



Department of Defense Dependent Schools
English Language Arts Content Standards Grades 9-12
Journalism Matters © 2001

STANDARDS	PAGE REFERENCES
Grade 9 - E3 Speaking, Listening, and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.	
E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: E3a.1 initiates new topics in addition to responding to adult-initiated topics; E3a.2 asks relevant questions; E3a.3 responds to questions with appropriate elaboration; E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.	SE: 73, 94-95, 98, 101-102, 107, 287 <i>Your Beat</i> 104, 287 (1) TAE: CL 92, 464 TS 93

STANDARDS	PAGE REFERENCES
<p>E3b: The student participates in group meetings, in which the student:</p> <p>E3b.1 displays appropriate turn-taking behaviors;</p> <p>E3b.2 actively solicits another person’s comment or opinion;</p> <p>E3b.3 offers own opinion forcefully without dominating;</p> <p>E3b.4 responds appropriately to comments and questions;</p> <p>E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6 gives reasons in support of opinions expressed;</p> <p>E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9 divides labor so as to achieve the overall group goal efficiently.</p>	<p>Opportunities to participate in groups will help to develop the desired group skills.</p> <p>SE: H-2 <i>Open Forum</i> 18, 42, 144-145</p> <p>TAE: CL 12, 57, 123 CT 476</p>
<p>E3c: The student prepares and delivers an individual presentation, in which the student:</p> <p>E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: <i>Your Beat</i> 420 (1), 481 (2)</p>
<p>E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>Shaping content and organization could apply to speeches as well as to written work.</p> <p>SE: 115-117, 123-130, 151, 157-159, 238-241 <i>Open Forum</i> 482 (1)</p>
<p>E3c.3 uses notes or other memory aids to structure the presentation;</p>	<p>Developing general note-taking and recording skills will help with presentations as well.</p> <p>SE: 96-97, 99-100 <i>String Book</i> 3 <i>Your Beat</i> 104</p>
<p>E3c.4 develops several main points relating to a single thesis;</p>	<p>Developing a main idea could apply to speeches as well as to written work.</p> <p>SE: 114-115, 117-121, 139</p>
<p>E3c.5 engages the audience with appropriate verbal cues and eye contact;</p>	<p>This concept can be reinforced when students give speeches, deliver individual presentations, or participate in group work during class.</p> <p>SE: <i>Open Forum</i> 144 (3) <i>Your Beat</i> 420 (2)</p>
<p>E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 242-243, 470 <i>Your Beat</i> 244</p> <p>TAE: DS 472</p>

STANDARDS	PAGE REFERENCES
<p>E3e: The student listens to and analyzes a public speaking performance; that is, the student:</p> <p>E3e.1 takes notes on salient information;</p> <p>E3e.2 accurately summarizes the essence of each speaker's response;</p> <p>E3e.3 formulates a judgment about the issues under discussion.</p>	<p>SE: <i>Finding the Flaw</i> 460</p> <p>TAE: E 14, 160</p>
<p>Grade 9 - E4 Conventions, Grammar, and Usage of the English Language</p> <p>Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p>	
<p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <p>E4a.1 grammar;</p> <p>E4a.2 paragraph structure;</p> <p>E4a.3 punctuation;</p> <p>E4a.4 sentence construction;</p> <p>E4a.5 spelling;</p> <p>E4a.6 usage.</p>	<p>SE: 142, 160-161, 187-194, 198-201, S-1-S-11</p> <p><i>Your Beat</i> 156 (2), 162 (1), 174-175, 202</p>

STANDARDS	PAGE REFERENCES
Grade 9 - E5 Literature Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.	
<p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p>E5a.1 makes thematic connections among literary texts, public discourse, and media;</p> <p>E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p>E5a.3 identifies the characteristics of literary forms and genres;</p> <p>E5a.4 evaluates literary merit;</p> <p>E5a.5 explains the effect of point of view;</p> <p>E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p>E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;</p> <p>E5a.8 identifies the stance of a writer in shaping the presentation of a subject;</p> <p>E5a.9 identifies ambiguities, subtleties, contradictions, ironies, and nuances;</p> <p>E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional);</p> <p>E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	<p>SE: 275-278 TAE: E 218</p>
Grade 10 - E3 Speaking, Listening and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.	
<p>E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <p>E3a.1 initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2 asks relevant questions;</p> <p>E3a.3 responds to questions with appropriate elaboration;</p> <p>E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether...";</p> <p>E3a.5 confirms understanding by paraphrasing the adult's directions or suggestions.</p>	<p>SE: 73, 94-95, 98, 101-102, 107, 287 <i>Your Beat</i> 104, 287 (1) TAE: CL 92, 464 TS 93</p>

