

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
ENGLISH 11 AP
(English Language and Composition)

Course Number	5033
Department	English
Prerequisite	English 10 or English 10 Honors or teacher recommendation
Length of Course	Two (2) semesters/One (1) year
Grade Level	11
Credit	5 units per semester/10 total units - English
Repeatable	Not repeatable for credit
UC/CSU	Meets "b" English requirement
Board Approved	November 6, 2008

Description of Course - This is an advanced English course at college freshman level designed for the student working above grade level who is university bound. In addition to being an above level course, it also prepares students to gain college credit through the Advanced Placement (AP) Exam. This course is designed to be equivalent to the introductory year of college composition course work. The AP Course Audit provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. The AP English Language and Composition Exam employs multiple-choice questions to test the students' skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays to demonstrate the skills they have learned in the course. Course content is dictated by the College Board's Advanced Placement curricular requirements.

An advanced course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students read and carefully analyze a broad and challenging range of prose selections, and develop their awareness of how language works. They learn to observe and analyze the words, patterns, and structures that create subtle effects of language. They learn to describe language, demonstrating working knowledge of parts of speech, structural patterns, and awareness of connotations and shades of meaning in context.

Writing is heavily emphasized, encompassing essays, research papers, the writing domains specified in the District Writing portfolio, and especially the study of the artistic use of language of increasing complexity and the function(s) of rhetoric in composition. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. This course also emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Other areas covered include vocabulary development, listening and speaking activities, and further improvement of library and research study skills.

Student Selection - Admission to an AP course should depend on the student interest in the subject as well as on such formal credentials as an outstanding record of academic performance. Many highly motivated students with less-than-outstanding records have successfully completed AP courses and have obtained college credit, advanced placement, or both, through an AP Examination.

Curricular Requirements:

The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

- The course requires students of write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
- The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by writers they read.
- The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- The course requires non-fictional readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. (The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description)
- The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.
- The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).
- The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

- A balance of generalization and specific, illustrative details
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Rationale for Course- The skills outlined in the District's Standards and Objectives for the eleventh 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. Students enrolled in AP English Language and Composition are expected to exceed and surpass these standards.

Reading

Standard 1 - Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word 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: Trace the etymology of significant terms, including those from political science and history.
 - 1.1.1 Performance Indicator: Given a word from a literary text, students will write a paper discussing the etymology of the word and its effect on the text.
- 1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terminology.
 - 1.2.1 Performance Indicator: Given a list of roots and affixes, students will infer the meaning of unfamiliar words.
 - 1.2.2 Performance Indicator: Given a list of roots and affixes, students will create their own list of words.
- 1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms, and other confusing word pairs).
 - 1.3.1 Performance Indicator: Given diction from a text, students will discuss/write about the words and their impact on meaning.
 - 1.3.2 Performance Indicator: Given related pairs of words in a text, students will discuss how the relationship affects the text's meaning.

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 *Recommended Literature, Grades Nine through Twelve* (1990).

2.1 Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.

2.1.1 Performance Indicator: Given a text, students will discuss the features/rhetorical devices employed and their impact on meaning.

2.1.2 Performance Indicator: Given two samples of expository writing from the same author, students will determine if the rhetorical features are specific to each text or specific to the author regardless of the text.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Objective: Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and diction in text.

2.2.1 Performance Indicator: Given a passage, students will indicate organizational patterns (i.e., persuasion) least important to most important and the purpose and outcome of those patterns.

2.2.2 Performance Indicator: Given two sentences of similar content, but dissimilar syntax and diction, students will identify and analyze the differences and connect their analyses to the sentences' meanings.

2.2.3 Performance Indicator: Given a text, students will analyze how changes in syntax affect the tone and meaning of the work.

2.3 Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g. essays, biographies, memoirs, consumers, workplaces, and public documents).

2.3.1 Performance Indicator: Given a text, students will summarize the main points.

2.3.2 Performance Indicator: Given a text, students will use outside materials to verify its accuracy.

2.4 Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.

