

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers, and previously learned strategies, the student will:

Outcomes	Assessment	Strategies
Concepts About Print Phonological Awareness, Decoding and Word Recognition		
Fluency <ul style="list-style-type: none"> • read developmentally-appropriate materials (at an independent level) with accuracy and speed • use appropriate rhythm, flow, meter and pronunciation when reading • read a variety of genres and types of text with fluency and comprehension 	<p>Read unfamiliar material orally to demonstrate decoding and word recognition ability.</p> <p>Read developmentally appropriate material silently within a given time allotment. Retell the material orally.</p> <p>Read a variety of genres and types of text orally to exhibit fluency, rhythm, flow, meter and pronunciation.</p>	<p>Begin each class with a selected piece of literature that a student reads aloud before the class.</p> <p>Critique taped speeches, readings, interviews for appropriate rhythm, flow, meter and pronunciation. The tapes can be professional or from other sources such as the television.</p> <p>Develop public speaking skills such as audience awareness.</p>
Reading Strategies <ul style="list-style-type: none"> • identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts 	<p>Students are given a lengthy selection to read – fiction or nonfiction, literature or content based. Students read the selection as often as necessary to produce understanding to be able to teach the selected material to another</p>	<p>Generate a list of effective reading strategies for various literary genres. After silent reading, ask students to reflectively write about the strategy they just used.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • practice visualizing techniques before, during and after reading to aid in comprehension • judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension 	<p>classmate. Student monitors reading strategies used. The student journals how the material was learned, the reading strategies used and which graphic organizer(s) assisted with understanding.</p>	<p>Practice using figurative language to visualize what was read.</p> <p>Use various graphic organizers to promote memory retention and comprehension and application of material read.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> • use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary • use knowledge of root words to understand new words • apply reading vocabulary in different content areas 	<p>Students will identify roots from other languages and their meaning. They will use this knowledge to determine word meaning in all subject areas. When word meanings are not understandable, students will check the dictionary.</p>	<p>Use second language skills to identify words parts and their meaning. Also use Latin and Greek roots to attempt meaning of words.</p> <p>Relate roots from various languages to vocabulary in all subject areas.</p>
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> • read, comprehend and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals) • identify, describe, evaluate and synthesize the central ideas in informational texts 	<p>Students will read materials and apply comprehension skills based on their purpose for reading and the author's purpose for writing.</p>	<p>Students will study and analyze real life situations by:</p> <ul style="list-style-type: none"> • following directions to build an object such as a computer cart, toys for children, etc. • completing forms such as job application, college application, contest application.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • understand the study of literature and theories of literary criticism • understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition • understand the relationship between past literary traditions and contemporary writing • analyze how works of a given period reflect historical and social events and conditions • understand appropriate literary concepts, such as rhetorical device, logical fallacy and jargon • analyze literary techniques and elements (such as figurative language, meter, rhetorical and stylistic features, etc.) of text • respond critically to text ideas and craft by using textual evidence to support interpretations • understand the effect of literary devices such as alliteration and figurative language, on readers' emotions and interpretation 		<p>Study literature units in conjunction with historical time periods.</p> <p>Apply understanding of literary concepts and techniques to everyday written materials: newspapers, advertisements, Internet information, textbooks, other books and magazines.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox) • evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and reasoning • distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present • differentiate between fact and opinion by using complete and accurate information, coherent arguments and points of view • analyze how an author's use of words creates tone and mood and how choice of words advances the theme or purpose of the work • demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc. 		

Outcomes	Assessment	Strategies
<p>Inquiry and Research</p> <ul style="list-style-type: none"> analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its authors select appropriate electronic media for research and evaluate the quality of the information received (cf. workplace readiness standard 8.4-C) develop materials for a portfolio that reflect a specific career choice develop increased ability to critically select works to support a research topic read and critically analyze a variety of works and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position 	<p>Select a piece of research that is developmentally appropriate for students. Students will analyze the research for development of topic, validity of the material, researcher's viewpoint and credibility of the research.</p> <p>Use the same approach to critique news reports, speeches, public documents, etc.</p>	<p>Select works of authors such as Langston Hughes to determine how the author's works reflect heritage, tradition, attitudes and beliefs.</p> <p>Read and study a social justice encyclical http://www.osjspm.org/cst/doclist.htm Relate the encyclical to the historical time period and determine the purpose for the encyclical.</p> <p>Choose a topic under study in a content area. Gather materials from various sources and analyze viewpoints and content presented by authors. Use the materials to develop a position on the topic. Use the gathered materials to critique the validity of the information.</p>