STANDARDS	PAGE REFERENCES
<p>E3b The student participates in group meetings, in which the student:</p> <p>E3b.1 displays appropriate turn-taking behaviors;</p> <p>E3b.2 actively solicits another person’s comment or opinion;</p> <p>E3b.3 offers own opinion forcefully without dominating;</p> <p>E3b.4 responds appropriately to comments and questions;</p> <p>E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6 gives reasons in support of opinions expressed;</p> <p>E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9 divides labor so as to achieve the overall group goal efficiently.</p>	<p>Opportunities to participate in groups will help to develop the desired group skills.</p> <p>SE: H-2 <i>Open Forum</i> 18, 42, 144-145</p> <p>TAE: CL 12, 57, 123 CT 476</p>
<p>E3c The student prepares and delivers an individual presentation, in which the student:</p> <p>E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: <i>Your Beat</i> 420 (1), 481 (2)</p>
<p>E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>Shaping content and organization could apply to speeches as well as to written work.</p> <p>SE: 115-117, 123-130, 151, 157-159, 238-241 <i>Open Forum</i> 482 (1)</p>
<p>E3c.3 uses notes or other memory aids to structure the presentation;</p>	<p>Developing general note-taking and recording skills will help with presentations as well.</p> <p>SE: 96-97, 99-100 <i>String Book</i> 3 <i>Your Beat</i> 104</p>
<p>E3c.4 develops several main points relating to a single thesis;</p>	<p>Developing a main idea could apply to speeches as well as to written work.</p> <p>SE: 114-115, 117-121, 139</p>
<p>E3c.5 engages the audience with appropriate verbal cues and eye contact;</p>	<p>This concept can be reinforced when students give speeches, deliver individual presentations, or participate in group work during class.</p> <p>SE: <i>Open Forum</i> 144 (3) <i>Your Beat</i> 420 (2)</p>
<p>E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 242-243, 470 <i>Your Beat</i> 244</p> <p>TAE: DS 472</p>

STANDARDS	PAGE REFERENCES
<p align="center">Grade 10 - E4 Conventions, Grammar, and Usage of the English Language</p> <p>Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p>	
<p>E4a : The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <p>E4a.1 grammar; E4a.2 paragraph structure; E4a.3 punctuation; E4a.4 sentence construction; E4a.5 spelling; E4a.6 usage.</p>	<p>SE: 142, 160-161, 187-194, 198-201, S-1-S-11 <i>Your Beat</i> 156 (2), 162 (1), 174-175, 202</p>
<p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p> <p>E4b.1 adding or deleting details; E4b.2 adding or deleting explanations; E4b.3 clarifying difficult passages; E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5 sharpening the focus; E4b.6 reconsidering the organizational structure; E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.</p>	<p>SE: 132-135, 242-243</p>
<p align="center">Grade 10 - E6 Public Documents</p> <p>A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.</p>	
<p>E6a The student identifies strategies common to public documents and public discourse, including:</p> <p>E6a.1 effective use of argument; E6a.2 use of the power of anecdote; E6a.3 anticipation of counter claims; E6a.4 appeal to audiences both friendly and hostile to the position presented; E6a.5 use of emotionally laden words and imagery; E6a.6 citing of appropriate references or authorities.</p>	<p>Public documents where students could identify strategies appear on or are discussed on the following pages.</p> <p>SE: 480-481 <i>String Book</i> 485 (1)</p> <p>TAE: E 7 CT 467</p>

STANDARDS	PAGE REFERENCES
<p>E6b.4 uses a range of strategies to appeal to readers.</p>	<p>SE: 252-254 <i>OutTake</i> 255 <i>String Book</i> 485 (2) <i>Your Beat</i> 481 TAE: CL 479</p>
<p>Grade 10 - E7 Functional Documents</p> <p>A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.</p>	
<p>E7a The student identifies strategies common to effective functional documents, including: E7a.1 visual appeal, e.g., format, graphics, white space, headers; E7a.2 logic of the sequence in which the directions are given.</p>	<p>Functional documents where students could identify strategies appear on or are discussed on the following pages. SE: 32-33, 75-77, 78-80</p>
<p>E7b The student creates functional documents appropriate to audience and purpose, in which the student: E7b.1 reports, organizes, and conveys information and ideas accurately; E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples; E7b.3 anticipates readers' problems, mistakes, and misunderstandings; E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color; E7b.5 establishes a persona that is consistent with the document's purpose; E7b.6 employs word choices that are consistent with the persona and appropriate for the intended audience.</p>	<p>SE: 12 <i>Your Beat</i> 80 <i>String Book</i> 44</p>