- 2.4.1 Performance Indicator: Given a text, students will extract appropriate quotations to support their assertions regarding significant elements and integrate their support into a discussion of the text.
- 2.4.2 Performance Indicator: Given a text, students will critique the effectiveness of quotes and examples used in a discussion of the work.
- 2.5 Objective: Analyze an author's philosophical assumptions and beliefs about a subject.
 - 2.5.1 Performance Indicator: Given a text, students will examine the author's world (cultural geographical, biographies, etc.) and explain how it influences the writer.
 - 2.5.2 Performance Indicator: From a list of authors, students will research a writer's philosophy and beliefs and connect that information to the writer's works.
- 2.6 Objective: Demonstrate an understanding of cultural, historical, political, and/or literary context of a given work.
 - 2.6.1 Performance Indicator: Given a text, paired students will research the cultural, historical, political, and/or literary context, and present their findings using visual aids.
 - 2.6.2 Performance Indicator: Given a literary time period, students will research the aspects of that period and how these factors influence a particular work.

Expository Critique

- 2.7 Objective: Critique the power, validity, and truthfulness in an argument's logic in documents, the texts' appeal to audiences both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotions).
 - 2.7.1 Performance Indicator: Given a document such as the Declaration of Independence, or King's "I Have a Dream" speech, students will recognize the logical content of arguments presented and evaluate the argument's effectiveness and purpose.
 - 2.7.2 Performance Indicator; Given a text, students will analyze how a specific audience influences the rhetoric used by an author (e.g., how would Martin Luther King, Jr.'s "I Have A Dream" speech change if he delivered it to the U. S. Senate?).

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

Structural Features of Literature

- 3.1 Objective: Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, drama, novel, short story, essay, and other basic genres.
 - 3.1.1 Performance Indicator: Given a satire, students will research and discuss its context, possible themes, and how the author creates the satire.
 - 3.1.2 Performance Indicator: Given a poem, students will identify poetic elements and analyze how those elements support the theme.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
 - 3.2.1 Performance Indicator: Given a text, students will connect themes to issues in their own worlds and/or themes in other texts.
 - 3.2.2 Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in expository writing (essays/logs) that exemplify the textual themes and situate the themes in a philosophical movement.
- 3.3 Objective: Analyze how irony, tone, mood, style, and “sound” of language are to achieve specific rhetorical and/or aesthetic purposes.
 - 3.3.1 Performance Indicator: Given a text, students will analyze, using quotes and examples, the author’s use of tone to establish meaning.
 - 3.3.2 Performance Indicator: Given a text, students will analyze, using quotes and examples, elements of the author’s style to establish meaning.
- 3.4 Objective: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
 - 3.4.1 Performance Indicator: Given a poem, students will identify patterns of imagery present and discuss how that imagery creates the tone.

- 3.4.2 Performance Indicator: Given a poem, students will write an essay analyzing the shifts in tone created by an author's use of figurative language.
- 3.5 Objective: Analyze recognized works of American literature representing a variety of genres and traditions in order to: (1) trace the development of American literature; (2) compare and contrast the major periods, themes, styles, and trends, and/or; describe how works by members of different cultures relate to one another in each period; and (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.
- 3.5.1 Performance Indicator: Given a literary period, students will create a time line, including works from the dominant American culture, as well as other cultures, and explain the connections between the cultures, works, and events. Students will then discuss connections to other literary periods.
- 3.5.2 Performance Indicator: Given a series of texts, students will extrapolate the commonalities of the works and link these elements to the historical/cultural setting.

Literary Criticism

- 3.6 Objective: Analyze a selection of literary works or essays from a variety of critical approaches.
- 3.6.1 Performance Indicator: Given a literary approach, students will interpret a text from that viewpoint.
- 3.6.2 Performance Indicator: Given a selection, students will interpret it from two or more literary approaches.

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 the use of the stages of the writing process, as needed.

