

2018-2019

High School Learning Targets

9th Grade Language Arts

***Indicates Pre-AP Learning Targets; Pre-AP includes all grade level targets in addition to these Pre-AP specific topics.**

Writing Application and Process

1. Use the writing process to plan, organize and compose both formal and informal documents in the narrative, expository, and persuasive modes.

- a) I can construct an introduction that is appropriate for a particular mode of writing.
- b) I can develop a topic, claim, or narrative using sufficient information (e.g., facts, evidence, sequence of events).
- c) I can determine appropriate audience and use formal and informal language appropriately.
- d) I can use various sentence structures and transitions to enrich style and clarity.
- e) I can provide a conclusion that follows from, supports or reflects the argument, explanation or experience.
- f) I can write and edit work so that it conforms to MLA guidelines.
- g) I can produce writing under timed conditions.
- h) I can produce insightful and clear literary analysis responses

2. Use the research process to support a thesis on a literary or non-literary topic.

- a) I can develop and support a thesis.
- b) I can paraphrase, summarize, and appropriately use quotes and indicate differences among them using outside examples and original creations.
- c) I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- d) I can identify and utilize appropriate technology to complete the research process.

e) I can research, write, and edit writing independently.

Writing Mechanics

3. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.

- a) I can demonstrate the correct use of commas with nonessential appositives.
- b) I can use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- c) I can use a colon to introduce list or quotation.

4. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) I can use parallel structure
- b) I can use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- c) I can apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural.
- d) I can apply the rules of subject-verb agreement with the subjunctive mood.
- e) I can identify and revise fragments and run-on sentences.

Reading Comprehension and Application

5. Apply reading strategies to materials for comprehension, main idea, tone, propaganda, and argument.

- a) I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- b) I can determine the meaning of words in context including figurative, technical, and connotative meanings.

- c) I can determine how the use of specific word choices impacts the author's meaning and tone.
- d) I can delineate and evaluate argument and specific claims in a text, and identify false statements and fallacious reasoning.
- e) I can assess whether the reasoning is valid and the evidence is relevant and sufficient in argument.
- f) I can prepare for literary analysis assessments and discussions by reading the material and taking appropriate notes independently beyond the Pre AP 9 classroom.

6. Identify and interpret author style and structures of texts used in world literature, informational texts, and media.

- a. I can analyze how an author's choices concerning how to structure a text create a desired effect in a literary text (e.g., mystery, tension, surprise)
- b. I can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections drawn among them in informational texts.
- c. I can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- d) I can analyze the language and literary elements that contribute to an author's style.

7. Analyze genre, tone, plot, literary devices and elements, and author's point of view/purpose in short stories, drama, poetry, informational texts, and media.

- a) I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- b) I can provide an objective summary of a text.
- c) I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- d) I can define and identify first person, third person limited, and third person omniscient point of view.
- e) I can analyze how an author uses point of view or rhetoric to achieve the desired purpose.
- f) I can classify passages in a text that reveal the author's tone in literature.
- g) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- h) I can analyze textual evidence (quotes) and determine the speaker, situation, and significance of the specific evidence.

8. Acknowledge different perspectives and make contemporary connections to world literature, informational documents, and media.

- a) I can analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- b) I can analyze how an author uses allusions to create a desired effect or emphasize a point (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- c) Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance.
- d) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., a person's life story in print and media or Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus").

Communication

9. Present information clearly, concisely, logically, and appropriately.

- a) I can organize information into categories in order to present logically.
- b) I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- c) I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English where appropriate.

10. Initiate, participate in, and evaluate effectively a range of discussions on Grade 9 topics, texts, and issues.

- a) I can prepare for discussion, work with peers, propel conversations, respond thoughtfully, and build on others' ideas.
- b) I can integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).
- c) I can evaluate the credibility and accuracy of each source.
- d) I can use textual evidence (quotes) to prepare for and propel class discussion.
- e) I can respond thoughtfully and build on other's ideas independent of teacher direction.

Vocabulary

11. Determine the meaning of unknown and/or multiple-meaning words, and phrases in grade-level texts.

- a) I can use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- c) I can recognize, analyze, and apply AP level academic language including rhetorical devices and figurative language.