STANDARDS	PAGE REFERENCES
Grade 11 - E3 Speaking, Listening and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.	
<p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <p>E3a.1 initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2 asks relevant questions;</p> <p>E3a.3 responds to questions with appropriate elaboration;</p> <p>E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;</p> <p>E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.</p>	<p>SE: 73, 94-95, 98, 101-102, 107, 287 <i>Your Beat</i> 104, 287 (1)</p> <p>TAE: CL 92, 464 TS 93</p>
<p>E3b: The student participates in group meetings, in which the student;</p> <p>E3b.1 displays appropriate turn-taking behaviors;</p> <p>E3b.2 actively solicits another person’s comment or opinion;</p> <p>E3b.3 offers own opinion forcefully without dominating;</p> <p>E3b.4 responds appropriately to comments and questions;</p> <p>E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6 gives reasons in support of opinions expressed;</p> <p>E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9 divides labor so as to achieve the overall group goal efficiently.</p>	<p>Opportunities to participate in groups will help to develop the desired group skills.</p> <p>SE: H-2 <i>Open Forum</i> 18, 42, 144-145</p> <p>TAE: CL 12, 57, 123 CT 476</p>
<p>E3c: The student prepares and delivers an individual presentation, in which the student:</p> <p>E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: <i>Your Beat</i> 420 (1), 481 (2)</p>

STANDARDS	PAGE REFERENCES
E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;	Shaping content and organization could apply to speeches as well as to written work. SE: 115-117, 123-130, 151, 157-159, 238-241 <i>Open Forum</i> 482 (1)
E3c.3 uses notes or other memory aids to structure the presentation;	Developing general note-taking and recording skills will help with presentations as well. SE: 96-97, 99-100 <i>String Book</i> 3 <i>Your Beat</i> 104
E3c.4 develops several main points relating to a single thesis;	Developing a main idea could apply to speeches as well as to written work. SE: 114-115, 117-121, 139
E3c.5 engages the audience with appropriate verbal cues and eye contact;	This concept can be reinforced when students give speeches, deliver individual presentations, or participate in group work during class. SE: <i>Open Forum</i> 144 (3) <i>Your Beat</i> 420 (2)
E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.	SE: 242-243, 470 <i>Your Beat</i> 244 TAE: DS 472
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student: E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people; E3d.2 evaluates the role of the media in focusing attention and in forming opinion; E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information; E3d.4 defines the role of advertising as part of media presentation.	SE: 2-3, 6-14, 377-380 <i>Media Watch</i> 43-44, 147, 226, 246 <i>Your Beat</i> 5, 439 <i>Finding the Flaw</i> 42 <i>Open Forum</i> 459 TAE: CT 47 TS 61 DS 196
E3e: The student listens to and analyzes a public speaking performance; that is, the student: E3e.1 takes notes on salient information; E3e.2 identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, overgeneralization, faulty syllogism, red herring, begging the question); E3e.3 accurately summarizes and evaluates the essence of each speaker's response; E3e.4 formulates and supports a judgment about the issues under discussion.	SE: <i>Finding the Flaw</i> 460 TAE: E 14, 160

STANDARDS	PAGE REFERENCES
<p align="center">Grade 11 - E4 Conventions, Grammar, and Usage of the English Language</p> <p>Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p>	
<p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <p>E4a.1 grammar;</p> <p>E4a.2 paragraph structure;</p> <p>E4a.3 punctuation;</p> <p>E4a.4 sentence construction;</p> <p>E4a.5 spelling;</p> <p>E4a.6 usage;</p> <p>E4a.7 syntax.</p>	<p>SE: 142, 160-161, 187-194, 198-201, S-1-S-11 <i>Your Beat</i> 156 (2), 162 (1), 174-175, 202</p>
<p align="center">Grade 11 - E5 Literature</p> <p>Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.</p>	
<p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p>E5a.1 makes thematic connections among literary texts, public discourse, and media;</p> <p>E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p>E5a.3 analyzes the characteristics of literary forms and genres;</p> <p>E5a.4 examines literary merit;</p> <p>E5a.5 explains the effect of point of view;</p> <p>E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p>E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;</p> <p>E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;</p> <p>E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies.</p> <p>E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional).</p> <p>E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	<p>SE: 275-278 TAE: E 218</p>

