CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

ENGLISH 10 Honors

Course Number	5022
Department	English
Length of Course	Two Semesters/One Year
Grade Level	10
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 development of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, further study of 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 eleven and twelve.

Rationale for Course- The skills outlined in the District's Standards and Objectives for the tenth 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.

Vocabulary and Concept Development

    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

1.1.2   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 meaning using word parts.

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

Standard 2 - Reading comprehension (focus on informational materials); Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *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: Analyze the structure and format of workplace documents,   including format, graphics, titles and headers, and evaluate their   effectiveness.

     2.1.1   Performance Indicator: Given a text, students will collaboratively generate questions which build in complexity in order to facilitate a   critical reading of the text.

     2.1.2   Performance Indicator: Given two texts, students will compare the formats and evaluate the effectiveness of each style.

2.2   Objective: Prepare a bibliography of reference materials for a report using a variety of documents.

     2.2.1   Performance Indicator: Given a set of research sources, students will prepare the appropriate MLA entry for each source on note cards.

     2.2.2   Performance Indicator: Given a research paper, students will prepare an annotated works cited page using the MLA format.

Comprehension and Analysis of Grade-Level Appropriate Text

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

     2.3.1   Performance Indicator: Given a complex literary text, students will locate areas of confusion and/or ambiguity in order to generate   questions that will lead to deeper understanding of the text.

     2.3.2   Performance Indicator: Given several texts, students will list and categorize the issues present and then research material related to   one of the issues.

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

     2.4.1   Performance Indicator: Given a series of texts connected through theme or time period, students will collaboratively create a graphic   organizer that connects the common themes and the rhetorical   elements used to convey those

themes.

2.4.2   Performance Indicator: Given a series of works connected through theme or time period, each student will role play one character at a literary dinner party that will allow characters from different texts to interact in order to elicit deeper understanding of each piece.

2.5   Objective: Extend ideas presented in primary or secondary sources.

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

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

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

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

2.6.2   Performance Indicator: Given a technical manual, student will show understanding of the instructions present by teaching the class how to do what the manual proposes.

Expository Critique

2.7   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 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).

2.7.1   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.

2.7.2   Performance Indicator: Given a series of 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 a monologue from *Antigone* and *Julius Caesar*, students will compare and contrast the structure and conventions found in Greek and Shakespearian monologues and then perform the Shakespearian monologue using Greek conventions and/or vice versa.

    3.1.2   Performance Indicator: Given passages from comedies and tragedies, in groups students will list the literary elements present in paired texts, discuss how those elements tie to each works purpose, and then present their findings.

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 characters in a fictional text, students

will create a sociogram (a graphic organizer displaying character   relations)
with annotations that comment on the relationship's   ramifications.

       3.3.2   Performance Indicator: Given a set of parallel characters within a
text, students will analyze the function of the characters'   connection

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   t h e
effectiveness of the characterization.

       3.4.2   Performance Indicator: Given a set of literary characters, students
will select specific characterization techniques in order to create their
own character and then justify the techniques used.

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

       3.5.1   Performance Indicator: Given a text, students will read works sharing
a common theme, cite supporting evidence from each, and then   write an
essay comparing the treatment of each work's theme.

       3.5.2   Performance Indicator: Given works from differing genres that share
a theme, students will create a graphic organizer expressing the   subtleties
of each passage's theme, leading to the writing of a   compare-contrast essay.

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

       3.6.1   Performance Indicator: Given Marc Anthony's funeral oration,
students will analyze the dramatic effect of the diction and connect   that analysis
to Anthony's purpose.

       3.6.2   Performance Indicator: Given a poem, students will label literary
elements and techniques used in the poem and then create their own   verse using
the elements and techniques previously labeled.

3.7   Objective: Interpret and evaluate the impact of ambiguities, subtleties,
contradictions, ironies and incongruities in text.

3.7.1   Performance Indicator: Given a short passage, students will collaboratively highlight the areas of the passage that lead to   confusion and then discuss possible meanings.

3.7.2   Performance Indicator: Given a piece of literature (e.g., Marc Anthony's funeral oration), students will draw the contradictory   meanings found in the passage and then discuss how the different   interpretive levels relate to each other.

3.8   Objective: Explain how voice, persona, and the choice of a narrator affect   t o n e , characterization, plot, and credibility.

3.8.1   Performance Indicator: Given a text (e.g., *Tale of Two Cities*), students will retell the story from different character's points of view   and then discuss the effect of the point of view on the narration's   reliability and meaning.