12. Expand vocabulary to increase reading comprehension and strengthen communication.

- a) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- b) I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

10th Grade Language Arts

Writing Applications and Process

1. Create documents to examine and convey complex ideas, concepts, and information clearly.

- a) I can compose and evaluate a thesis statement.
- b) I can recognize and utilize effective organizational strategies.
- c) I can provide textual evidence to support analysis of complex texts.

2. Compose short and long-term documents using the writing process with logical format and structure, exhibiting mastery of the writing modes for various audiences and occasions.

- a) I can differentiate among the writing modes (narrative, argument, analysis, expository).

- b) I can write in the appropriate modes.
- c) I can implement the parts of the writing process (brainstorming, pre-writing, drafting, editing, revising).
- d) I can determine appropriate audience and utilize formal and informal language.
- e) I can produce writing under timed conditions.
- f) I can research, write, and edit writing independently.

3. Utilize the research process and technology to collect, evaluate, organize, and use valid and appropriate primary and secondary sources to support a thesis.

- a) I can produce writing using the research process.
- b) I can avoid plagiarism and follow a standard format for citation.
- c) I can use literary or informational texts to support analysis, reflection, and research.
- d) I can read and evaluate literary criticism.

Writing and Mechanics

4. Demonstrate command of the conventions of Standard English grammar and usage, spelling, and punctuation.

- a) I can recognize and correct mistakes in parallel structure.
- b) I can use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent) to convey specific meanings and to add variety and interest to writing.
- c) I can apply the correct use of punctuation when combining two independent clauses.
- d) I can recognize commonly misused and misspelled words.
- e) I can apply my knowledge of writing conventions to college admissions standardized tests (ACT, SAT, and AP exams).

5. Apply knowledge of language to make effective choices for meaning or style.

- a) I can write and edit work so that it conforms to the guidelines in the assigned style manual.
- b) I can utilize effective word choice and syntactical choices to communicate with an audience.

Reading Comprehension and Application

6. Read a variety of materials and analyze what the text says explicitly and draw inferences from the text.

- a) I can evaluate and assess arguments to determine fallacious reasoning and false statements.
- b) I can compare and contrast different artistic mediums (poetry, fiction, nonfiction, film, music, painting, etc.).
- c) I can recognize, analyze, and discuss literary components to demonstrate comprehension of a grade-level appropriate text (personification, analogy, symbolism, metaphors, tone, imagery, characterization, plot, simile, and length and complexity of sentences).
- d) I can identify a theme of a text and analyze in details its development over the course of the text.
- e) I can analyze the language and literary elements that contribute to an author's style.
- f) I can recognize various archetypal settings and characters.

7. Understand different perspectives and styles to make contemporary connections to early American literature and historical documents.

- a) I can relate contemporary events to those of early American history.
- b) I can understand the relationship between literature and history.
- c) I can recognize how an author's ideas or claims are developed and changed through the progression of a work.
- d) I can evaluate foundational US documents for their themes, purposes, and rhetorical features.
- e) I can recognize American literature time periods before 1900.
- f) I can synthesize and evaluate various sources (including sources in different media) on a single topic or subject.

Vocabulary

8. Determine the meaning of unknown and/or multiple-meaning words, figurative language, and phrases in grade-level texts.

- a) I can use context clues to determine the meaning of words.
- b) I can interpret figurative language and figures of speech.
- c) I can use specialized reference materials to gain needed information.

d) I can recognize, analyze, and apply AP level academic language including rhetorical devices and figurative language.

9. Expand vocabulary to increase reading comprehension and strengthen communication.

a) I can use prior knowledge to determine the meaning of unknown words to understand a text, including author's point of view and purpose.

b) I can use the correct form of words for a given context (advocate, advocacy; analysis, analyze, analytical).

Communication

10. Deliver effectively planned presentations.

a) I can articulate clearly and distinctly and present information logically to an appropriate audience.

b) I can use technology strategically and effectively to enhance presentations and demonstrate understanding of my topic.

11. Participate in discussions and presentations for fallacies in logic.

a) I can constructively participate (i.e. listen, pose and respond to questions, challenge ideas, evaluate a speaker's point of view, and form connections to broader ideas) in a range of collaborative discussions.

b) I can demonstrate command of formal English when indicated or appropriate.

c) I can create written discussions using supporting details to analyze texts.

11th Grade Language Arts

Writing Applications and Process

1. Compare writing styles of two or more modern American authors or public figures.

a) I can recognize the elements of style, including word choice, sentence structure, parallelism, etc.

b) I can analyze the writing styles of modern American authors and speakers.

