of a thesis and related   claims, including information on all relevant perspectives; convey information   and ideas from primary and secondary sources accurately and coherently;   make distinctions about the relative value and significance of specific data,   facts and ideas; organize and record information on charts, maps, and graphs   for use as visuals, employing appropriate technology; anticipate and address
   readers' potential misunderstandings, biases, expectations; and/or use   technical terms and notations accurately.

   2.3.1   Performance Indicator: Given a prompt and a text, students will list
   and connect evidence (e.g., quotations, paraphrase, narrative events,
facts, etc.) from the text and secondary sources to support their   thesis.

   2.3.2   Performance Indicator: Given a prompt dealing with a text, students
   will collaboratively write body paragraphs addressing a class-   generated thesis.

   2.3.3   Performance Indicator: Given a draft, students will prioritize the
   importance of each piece of evidence in their composition in order   to reorganize their ideas in a more rhetorically effective manner.

   2.4   Objective: Write persuasive compositions that structure ideas and arguments
   in a sustained and logical fashion; use specific rhetorical devices to support   assertions (e.g., appeal to logic through reasoning; appeal to emotion or   ethical belief; personal anecdote, case study, or analogy); clarify and defend   positions with precise and relevant evidence, including facts, expert opinions,   quotations, and/or expressions of commonly accepted beliefs and logical   reasoning; and/or address readers' concerns, counterclaims, biases, and/or
   expectations.

   2.4.1   Performance Indicator: Given a list of different audiences, students
   will discuss possible changes that would occur when the specified   audience changed, choose two drastically different audiences, and   then write brief persuasive papers that present the same thesis in   different manners.

2.4.2   Performance Indicator: Given two passages from different speeches
(e.g., from *The Odyssey* and *Romeo and Juliet*), students will identify
the biases present in each speech and the relevance of the biases to   t h e
speaker.

2.5   Objective: Write business letters that provide clear and purposeful   information and
address the intended audience appropriately; use appropriate   vocabulary, tone, and style to take
into account the nature of the relationship   with, and the knowledge and interests of, the
recipients; highlight central   ideas or images; and/or follow a conventional style with page
formats, fonts,   and spacing that contribute to the documents' readability and impact.

2.5.1   Performance Indicator: Given a fictitious company and product,
students will compose a letter of complaint that clearly and   succinctly describes the
problem and poses a possible, realistic   solution.

2.5.2   Performance Indicator: Given a topic, students will compose both
a business letter and personal letter which relay the same information
and demonstrate appropriate letter conventions.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Standard 1 -Written and Oral English Language Conventions: students write and speak with a command
of Standard English conventions.

Grammar and Mechanics

1.1   Objective: Identify and use clauses, phrases, mechanics, usage and sentence
structure.

1.1.1   Performance Indicator: Given a series of sentence patterns, students
will discuss the rhetorical purposes and effects of such sentence   structure
and then create sentences following the given patterns,   keeping their rhetorical purpose
in mind.

1.1.2   Performance Indicator: Given a draft and sentence patterns,
students will revise their writing to reflect a varied and sophisticated   sentence
structure and syntax.

1.2   Objective: Demonstrate an understanding of proper English usage and control

of grammar, paragraph and sentence structure, diction and syntax.

    1.2.1   Performance Indicator: Given an essay and checklist, paired students will revise for appropriate use of diction and syntax.

    1.2.2   Performance Indicator: Given a set of student-generated clauses and phrases, students will collaboratively combine the elements into one sentence, punctuating the combinations correctly. This can also be accomplished using a game format (e.g., the world's longest, grammatically correct sentence.).

Manuscript Form

1.3   Objective: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

    1.3.1   Performance Indicator: Given a piece of writing, students will check for spelling and capitalization errors by reading their essay from the end to the beginning to prevent students from reading over words.

    1.3.2   Performance Indicator: Given a piece of writing, paired students will read their writing aloud, pausing to correct errors in wording or punctuation.

1.4   Objective: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

    1.4.1   Performance Indicator: Given an essay, students will create manuscripts following the MLA format.

LISTENING AND SPEAKING STRATEGIES

Standard 1-Listening and Speaking Strategies: Students formulate logical judgements about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension

1.1   Objective: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

    1.1.1   Performance Indicator: Given a text, students will deliver oral responses to literature that include judgments supported by   c o n v i n c i n g evidence.

    1.1.2   Performance Indicator: Given a contemporary problem, students will present their ideas, using examples and quotes from literature   studied.

Organization and Delivery of Oral Communication

1.2   Objective: Choose logical patterns of organization (e.g., chronological,   topical, cause/effect) to inform and to persuade, by soliciting agreement or   action, or to unite audiences behind a common belief or cause.

    1.2.1   Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two   different organizational approaches.

    1.2.2   Performance Indicator: Given a published speech, students will identify the organizational format and discuss the impact of the   original and rewritten speech.

1.3   Objective: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to   authoritative sources).

    1.3.1   Performance Indicator: Given several published speeches, students will list and discuss how each orator begins and ends his/her speech, as well as the effectiveness of each technique in context.

    1.3.2   Performance Indicator: Given a list of introduction and conclusion techniques, students will write several beginnings and endings for   their oration and explain the rhetorical advantages and disadvantages   of each approach for their speech.

1.4   Objective: Present and advance a clear thesis statement and choose   appropriate types of proof (e.g., statistics, testimony, specific instances) that   meet standard tests for evidence, including credibility, validity, and   relevance.