3.8.2   Performance Indicator: Given a narrative poem, students will collaboratively discuss the tones present in the text, orally recite the   poem using the one tone they think is most prevalent, and then   defend their choice.

3.8.3   Performance Indicator: Given a list of tones, students will create several poems expressing differing moods.

Literary Criticism

3.9   Objective: Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the   terminology of literary criticism.

3.9.1   Performance Indicator: Given a text, students will list diction related to connotation, imagery, and/or tone, discuss the patterns present,   a n d determine the purpose of those patterns.

3.9.2   Performance Indicator: Given a poem, students will substitute denotatively similar, yet connotatively different words for diction in   the poem that affect tone and then compare and contrast the affect   of those changes.

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

3.10.1   Performance Indicator: Given a text, students will collaboratively

connect history and the text by plotting the historical events and plot on a time line and then research and discuss the text's potential historical impact.

        3.10.2   Performance Indicator: Given a text, students will collaboratively role play an interview between the protagonist and an historical person from the time period of the piece.

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 text, students will write an interpretative paper that presents a thesis, develops a consistent focus and tone, and integrates relevant quotations as evidence.

        1.1.2   Performance Indicator: Given an essay, paired students will highlight topic and thesis statements to evaluate the coherence of the essay and then check their evidence for relevancy.

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

        1.2.1   Performance Indicator: Given an essay, students will highlight all linking verbs and then rewrite sentences in the active voice.

        1.2.2   Performance Indicator: Given a paper, students will replace ambiguous, generic, or vague words with more specific diction from a class-generated or group-generated list.

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 topic, students will list questions,
          brainstorm possible directions for their research of the answers, and
then present a proposal for how they will approach their topic.

1.3.2   Performance Indicator: Given a topic, students record research
information on note cards in order to later organize evidence.

1.4   Objective: Develop the main ideas within the body of the composition   through
supportive evidence (e.g., scenarios, commonly held beliefs,   hypotheses, and/or definitions).

1.4.1   Performance Indicator: Given an essay, students will list possible
          evidence to support their ideas and then select appropriate and varied   information
(e.g., quotation, fact, expert opinion, etc.) as support.

1.4.2   Performance Indicator: Given an essay, students will highlight
sentences and phrases which synthesize, explain, interpret, or   analyze researched
material in order to ensure the presence of critical   thinking beyond researched
information.

1.5   Objective: Synthesize information from multiple sources and identify
complexities and discrepancies in the information and how different   perspectives are found in
each medium (e.g., almanacs, microfiche, news   sources, in-depth field studies, speeches,
journals, and technical documents).

1.5.1   Performance Indicator: Given several sources dealing with the same
          information, students will collaboratively list the information present
in each source, discuss the differences in the presentation of   information, and
hypothesize possible limitations in the sources.   Students will then speculate
possible types of sources appropriate   for their research question.

1.5.2   Performance Indicator: Given several sources dealing with related
          information, students will take notes on information connected to a   research
question and then write an essay discussing the   connections between the
information gleaned.

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

1.6.1   Performance Indicator: Given an essay and quotable material, paired
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").

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

1.7   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*).

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

1.8   Objective: Design and publish multi-page documents using advanced   publishing
software and graphic programs.

1.8.1   Performance Indicator: Given appropriate software and a document,
students will type their document and import relevant graphics to   support
their text.

1.8.2   Performance Indicator: Given a piece of literature, students will
create, using appropriate software, a newspaper containing articles   reflecting
the characters, plot, and theme of the work.

1.8.3   Performance Indicator: Given selections from student creative
writing, students will create, using appropriate software, a class   literary magazine.

Revising and Evaluating Strategies

1.9   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.

1.9.1   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).

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

1.9.3   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 1.0.

2.1   Objective: Write responses to literature that:

(1)   advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages.

(2)   support key ideas and viewpoints through accurate and detailed references to the text or to other works.

(3)   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, students will mimic an author's style while expressing original ideas about the text.

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

2.2   Objective: Write expository compositions, including interpretive and controversial essays and research reports that:

(1)   gather evidence in support of a thesis and related claims, including information on all relevant perspective.

(2)   convey information and ideas from primary and secondary sources accurately and coherently.

(3)   make distinctions about the relative value and significance of specific data, facts, and

11

ideas.

(4)   organize and record information on charts, maps, and graphs for use as   visuals, employing appropriate technology.

(5)   anticipate and address reader's potential misunderstandings, biases, and expectations.