2. Compose focused and fluid compositions written in a variety of modes and lengths using technology.

- a) I can develop a thesis statement; determine audience and purpose; and incorporate specific examples, quotations, and paraphrases from sources.
- b) I can identify different modes of writing, such as narrative, expository, argument, and analysis.
- c) I can construct introduction, body, and conclusion paragraphs to meet the expectations of the written assignment.
- d) I can compose arguments, including warrants, concessions, rebuttals, and appropriate support for a given thesis or prompt.
- e) I can use the appropriate tone and voice for a given audience.

3. Develop a research product that supports a thesis on a specific topic, incorporates the use of technology, and synthesizes source material.

- a) I can evaluate the credibility of online and print sources.
- b) I can synthesize information from a variety of sources, following a standard format for citations.
- c) I can utilize direct quotations, paraphrasing, and summarizing of primary source documents.
- d) I can use the assigned documentation style to incorporate parenthetical citations into a research document.
- e) I can create a works cited page or bibliography.
- f) I can implement the parts of the writing process, including brainstorming, pre-writing, drafting, editing, and revising.
- g) I can utilize technology to create a final document.

Writing Mechanics

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) I can demonstrate correct usage of conventions, including capitalization, punctuation, hyphenation, and spelling.
- b) I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to communicate when reading or listening.

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- a) I can correctly use reference material, both print and digital, to find the pronunciation of a word and to determine its precise meaning, part of speech, etymology, or standard usage.
- b) I can determine meanings of words and phrases using context clues and available resources.

Reading (Comprehension and Application)

3. Read and comprehend text and media, evaluating for structure, style, bias, significance, point of view, and purpose.

- a) I can identify the literal meaning of a text.
- b) I can understand the structure of a text and an author's reasons for choosing a specific structure.
- c) I can evaluate an author's perspective and bias.
- d) I can identify an author's purpose for writing.

4. Analyze 20th and 21st century American fiction, poetry, and non-fiction for meaning, structure, themes, literary elements and devices, and figurative language.

- a) I can demonstrate understanding of narrative structure.
- b) I can identify and evaluate stylistic choices and compare these choices among authors.
- c) I can identify and explain significance of setting, theme, and symbolism.
- d) I can identify and trace development of characterization.
- e) I can define, identify, and explain significant figurative language and literary devices.
- f) I can apply knowledge of figurative language and literary devices in writing.

Vocabulary

5. Demonstrate knowledge of vocabulary and incorporate vocabulary words into academic and personal writings.

- a) I can use context clues and study skills to expand vocabulary.
- b) I can use proper vocabulary for a given audience and purpose.

Communication

6. Generate formal and informal presentations, integrating technology and research.

- a) I can explore and choose appropriate research topics.
- b) I can demonstrate understanding of public speaking through proper diction, volume, pitch, and tone.
- c) I can engage audience through appropriate body language and eye contact.
- d) I can generate a strong interest and enthusiasm through facial expressions and body language.
- e) I can demonstrate preparedness.
- f) I can adapt speech to a variety of contexts and tasks.

7. Compare and evaluate others' opinions and engage in respectful discussion of different perspectives.

- a) I can listen respectfully to others' opinions.
- b) I can contribute to the discussion in meaningful way.
- c) I can organize thoughtful responses to others' opinions.

8. Evaluate a speaker's point of view, reasoning, and evidence.

- a) I can identify a speaker's point of view.
- b) I can evaluate a speaker's evidence, looking for potential bias.

12th Grade Language Arts

Writing Applications and Process

1. Compose well-written short-term and long-term documents and analyses in different modes for a variety of purposes using technology.

- a) I can compose an argument to support claims in an analysis.
- b) I can compose informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- c) I can compose narratives to develop real or imagined experiences or events.
- d) I can analyze literature and media through comparison, summary, critique, and research.

- e) In each mode, I can introduce, develop, and support the concept and/or idea.
- f) I can write an effective conclusion to sum up information presented in the body of an essay.
- g) I can use precise language, words, and phrases, and correct syntax.
- h) I can compose creative works related to British literature.
- i) I can communicate an effective voice suitable for audience and purpose.
- j) I can generate a research-based full-length paper.
- k) I can complete assessments and assignments using current technology.