- 1.1 Objective: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- 1.1.1 Performance Indicator: Given a written assignment, students will adjust tone, vocabulary, and methods to appeal to a variety of readers.

- 1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating the appropriate essay form.
- 1.2 Objective: Use point of view, style (e.g., irony) and related elements for specific rhetorical and aesthetic purposes.
 - 1.2.1 Performance Indicator: Given a topic, students will write a paper utilizing a point of view appropriate to that topic.
 - 1.2.2 Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.
- 1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.
 - 1.3.1 Performance Indicator: Given a topic, students will write a position paper which presents an argument and uses integrated and tangible examples.
 - 1.3.2 Performance Indicator: Given a completed draft, students will revise their work, focusing on the unity and coherence of their argument.
- 1.4 Objective: Enhance meaning by employing a variety of 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.
 - 1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates a sustained pattern of two or more stylistic devices and breaks the pattern for a rhetorical purpose.
 - 1.4.2 Performance Indicator: Given a completed paper, students will compare their use of parallelism and repetition to that of a published author and make appropriate changes to their own text.
- 1.5 Objective: Use language in natural, fresh, and vivid ways to create a specific tone.
 - 1.5.1 Performance Indicator: Given examples of sentence patterns from authors, students will refine and enhance those patterns in their writing.
 - 1.5.2 Performance Indicator: Given a student text, students will recognize and eliminate clichés and jargon.

Research and Technology

- 1.6 Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, electronic sources).

- 1.6.1 Performance Indicator: Given a text, students will record language patterns, noting the possible purposes for those patterns, and report their findings to the class or in writing.
- 1.6.2 Performance Indicator: Given access to Internet sources, students will collect materials relevant to works of literature and write a metacognitive paper on their research process.
- 1.7 Objective: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
 - 1.7.1 Performance Indicator: Given a research topic, students will log information on cards to prepare for a report/presentation.
 - 1.7.2 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.
 - 1.7.3 Performance Indicator: Given a research topic, students will create an annotated works cited page.

Revising and Evaluating Strategies

- 1.8 Objective: Revise writing to improve style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
 - 1.8.1 Performance Indicator: Given a completed draft and rubric, students will engage in peer revision.
 - 1.8.2 Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.

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, organizational, and drafting strategies outlined in Writing Standard 1.0.

- 2.1 Objective: Write responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas in works or passages and/or their relevance beyond the text; (2) analyze the use of imagery, language, universal themes and/or unique aspects to text; (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works; (4) demonstrate an understanding of the author's use of stylistic devices and the effects created; and (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

- 2.1.1 Performance Indicator: Given a text, students will write an expository essay analyzing a character's perceived ambiguities, nuances, and complexities and the rhetorical and stylistic devices employed in that characterization.
- 2.1.2 Performance Indicator: Given a text, students will write an essay using integrated quotations to support their thesis, focusing on the use of stylistic devices.
- 2.2 Objective: Write reflective compositions that: (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition); (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; and (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.
 - 2.2.1 Performance Indicator: Using their writing portfolio, students will write an essay reflecting on their changing writing skills.
 - 2.2.2 Performance Indicator: Given a college application topic, students will write an essay that narrates a sequence of events, locates those events in specific settings, and explains the significance of those events to the reader.
- 2.3 Objective: Write historical investigation reports that: (1) use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition; (2) analyze several historical records of a single event, examining critical relationships between elements of the research topic; (3) 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; and (4) include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - 2.3.1 Performance Indicator: Given related primary sources from the student anthology, students will collaboratively examine the selections, individually gather relevant information from secondary and literary sources, and present a deeper understanding of the historical event.
 - 2.3.2 Performance Indicator: Given a historical event, students will examine and compare primary sources and fictionalized accounts of the event and write a formal essay with an annotated works cited page.
- 2.4 Objective: Deliver multimedia presentations that: (1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, Internet, computer media -generated images); (2) select an appropriate medium for each element of the presentation; (3) use selected media skillfully; and (4) test audience response and revise the presentation accordingly.