(6)   use technical terms and notations accurately.

2.2.1   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.

2.2.2   Performance Indicator: Given a draft, paired students will circle areas of textual ambiguity and/or biases and revise for clarity and   coherence.

2.2.3   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.

2.3   Objective: Write persuasive compositions that:

(1)   structure ideas and arguments in a sustained and logical fashion.

(2)   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).

(3)   clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of   c o m m o n l y accepted beliefs and logical reasoning.

(4)   address reader's concerns, counterclaims, biases, and/or expectations.

2.3.1   Performance Indicator: Given a list of different audiences, paired students will discuss possible changes that would occur when the   specified audience changes, choose two drastically different   audiences, and then each will write a brief

persuasive paper that presents the same thesis in a different manner.

    2.3.2   Performance Indicator: Given a primary source, students will collect quotations that support their thesis, but will only use the most significant sections of quoted passages to support their ideas.

    2.4   Objective: Write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that:

        (1)   report and/or convey information and ideas logically and correctly.

        (2)   offer detailed and accurate specifications.

        (3)   include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

        (4)   anticipate reader's problems, mistakes, and misunderstandings.

    2.4.1   Performance Indicator: Given a character's action from literature (e.g., *Tale of Two Cities*), students will write technical directions describing how the task was accomplished.

    2.4.2   Performance Indicator: Given technical directions to accomplish a task, students will evaluate the completeness and effectiveness of the instructions and then revise them.

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 patterns and then create sentences following the given patterns, keeping their rhetorical purpose in mind.

13

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 with teacher suggestions,
students will revise for appropriate use of diction, syntax, and   mechanics.

1.2.2   Performance Indicator: Given a set of student-generated clauses and
phrases, students will 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 and various sentence
patterns, students will compare and label the sentence patterns   used,
correcting punctuation errors by comparing their sentences to   the models.

1.3.2   Performance Indicator: Given a mini-grammar lesson on one
punctuation error, students will correct their work, focusing on the   one error.

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

Standard 1 - Listening And Speaking Strategies: Students formulate logical judgments 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 controversial issue, paired students will present and debate both sides of the issue, incorporating specific and relevant evidence from research.

    1.1.2   Performance Indicator: Given a problem in a story, grouped students will trace the issue through literature from their anthology already discussed in class, as well as contemporary America.

1.2   Objective: Compare and contrast various media coverage of the same event (e.g., nightly news, news magazines, documentaries, radio, and film adaptations).

    1.2.1   Performance Indicator: Given a controversial issue, students will examine different media covering the issue, analyze how the medium affects the slant given to the report, and speculate the cause of the change.

    1.2.2   Performance Indicator: Given a controversial issue, students will examine the reporting of the issue from one medium and then recreate the information in another medium, noting the change in how the issue is reported.

Organization and Delivery of Oral Communication

1.3   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.

    1.3.1   Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two different organizational approaches, and then persuasively discuss which approach makes more rhetorical sense.

    1.3.2   Performance Indicator: Given a published speech, students will write an original speech, patterning its style and organization after the published one.

1.4   Objective: Choose appropriate techniques for developing the introduction and

conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.4.1   Performance Indicator: Given several published speeches, students will compare/contrast how each orator begins and ends his/her speech, the effectiveness of each technique in context, and create a graphic organizer to present their findings.

1.4.2   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.

1.5   Objective: Recognize and use elements of classical speech forms (introduction, body, and conclusion) with appropriate transitions, utilizing the art of persuasion and debate by formulating rational arguments.

1.5.1   Performance Indicator: Given a speech from literature (e.g., *Julius Caesar*), students will label the elements present and discuss how the elements work together to develop the speaker's ideas.

1.5.2   Performance Indicator: Given a topic, students will debate the pros and cons, utilizing elements of formal debate and tangible evidence and quotations from experts.

1.6   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.

1.6.1   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.

1.6.2   Performance Indicator: Given several articles from newspapers and magazines, students will generate a persuasive speech using the information from the articles, including direct quotations, in a fluid manner.

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

1.7.1   Performance Indicator: Given a speech, students will use visual aids meaningfully throughout their presentation.

1.8   Objective: Produce concise notes for oral delivery.

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

1.8.2   Performance Indicator: Given a topic, students will speak to the class using their notes, and maintain good eye contact without   standing behind a podium.

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

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

1.9.2   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.

1.9.3   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.