2. Edit and revise student writing independently.

- a) I can identify and implement steps in the writing process.
- b) I can recognize and correct my writing errors and those of others.
- c) I can incorporate transitions and appropriate sequence.
- d) I can revise and rewrite to avoid plagiarism.

3. Construct complex sentences and follow grammatical and spelling rules with accuracy.

- a) I can write using college preparatory language.
- b) I can create complex sentences to enhance ideas.
- c) I can edit work for accurate spelling.
- d) I can use hyphens correctly.

4. Conduct short and sustained research projects.

- a) I can execute *MLA* style.
- b) I can properly document research materials.
- c) I can gather and evaluate relevant information from various sources to support a topic.
- d) I can incorporate source material into writing.

Reading Comprehension and Application

5. Determine themes and central ideas in literature, informational/functional reading materials, and media.

- a) I can determine text structure.
- b) I can cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly.
- c) I can make inferences drawn from the text, including determining where the text leaves matters uncertain.
- d) I can summarize information.
- e) I can determine two or more themes of a text and analyze their development over the course of the text.

6. Analyze various genres of British literature and media for style, audience appeal, cultural significance, plot structure, literary elements and devices, and organizational structure.

- a) I can recognize and analyze literary elements and devices.
- b) I can determine audience appeal.
- c) I can identify cultural significance of literature and media.
- d) I can distinguish organizational structure.
- e) I can analyze characters, plot structure, and figurative language.
- f) I can compare and contrast literature and media.

7. Recognize and evaluate literary elements, language, and points of view.

- a) I can interpret the tone and mood of literature and media.
- b) I can recognize and evaluate paradox, archetypes, parody, foil, and allegory.
- c) I can interpret figurative language, symbolism, irony, and satire.
- d) I can recognize patterns and forms of verse, rhyme and rhythm.
- e) I can evaluate the quality of imagery and describe the scenes created by the writer's words.
- f) I can apply the terms of drama to a script or a production.
- g) I can interpret and appraise an author's literary style including diction and rhetoric to determine if points are clear, convincing, and engaging.
- h) I can interpret figures of speech in context and analyze their role in the text.
- i) I can analyze nuances in the meaning of words with similar denotations.

Vocabulary

8. Expand vocabulary in academic and personal writing with a focus on culturally significant words and terms.

- a) I can incorporate appropriate vocabulary into my writing for various situations and audiences.
- b) I can recognize and interpret allusions to literature and mythology.
- c) I can recognize and interpret cultural literacy terms and use them accurately.

9. Determine the meaning of words and phrases in texts and analyze how they are used.

- a) I can use context as a clue to the meaning of a word or phrase.
- b) I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c) I can consult general and specialized reference materials both print and digital to find the pronunciation of a word or determine its meaning.

Communication

10. Actively engage in small-group and whole-class discussions and presentations.

- a) I can come to discussions prepared, having read and researched relevant material, and use this preparation in order to contribute fully to class activities and discussions.
- b) I can collaborate with peers to promote and organize discussions.
- c) I can propel conversations by posing and responding to questions that probe reasoning and evidence.
- d) I can clarify, verify, or challenge ideas and conclusions.
- e) I can synthesize materials and comments in class discussions and group presentations.
- f) I can evaluate the effectiveness of peers' diverse perspectives without bias.

11. Evaluate effectiveness of multiple sources of information presented in diverse formats and media.

- a) I can make informed decisions and solve problems, evaluate the credibility of each source, and note any discrepancies among data.
- b) I can evaluate visual media to determine technique, audience appeal, and impact on audience.
- c) I can recognize bias in visual communication.

12. Evaluate presentation skills.

a) I can listen intently to a speaker in order to identify and analyze the following rhetorical aspects:

- Point of view
- Reasoning
- Use of evidence and rhetoric
- The speaker's stance
- Premises
- Links among ideas
- Word choice
- Points of emphasis
- Tone

b) I can respond to and evaluate others' presentations appropriately.

13. Exhibit mastery of delivering formal presentations.

a) I can adapt speech to a variety of contexts and tasks.

b) I can demonstrate a command of formal English when appropriate.

c) I can use proper posture and eye contact.

d) I can dress appropriately for presentations.

e) I can demonstrate understanding of audience, topic, and the speech's purpose.

f) I can integrate available technology for various communication purposes.