STANDARDS	PAGE REFERENCES
<p align="center">Grade 11 - E6 Public Documents</p> <p>A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials or radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action' analyze and defend a contemporary public policy; define a public problem and suggest policy.</p>	
<p>E6a: The student identifies strategies common to public documents and public discourse, including:</p> <p>E6a.1 effective use of argument;</p> <p>E6a.2 use of the power of anecdote;</p> <p>E6a.3 anticipation of counter claims;</p> <p>E6a.4 appeal to audiences both friendly and hostile to the position presented;</p> <p>E6a.5 use of emotionally laden works and imagery;</p> <p>E6a.6 citing of appropriate references or authorities.</p>	<p>Public documents where students could identify strategies appear on or are discussed on the following pages.</p> <p>SE: 480-481 <i>String Book</i> 485 (1)</p> <p>TAE: E 7 CT 467</p>
<p>E6b: The student creates public documents, in which the student:</p> <p>E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;</p> <p>E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona.</p> <p>E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;</p> <p>E6b.4 uses a range of strategies to appeal to readers.</p>	<p>SE: 252-254 <i>OutTake</i> 255 <i>String Book</i> 485 (2) <i>Your Beat</i> 481</p> <p>TAE: CL 479</p>
<p align="center">Grade 11 - E7 Functional Documents</p> <p>A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.</p>	
<p>E7a: The student identifies strategies common to effective functional documents, including:</p> <p>E7a.1 visual appeal, e.g., format, graphics, white space, and headers;</p> <p>E7a.2 logic of the sequence in which the directions are given;</p> <p>E7a.3 point out possible reader misunderstandings and misconceptions;</p> <p>E7a.4 purposeful composition and the precision of the content and language;</p> <p>E7a.5 validity of desired outcomes and implications.</p>	<p>Functional documents where students could identify strategies appear on or are discussed on the following pages.</p> <p>SE: 32-33, 75-77, 78-80</p>

STANDARDS	PAGE REFERENCES
<p>E7b: The student creates functional documents appropriate to audience and purpose, in which the student:</p> <p>E7b.1 reports, organizes, and conveys information and ideas accurately;</p> <p>E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;</p> <p>E7b.3 anticipates readers' problems, mistakes, and misunderstandings;</p> <p>E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color.</p>	<p>SE: 12 <i>Your Beat</i> 80 <i>String Book</i> 44</p>
<p>Grade 12 - E3 Speaking, Listening and Viewing</p> <p>Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.</p>	
<p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <p>E3a.1 initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2 asks relevant questions;</p> <p>E3a.3 responds to questions with appropriate elaboration;</p> <p>E3a.4 uses language cues to indicate different levels of certainty or hypothesizing; e.g., "what if...", "very likely...", "I'm unsure whether...";</p> <p>E3a.5 confirms understanding by paraphrasing the adult's directions or suggestions.</p>	<p>SE: 73, 94-95, 98, 101-102, 107, 287 <i>Your Beat</i> 104, 287 (1)</p> <p>TAE: CL 92, 464 TS 93</p>

STANDARDS	PAGE REFERENCES
<p>E3b: The student participates in group meetings, in which the student:</p> <p>E3b.1 displays appropriate turn-taking behaviors;</p> <p>E3b.2 actively solicits another person’s comment or opinion;</p> <p>E3b.3 offers own opinion forcefully without dominating;</p> <p>E3b.4 responds appropriately to comments and questions;</p> <p>E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6 gives reasons in support of opinions expressed;</p> <p>E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9 divides labor so as to achieve the overall group goal efficiently.</p>	<p>Opportunities to participate in groups will help to develop the desired group skills.</p> <p>SE: H-2 <i>Open Forum</i> 18, 42, 144-145</p> <p>TAE: CL 12, 57, 123 CT 476</p>
<p>E3c: The student prepares and delivers an individual presentation, in which the student:</p> <p>E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: <i>Your Beat</i> 420 (1), 481 (2)</p>
<p>E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>Shaping content and organization could apply to speeches as well as to written work.</p> <p>SE: 115-117, 123-130, 151, 157-159, 238-241 <i>Open Forum</i> 482 (1)</p>
<p>E3c.3 uses notes or other memory aids to structure the presentation;</p>	<p>Developing general note-taking and recording skills will help with presentations as well.</p> <p>SE: 96-97, 99-100 <i>String Book</i> 3 <i>Your Beat</i> 104</p>
<p>E3c.4 develops several main points relating to a single thesis;</p>	<p>Developing a main idea could apply to speeches as well as to written work.</p> <p>SE: 114-115, 117-121, 139</p>
<p>E3c.5 engages the audience with appropriate verbal cues and eye contact;</p>	<p>This concept can be reinforced when students give speeches, deliver individual presentations, or participate in group work during class.</p> <p>SE: <i>Open Forum</i> 144 (3) <i>Your Beat</i> 420 (2)</p>
<p>E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 242-243, 470 <i>Your Beat</i> 244</p> <p>TAE: DS 472</p>