2.4.1 Performance Indicator: Given a topic, students will collaboratively deliver presentations integrating a variety of media.

2.4.2 Performance Indicator: Given feedback on a group presentation, students will revise based with audience response.

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.

1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.

1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.

1.1.2 Performance Indicator: Given a topic, students will write a paper to demonstrate control of grammar, paragraph and sentence structure, diction, and usage.

1.2 Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.

1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements (e.g., MLA format).

Listening and Speaking

Standard 1 - Listening and Speaking Strategies: Students formulate adroit 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: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).

1.1.1 Performance Indicator: Given examples from the media, students will identify methods of persuasion, how those methods are employed, and analyze their effectiveness.

- 1.1.2 Performance Indicator: Given a contemporary political speech, students will analyze and critique how the speaker employs propaganda to persuade the audience.
- 1.2 Objective: Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
 - 1.2.1 Performance Indicator: Given a past or present political issue, students will research political speeches from both sides of the issue, discuss how the speakers present their points, and in a debate discuss the effectiveness of each speaker's delivery.
 - 1.2.2 Performance Indicator: Given a televised editorial, students will examine the speaker's claims, research facts to support or refute those claims, and create and deliver a speech refuting or supporting those claims.
- 1.3 Objective: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
 - 1.3.1 Performance Indicator: Given visual war propaganda from one war and lecture or research materials on that war, students will discuss how the public was manipulated, research if and how those methods of manipulation are still used today, and orally present their findings and views.
 - 1.3.2 Performance Indicator: Given news coverage of the Vietnam War, students will research, discuss, and write an essay analyzing how media coverage of the war influenced and changed America's perception of war as voiced in literature (e.g., a comparison of WWII and the Vietnam War).

Organization and Delivery or Oral Communication

- 1.4 Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
 - 1.4.1 Performance Indicator: Using Martin Luther King, Jr.'s "I Have A Dream" speech, students will analyze King's use of rhetorical devices and deliver an original speech patterned after King's oration.
 - 1.4.2 Performance Indicator: Given a recording of a speech, students will critique the speaker's use of rhetorical devices, list elements of the delivery that increase the effectiveness of the written speech components, and include those elements in their speeches.

- 1.5 Objective: Distinguish among, and use, various forms of classical and contemporary logical argument, including inductive and deductive reasoning and/or syllogisms and analogies.
 - 1.5.1 Performance Indicator: Given a speech, students will trace the logic employed and critique its effectiveness.
 - 1.5.2 Performance Indicator: Given a classical speech, students will employ appropriate logical arguments to refute the original speech, keeping the original audience in mind.
- 1.6 Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
 - 1.6.1 Performance Indicator: Given a speech and research on its original audience, students will create a speech for the same audience refuting the original appeal and employing effective appeals.
 - 1.6.2 Performance Indicator: Given a specific topic and audience, students will deliver an impromptu speech employing an appropriate appeal.
- 1.7 Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
 - 1.7.1 Performance Indicator: Given a speech, students will practice their speech with a peer who will critique the delivery based on a rubric.
 - 1.7.2 Performance Indicator: Given student presentations, students will collaboratively critique their presentations and suggest appropriate rehearsal strategies in order to improve each presentation's delivery and effectiveness.
- 1.8 Objective: Use effective and interesting language, including informal usage for effect, standard English for clarity, and/or technical language for specificity.
 - 1.8.1 Performance Indicator: Given Patrick Henry's "Speech in the Virginia Convention" from the student anthology, students will critique the oration's diction, rhetoric, and appropriateness for the original audience and purpose.
- 1.9 Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
 - 1.9.1 Performance Indicator: Given videotaped historical speeches from one orator, students will analyze the speaker's use of gesture and movement, apply that same speaker's use of movement to a speech from a different orator, and discuss how the delivery of a speech affects its message.