Standard

Grade HS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:

Outcomes	Assessment	Strategies
Inquiry and Research <ul style="list-style-type: none">critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns		
Word Study <ul style="list-style-type: none">incorporate familiar words and phrases of languages other than English in writing pieces	Create paragraphs that use non-English expressions as a main idea.	While reading literature selections, identify words and phrases that are not English. Discuss meanings and purpose in the selection.
Word Usage <ul style="list-style-type: none">incorporate appropriate words to persuade, analyze, critique and respond to issuesexpress ideas in a lively and effective personal style	Use appropriate words from personalized thesaurus to persuade an audience, or to analyze and critique a piece of writing.	Develop personal thesauruses for words that persuade, analyze and critique. Study various artists such as Picasso, Cassatt, etc. Students describe the personal style of each artist. Read selections from various authors (Twain, Hemingway, etc.) to determine their personal style. Then students read (with a partner) selections from their own writing portfolio and try to determine their personal writing style.

Outcomes	Assessment	Strategies
<p>Sentence Structure and Development</p> <ul style="list-style-type: none"> • draft and develop a thesis statement • write multi-paragraph, complex pieces across the curriculum using strategies such as cause/effect, problem/solution, hypothesis/results, rhetorical questions, parallelism • exclude extraneous details, repetitious ideas, and inconsistencies to improve writing 	<p>Include purpose and succinctness as part of the writing rubric.</p>	<p>Develop thesis statements with two parts: state the topic or subject of the essay; state the point(s) that will be discussed in the essay. Study sample thesis statements, identify the two parts, and create thesis statements for an essay.</p> <p>Gather topics from teachers of other disciplines to develop writing that addresses cause/effect (math), problem/solution (social studies), hypothesis/results (science), rhetorical questions (religion), parallelism (English).</p> <p>After students write a paragraph of an essay, students rewrite it using a limited number of words (30 – 40) to succinctly express the central idea.</p>
<p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> • use appropriate resources to find and use rules for punctuation and capitalization 	<p>All submitted writing will be assessed for correct punctuation and capitalization.</p>	<p>Review various writer reference books for students' use. Students will use dictionaries, word processing features, and/or reference books for proofing writing for punctuation and capitalization.</p>
<p>Writing Skills</p> <ul style="list-style-type: none"> • properly format citations (endnotes, bibliography) • explore various forms for citations (MLS, APA, etc.) 	<p>Students will use proper citation formatting (determined at the local level) for all submitted essays. School will implement an acceptable writing policy to address issues of copyright, plagiarism, and use of technology.</p>	<p>Create a database or use an established database (ex. Endnote) to assist students in correctly formatting citations for research and essays.</p> <p>Hold a "legal conference" on acceptable</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • apply all copyright laws to information used in written work • use computer and word processing software to compose, revise, edit and publish all formal writing • explore “writer’s license” • select the most effective writing format to relate content to topic, audience and purpose • anticipate the reader’s needs and develop interest through use of strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies and humor. • employ predictable structures such as transition words, chronology, hierarchy and/or sequence and forms such as headings and subtitles to support the reader • provide compelling openings and strong closures • incorporate relevant graphics to support a central idea 	<p>Include prewriting outlines/graphics for all published works.</p>	<p>writing policies. Include copyright laws, plagiarism and writer’s license.</p> <p>Create a matrix that would describe which writing format to select based on topic, audience and purpose.</p> <p>Write openings and closures prior to writing the body of a piece. Create a graphic (map) to determine how the writer will progress from the opening to the closure. Include precise language and predictable structures to frame the process.</p>
<p>Writing Process</p> <ul style="list-style-type: none"> • engage in the full writing process • use graphic organizers and outlines to plan and write drafts according to the intended message, audience and purpose 	<p>At the end of each semester, the student will self-assess all writing pieces. Student will determine new goals for growth and improvement.</p>	<p>Use the full writing process at least once a semester to bring a piece of writing to completion.</p> <p>Develop student writing portfolios in which students determine goals for</p>