STANDARDS	PAGE REFERENCES
<p>E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <p>E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p>E3d.2 evaluates the role of the media in focusing attention and in forming opinion;</p> <p>E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p>E3d.4 defines the role of advertising as part of media presentation.</p>	<p>SE: 2-3, 6-14, 377-380 <i>Media Watch</i> 43-44, 147, 226, 246 <i>Your Beat</i> 5, 439 <i>Finding the Flaw</i> 42 <i>Open Forum</i> 459</p> <p>TAE: CT 47 TS 61 DS 196</p>
<p>E3e: The student listens to and analyzes a public speaking performance; that is, the student:</p> <p>E3e.1 takes notes on salient information;</p> <p>E3e.2 identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, overgeneralization, faulty syllogism, red herring, begging the question);</p> <p>E3e.3 accurately summarizes and evaluates the essence of each speaker's response;</p> <p>E3e.4 formulates and supports a judgment about the issues under discussion.</p>	<p>SE: <i>Finding the Flaw</i> 460</p> <p>TAE: E 14, 160</p>
<p>Grade 12 - E4 Conventions, Grammar, and Usage of the English Language Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p>	
<p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <p>E4a.1 grammar;</p> <p>E4a.2 paragraph structure;</p> <p>E4a.3 punctuation;</p> <p>E4a.4 sentence construction;</p> <p>E4a.5 spelling;</p> <p>E4a.6 usage;</p> <p>E4a.7 syntax.</p>	<p>SE: 142, 160-161, 187-194, 198-201, S-1-S-11 <i>Your Beat</i> 156 (2), 162 (1), 174-175, 202</p>

STANDARDS	PAGE REFERENCES
Grade 12 - E5 Literature	
Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.	
<p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p>E5a.1 makes thematic connections among literary texts, public discourse, and media;</p> <p>E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p>E5a.3 analyzes the characteristics of literary forms and genres;</p> <p>E5a.4 evaluates literary merit;</p> <p>E5a.5 explains the effect of point of view;</p> <p>E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p>E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;</p> <p>E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;</p> <p>E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies;</p> <p>E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional);</p> <p>E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	<p>SE: 275-278 TAE: E 218</p>
Grade 12 - E6 Public Documents	
A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.	
<p>E6a: The student identifies strategies common to public documents and public discourse, including:</p> <p>E6a.1 effective use of argument;</p> <p>E6a.2 use of the power of anecdote;</p> <p>E6a.3 anticipation of counter claims;</p> <p>E6a.4 appeal to audiences both friendly and hostile to the position presented;</p> <p>E6a.5 use of emotionally laden works and imagery;</p> <p>E6a.6 citing of appropriate references or authorities.</p>	<p>Public documents where students could identify strategies appear on or are discussed on the following pages.</p> <p>SE: 480-481 <i>String Book</i> 485 (1)</p> <p>TAE: E 7 CT 467</p>

STANDARDS	PAGE REFERENCES
<p>E6b: The student creates public documents, in which the student:</p> <p>E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;</p> <p>E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona;</p> <p>E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;</p> <p>E6b.4 uses a range of strategies to appeal to readers.</p>	<p>SE: 252-254 <i>OutTake</i> 255 <i>String Book</i> 485 (2) <i>Your Beat</i> 481</p> <p>TAE: CL 479</p>
<p>Grade 12 - E7 Functional Documents</p> <p>A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation and particularly to an audience and the way different audiences will interact with the documents.</p>	
<p>E7b: The student creates functional documents appropriate to audience and purpose, in which the student:</p> <p>E7b.1 reports, organizes, and conveys information and ideas accurately;</p> <p>E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;</p> <p>E7b.3 anticipates readers’ problems, mistakes, and misunderstandings;</p> <p>E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;</p> <p>E7b.5 employs word choices that are consistent with the persona and appropriate for the intended audience.</p>	<p>SE: 12 <i>Your Beat</i> 80 <i>String Book</i> 44</p>

Codes Used for TAE Pages

CL	Cooperative Learning
CT	Critical Thinking
DS	Discussion Starter
E	Enrichment
TS	Teaching Suggestion