- 1.9.2 Performance Indicator: Given recorded speeches, students will critique the speakers' use of volume and pacing, employ similar strategies in their own speeches, and discuss how the delivery of a speech affects its message.
- 1.10 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
 - 1.10.1 Performance Indicator: Given a presentation and rubric, students will include visual and sound effects and critique the use of such effects.
 - 1.10.2 Performance Indicator: Given a literary era, students will use music and visual effects to present the philosophy behind the movement.

Analysis and Evaluation of Oral and Media Communications

- 1.11 Objective: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and impact the words may have on the audience.
 - 1.11.1 Performance Indicator: Given a standard rubric, students will critique the effectiveness of a student speaker in terms of appropriate use of diction and syntax for purpose and audience.
 - 1.11.2 Performance Indicator: Given a political speech, students will speculate on the speaker's possible attitudes toward an audience based on the speaker's diction and syntax.
- 1.12 Objective: Identify fallacies in logic used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, over generalization, bandwagoning).
 - 1.12.1 Performance Indicator: Given the text of a published speech, students will analyze fallacies in logic and their connection to the speech's purpose.
 - 1.12.2 Performance Indicator: Given a rubric, students will critique a debate panel's logic and avoidance of logical fallacies.
- 1.13 Objective: Analyze types of persuasive speeches and understand the similarities and differences in their organizational patterns and the use of persuasive language, reasoning, and evidence.
 - 1.13.1 Performance Indicator: Given a political speech, students will analyze the elements of persuasion and evaluate how the rhetoric impacts meaning.
 - 1.13.2 Performance Indicator: Given a rubric on organization, use of language, and evidence, students will critique a debate panel's delivery on a controversial issue (e.g., book banning with *Huckleberry Finn* or the appropriateness of public humiliation with the *Scarlet Letter*).

- 1.14 Objective: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, *War of the Worlds*).

1.14.1 Performance Indicator: Given an advertisement, students will evaluate how the message is tailored to the audience, the techniques used to sell the product, and the atmosphere the approaches create.

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 organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Objective: Deliver reflective presentations that: (1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion); (2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life; and (3) maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.1.1 Performance Indicator: Give a topic, students will deliver a speech about a personal event, completely integrating an explanation of how their actions connect to their beliefs.

2.1.2 Performance Indicator: Given a topic, students will use appropriate and varied rhetorical strategies in a reflective speech.

- 2.2 Objective: Deliver oral reports on historical investigations that: (1) use exposition, narration, description, argumentation, and/or some combination to support the thesis; (2) analyze several historical records of a single event, examining critical relationships between elements of those records; (3) explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation; and (4) include information on all relevant perspectives and consider the validity and reliability of sources.

2.2.1 Performance Indicator: Given an historical event (e.g., the American Revolution), students will compare primary sources to fictionalized accounts of the period (e.g., the musical *1776* and letters and speeches from the anthology), speculate about the differences in the presentation of the event, and present their findings.

2.2.2 Performance Indicator: Given an historical event, students will use narration from literature on the period and interpretation of the era's facts to explain the significance of the event during that period and analyze how the event forged the American character.

- 2.3 Objective: Deliver oral responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas of works or passages and/or their relevance beyond the text; (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies; (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works; (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created; and (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.3.1 Performance Indicator: Given a literary selection, students will connect significant ideas to other works and/or their world and present those ideas to the class.
- 2.3.2 Performance Indicator: Given a literary selection, students will interpret the text's key ideas, using accurate and detailed references to the selection.
- 2.4 Objective: Deliver multimedia presentations that: (1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images; (2) select an appropriate medium for each element of the presentation; (3) use the selected media skillfully, edit appropriately and monitor for quality; and (4) test the audience's response and revise the presentation accordingly.
- 2.4.1 Performance Indicator: Given a literary period, students will present the underlying philosophy of that period using examples from literature and a combination of print and non-print media.
- 2.4.2 Performance Indicator: Given a rubric, students will critique a peer's multimedia presentation, which the presenter will then revise accordingly.
- 2.5 Objective: Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not To Be").
- 2.5.1 Performance Indicator: Given a passage from American literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.