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<ul style="list-style-type: none"> analyze and revise writing to improve style, clarity of thought, word choice, sentence variety and subtlety of meaning use a scoring rubric to evaluate one's own writing and the writing of others use response of others to review content, organizations and usage for publication reflect on writing and establish goals for growth and improvement write legibly in manuscript or cursive to meet standards of publication 		<p>growth and improvement. Portfolios will contain all published pieces of writing and the pre-published work. Students will self-assess writing and goals.</p> <p>http://www.evergreen.edu/washcenter/resources/acl/e2.html</p> <p>Legibly complete an application.</p>
<p>Genres</p> <p><u>Narrative/Descriptive</u></p> <ul style="list-style-type: none"> use elements of imaginative text including stories, poems, plays for stage and screen, video scripts and autobiographical sketches use elements of imaginative text such as plot, character, setting, dialogue, conflict and suspense to engage the reader maintain consistent point of view including first and third person, or omniscient narrator 	<p>Students use the full writing process to incorporate the techniques of narration and description in published works.</p>	<p>Create a myth that expresses the reality of the human condition.</p> <p>Write and present a short play.</p> <p>Write a short piece of science fiction after having studied science fiction as a literary genre.</p> <p>Write a piece of historical fiction using a self-selected topic.</p> <p>Compose a dialogue.</p> <p>Write a contemporary parable that reveals a moral truth.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • create social, historical and/or cultural context • create a personal voice • use resources such as personal experience, knowledge from other content areas and independent reading to create imaginative, interpretive and responsive texts • examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) and incorporate in writing <p><u>Expository</u></p> <ul style="list-style-type: none"> • write the following to analyze and evaluate ideas, information and experiences: expository essays, literary critiques, reviews of books, drama and films, editorials for newspapers and magazines, political speeches, responses to Internet listserv discussion groups and advertisements • write research reports of eight to ten pages, thesis/support papers, feature articles, technical reports or instructional manuals to transmit information 	<p>Do self-directed research and write a concise research paper.</p>	<p>Develop a sonnet that expresses an emotion.</p> <p>Write an original short story.</p> <p>Write and deliver a speech/oral presentation on a given topic.</p> <p>Analyze a character found in literature and write a descriptive essay that summarizes the character's major personality traits and/or flaws.</p> <p>Compose a psalm in praise and thanksgiving to God.</p> <p>Follow criteria in completing a project.</p> <p>Generate lab reports using a prescribed format.</p> <p>Write a descriptive essay that compares and contrasts two persons, ideas, events, philosophies, or religions.</p> <p>Write a reflective essay that interprets the significance of a personal event, condition, or concern using rhetorical strategies (narration, description, exposition).</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • write research papers that synthesize and cite data using researched information and technology to support writing • use primary and secondary sources to provide evidence, justification, or to extend a position • create bibliographies and endnotes correctly citing sources from books, periodicals, interviews and discourses, electronic sources, etc. • express judgments and support them through references to the text, using direct quotations and paraphrasing • develop critiques from more than one perspective such as historical, cultural, social and psychological <p><u>Persuasive</u></p> <ul style="list-style-type: none"> • state opinions or present judgments by developing a thesis and providing supporting evidence, arguments and details 	<p>Orally present a persuasive writing piece to a real audience. Include appropriate graphics and materials to persuade the audience.</p>	<p>Use any genre of writing to persuade another to take a stance on a social justice issue.</p> <p>Write a well-thought-out and concise letter to the editor that expresses an opinion in conformity with the moral teachings of the Church.</p> <p>Write a clear and concise letter to an elected official persuading him/her to take a course of action.</p> <p>Create a succinct and attractive resume.</p> <p>Complete a college application that includes a persuasive essay.</p> <p>Compose lyrics that express personal values and/or emotions.</p> <p>Compose, send and receive/respond to email messages using proper grammar.</p>