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1.4.1   Performance Indicator: Given the introduction to a published speech, students will identify the thesis statement and predict the orator's choice of evidence. Students will then compare their predictions with the actual speech, explain the rationale behind their choice of evidence, and speculate the rationale behind the author's choice of evidence.
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1.4.2   Performance Indicator: Given an article from a newspaper, students will generate a persuasive speech using in a fluid manner the information from the article, including direct quotation.

1.5   Objective: Use props such as visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.5.1   Performance Indicator: Given a speech, students will use at least one visual aid meaningfully throughout their presentation.

1.6   Objective: Produce concise notes for oral delivery.

1.6.1   Performance Indicator: Given a speech topic, students will record main ideas and examples in bulleted form on note cards.

1.6.2   Performance Indicator: Given a speech, students will practice delivering it to a peer using their notes and good eye contact.

1.7   Objective: Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., v o i c e, gestures, eye contact).

1.7.1   Performance Indicator: Given a speech, paired students will identify specific distracting body behaviors on which to focus and practice delivering their speeches, focusing on avoiding the designated behaviors.

1.7.2   Performance Indicator: Given a speech and a rubric, paired students will take notes, critique their partner's speech, and provide appropriate feedback in order to improve the next oral presentation.

1.7.3   Performance Indicator: Given a series of speeches and oral presentations, students will log in their portfolios their goals, growth, and change in attitude toward public speaking.

1.7.4   Performance Indicator: Given an occasion (e.g., a eulogy, a political fundraiser, etc.), students will create and deliver a speech fitting the situation.

Analysis and Evaluation of Oral and Media Communications

1.8   Objective: Assess how language and delivery affect the mood and tone of   the oral communication and make an impact on the audience.

1.8.1   Performance Indicator: Given the contents of a speech, students will present the speech using different diction and delivery, discuss the ramifications of such changes, and evaluate which changes are most   effective. Students will then predict which changes are most   effective for which audience.

1.8.2   Performance Indicator: Given a public speech, students will listen to an audio tape of the speech, watch the video version, and then   evaluate how the visual delivery impacts the audience.

1.9   Objective: Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas,   delivery and diction.

1.9.1   Performance Indicator: Given an oral presentation and rubric, students will provide feedback on the speeches of peers, focusing   on coherence and effectiveness.

1.9.2   Performance Indicator: Given an oral presentation, paired students will practice delivering their speeches, focusing on diction and verbal pauses, (e.g., "um", "like", "and"), provide feedback to each other,   and finally evaluate their own performance and growth.

Standard 2 - Speaking Applications: (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.

2.1   Objective: Prepare and deliver narrative presentations (autobiographical or fictional) that narrate a sequence of events and communicate their   significance to the audience; locate scenes and incidents in specific places;   describe with concrete sensory details the sights, sounds, and smells of a   scene and the specific actions, movements, gestures, and feelings of   characters; and/or pace the presentation of actions to

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accommodate time or mood changes.

      2.1.1   Performance Indicator: Given a topic, students will deliver an anecdote from their lives, using tangible sensory details to relate the event and its significance.

      2.1.2   Performance Indicator: Given a topic, students will prepare and present a speech that includes at least two shifts in mood created through changes in pacing.

2.2   Objective: Prepare and deliver expository presentations that gather evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include aids by employing appropriate technology (e.g., *Power Point*) to organize and display information on charts, maps and graphs; anticipate and address the listener's potential misunderstanding, biases, and expectations; and/or use technical terms and notations accurately.

      2.2.1   Performance Indicator: Given a topic, students will briefly present the findings of their research paper, including appropriate visual aids and citations from primary sources.

      2.2.2   Performance Indicator: Given a topic students will begin their speeches with a series of questions to determine the audiences' prior knowledge and then include in the speech appropriate information to address listener needs.

2.3   Objective: Apply appropriate interviewing techniques, such as preparing and asking relevant questions; making notes of responses; using language that conveys maturity, sensitivity, and respect; responding correctly and effectively to questions; demonstrating knowledge of the subject or organization; compiling and reporting responses; and/or evaluating the effectiveness of the interview.

2.3.1   Performance Indicator: Given a topic and a literary character, paired students will create appropriately phrased questions to delve into characterization and then practice asking their questions to students role-playing their character.

2.3.2   Performance Indicator: Given survey questions, students will interview people, organize responses, create a visual to incorporate into their speech, and include in their speech how their predictions compared to their findings.

2.4   Objective: Deliver oral responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text); support important ideas and viewpoints through accurate and detailed references to the text or to other works; demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; and/or identify and assess the impact of perceived ambiguities, nuances, and complexities with the text.

2.4.1   Performance Indicator: Given differing texts, in groups students will present the ideas of their assigned text and include relevant biographical material about the author.

2.4.2   Performance Indicator: Given a text, students will record relevant quotations from their reading that support their assertions concerning the work and include that information in a speech.

2.5   Objective: Prepare and deliver descriptive presentations that establishes clearly the speaker's point of view on the subject of the presentation; establishes clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement); and/or uses effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

2.5.1   Performance Indicator: Given an unusual object, students will describe the item and its function using metaphors and without showing the object to the class.

2.5.2   Performance Indicator: Given an observational essay based on a picture, students will present their essay while the class draws what is being described, compare the original picture to the class generated illustrations, and then revise their essay and speech based on the incongruities.