1.9.4   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

1.10   Objective: Analyze a group of historically significant speeches to find the   rhetorical devices and features that make them memorable (e.g., Abraham   Lincoln's *Gettysburg Address* and Martin Luther King's *"I Have A Dream"*).

1.10.1   Performance Indicator: Given a recorded speech, students will note
the repetitive phrases and diction and discuss the purpose behind the
repetition.

1.10.2   Performance Indicator: Given a written speech, students will label
the types of sentence patterns employed and discuss the
effectiveness and purpose of the patterns in terms of the speech's   meaning.

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

1.11.1   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.

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

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

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

1.12.2   Performance Indicator: Given an oral presentation, paired students
will practice delivering their speeches (focusing on diction, verbal   pauses,
and organization of ideas), provide feedback to each other,   and finally evaluate their
own performance and growth, making goals   for their next speech.

1.13   Objective: Analyze types of arguments used by the speaker, such as   argument
by causation, analogy, authority, emotion, and logic.

1.13.1   Performance Indicator: Given a published speech, students will label
the arguments used, speculate on the author's intent, and finally   write a
rebuttal using a different type of argument.

1.13.2   Performance Indicator: Given a topic, students will write two brief
speeches, one employing emotion, and the other using logic.

1.14   Objective: Identify the aesthetic effects of a media presentation and evaluate
the techniques used to create them (e.g., compare Shakespeare's *Henry V*   w i t h
Kenneth Branagh's 1990 film version).

1.14.1   Performance Indicator: Given the novel *Tale of Two Cities* and the
film version, students will note the similarities and differences in the
story, discuss the causes of the differences, and speculate on what   they would change
and why.

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 1.0.

2.1   Objective: Prepare and deliver expository presentations that:

(1)   gather evidence in support of a thesis and related claims, including
information on all relevant perspectives.

(2)   convey information and ideas from primary and secondary sources
accurately and coherently.

(3)   make distinctions between the relative value and significance of
specific data, facts, and ideas.

(4)   include visual aids by employing appropriate technology (e.g., *Power
Point*) to organize and display information on charts, maps, and   graphs.

(5)   anticipate and address the listener's potential misunderstandings,
biases, and expectations.

(6)   use technical terms and notations accurately.

2.1.1   Performance Indicator: Given a topic, students will present the
findings of their research paper, including appropriate visual aids,   citations from
primary sources, and taking a firm, persuasive stance.

2.1.2   Performance Indicator: Given a topic, students will conduct a survey

19

prior to their presentation and address the holes in their audience's knowledge during the creation of their speech.

2.2   Objective: Apply appropriate interviewing techniques, such as:

   (1)   preparing and asking relevant questions.

   (2)   making notes of responses.

   (3)   using language that conveys maturity, sensitivity, and respect.

   (4)   responding correctly and effectively to questions.

   (5)   demonstrating knowledge of the subject or organization.

   (6)   compiling and reporting responses.

   (7)   evaluating the effectiveness of the interview.

   2.2.1   Performance Indicator: Given a controversial issue, students will create and rehearse appropriate interview questions, interview an expert related to their issue, and synthesize the interviewee's responses.

   2.2.2   Performance Indicator: Given survey questions, students will interview people, organize responses, and incorporate into their speech both how their predictions compared to their findings and why those differences appeared. Students will also utilize a visual to clarify their ideas.

2.3   Objective: Deliver oral responses to literature that:

   (1)   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).

   (2)   support important ideas and viewpoints through accurate and detailed references to the text or to other works.

   (3)   demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

   (4)   identify and assess the impact of perceived ambiguities, nuances,

20

and complexities with the text.

2.3.1   Performance Indicator: Given different passages from a text, student groups will identify and label metaphors, similes, and other examples of figurative language and then discuss the function of such devices in their text. Students will then rewrite the passage, removing the figurative language, and discuss the text's impact without such language.

2.3.2   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.

2.4   Objective: Students deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that:

(1)   structure ideas and arguments in a coherent, logical fashion.

(2)   use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by personal anecdote, case study, or analogy).

(3)   clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.

(4)   anticipate and address the listener's concerns and counter arguments.

2.4.1   Performance Indicator: Given a topic, students will prepare both sides of a debate, using tangible and appropriate evidence, and deliver on demand one of the positions. Students will respond to listener concerns by also preparing rebuttals to each stance.

2.4.2   Performance Indicator: Given a topic, students will present a persuasive speech using emotionally charged words, relevant and logical evidence, as well as other rhetorical strategies. Students will also note and then discuss the rhetorical manipulations used by each speaker.