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
<p><u>Persuasive</u></p> <ul style="list-style-type: none"> articulate one or more perspective (such as one's own and/or those of a special interest) group to summarize arguments on different sides of issues <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> establish, maintain, and enhance personal relationships through friendly letters, notes, and cards, personal journals and friendly electronic mail write and share personal reactions to experiences, events and observations using a form of social communication attempt to use special forms of language (dialects, accents in written dialogue) modify oral communication in response to verbal and nonverbal reaction of others support a position integrating multiple perspectives in small or large group discussions 	<p>Include copies of personal correspondence and/or self-chosen writing developed outside school in student's writing portfolio.</p>	<p>While the teacher presents a lecture to students on a topic of minimum interest to them, a group of students are videotaped as they listen to the lecture. The class analyzes the videotape for signs from the audience of confusion, boredom, lack of understanding, or disagreement. Students make suggestions on how the speaker could have responded to the audiences' needs.</p> <p>Select a scene from Pygmalion for students to reenact. Students take positions to support or not support the characters. Students present their opinions and reasons for their opinion.</p> <p>Students take the role of leading a discussion by generating possible questions to keep the discussion moving. Students take turns leading the discussion.</p> <p>Students prepare oral reports on Biblical or historical heroes. In small groups or whole class, listeners ask the speaker questions pertaining to the hero. The presenter responds spontaneously to the questions using personal and research sources.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • summarize and evaluate tentative conclusions, and take the initiative in moving discussions to the next stage • ask prepared and follow-up questions in interviews and other discussions • select and discuss literary passages that reveal character, develop theme and illustrate literary elements • respond to audience questions by providing clarification, illustration, definition and elaboration • improve word choice by focusing on rhetorical devices (puns, parallelism, allusion, alliteration) • draw on a variety of sources when speaking (personal, research) • use a variety of organizational strategies (focusing ideas, attention getters, clinchers, repetition and transition words) • edit drafts of speeches independently and in peer discussions • use props and costumes to stage a dramatic presentation • access and evaluate on-line, print and non-print resources to research and present a topic 	<p>Each year students deliver an oral presentation that the student has created. Presentations should be made to real audiences including, but not limited to parishioners, faculty, parent organizations and local officials. All presentations should be reviewed and practices before other audiences and, if possible, videotaped prior to the actual presentation for the presenters review.</p>	<p>Students listen to and/or read actual speeches – inaugural speeches, Gettysburg address, etc. Students analyze the speech for content, delivery and lasting effect. Students memorize sections of the speech to deliver the speech to a real audience.</p> <p>Students write and deliver a memorized speech of 5 – 7 minutes following the prompts and format of extemporaneous speeches. Students develop and use a rubric to assess each speaker. Each student self-assesses his/her speech.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • modify oral communications through sensing audience confusion and make impromptu revisions in oral presentation • use feedback on an early draft to improve the final draft of an oral presentation • respond to teacher, peer and audience feedback by writing a self-assessment to guide future oral presentations 		

All students will listen actively to information from a variety of sources in a variety of situations.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • evaluate the effect of a speaker's choice of language and speaking style on an audience • explore and reflect on ideas while hearing and focusing attentively • distinguish emotive and persuasive rhetoric • demonstrate appropriate listener response to various oral presentations • summarize, evaluate and make judgments on oral presentations • evaluate the credibility of a speaker • determine when propaganda and argument are used in oral forms • listen and respond appropriately to a debate 	<p>Students will determine and use the listening skills they deem appropriate for gaining information from a variety of sources and situations.</p>	<p>Students will listen to several sections of books on tape and determine how the reader's voice impacts the listener's response.</p> <p>Students will take notes on salient information of a local government meeting by identifying types of arguments (causation, authority, analogy) and identify types of logical fallacies (inferring causation from correlation, over-generalization). Students will summarize the main points presented and formulate a judgment about the issues under discussion.</p> <p>Students will research the background of the speaker prior to the presentation.</p> <p>Observe the school debate team (or a taped debate). Students comment on format, arguments and opinions expressed during the debate.</p>

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> determine the effects of visual arts on one's mood and emotions discuss the emotional impact of photos and how they aid understanding understand that messages are representations of social reality and vary by historic time periods and parts of the world identify and evaluate how a media product expresses the value of the culture it represents analyze media for stereotyping use print and electronic media texts to explore human relations, new ideas and aspects of culture determine influences on news media based on existing political, historical, economical and social contexts recognize that creators of media and performances use a number of forms, techniques and technologies to convey their messages 	<p>Students will regularly evaluate textbooks, news reports, advertising and the Internet for the truth, justice freedom and solidarity communicated.</p>	<p>Students evaluate web sites by answering: Who sponsors the site? How long has the site been around and do you know how often it is updated? Do links work? Are sources provided for quotations, research results, etc.? How does it compare with similar sites? Students will write site reviews and develop evaluation rubrics. Students will determine if the questions are the same for other sources of information by visiting "Check out the K.I.D.S. Scout Report" http://scout.cs.wisc.edu/kids/index.html for sample reviews.</p> <p>Students evaluate the credibility of sources by determining: Is the author's name given? What do you know about the author? Does the author seem to have anything to gain one way or another from the situation?</p> <p>Focusing on one current event, students compare how the issue is presented in a number of articles, TV broadcasts and online news sources like CNN, MSNBC, and The News Hour with Jim Lehrer.</p>