

Checklist for Communication Arts: Literature, Reading, Writing, Speaking/Listening Ninth Grade

ACE Course Abilities for Ninth Grade to be applied to Content Standards:

91.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

92.0 Read, write, speak, and listen for a variety of purposes.

- A. Read literature (specific authors, schools of literature).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Use current technology to produce:
 - instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, multimedia presentations.
 - word processing, spreadsheet, database, desktop publishing, Internet, search tools.

Content

93.0 Define, identify, and explain literary elements (character, setting, plot, conflict, theme).

- .1 Examine/analyze characters and their motivation in specific literary works.
- .2 Define and describe setting and plot in specific literary works.
- .3 Examine/analyze conflict in specific literary works.
- .4 Examine/analyze theme, explain ways the reader comes to know theme, and analyze theme in specific literary works.

Content (cont.)**94.0 Identify and examine the purpose, structure, tone, mood and point of view in various forms of fiction and non-fiction.**

- .1 Identify and examine purpose, tone, mood, and point of view for a variety of authors, and styles.
- .2 Identify and present supporting evidence for author's purpose, tone, and point of view.
- .3 Identify standard literary organizational patterns.
- .4 Demonstrate skimming and scanning techniques for a specific purpose.
- .5 Apply strategies for reading (summarizing, predicting, asking questions, recalling information).

95.0 Compose a variety of quality multi-part written formats.

- .1 Organize written work using paragraphs, stanzas, scenes, introduction, conclusion, etc.
- .2 Produce examples from the following: poems, letters, memos, essays, notes, logs, journals, plays, short stories and technical writings which meet guidelines.
- .3 Write without plagiarism to develop creativity, personal style, tone and point of view.
- .4 Match the topic, language, organization, content and use of visuals to specific audiences and purposes.
- .5 Write a multi-paragraph essay with sound introduction, body and conclusion.
- .6 Create quality sentences through the use of mechanics, word choice, format, usage, grammar, and literary devices.
- .7 Use research to achieve a given goal.

96.0 Speak for a variety of audiences and purposes such as narratives, explanations, descriptions, summaries, critiques, major persuasive speeches, and technical presentations.

- .1 Match the topic, language, details, tone, and interest factors to a specific audience.
- .2 Present well supported, concise opinion with specific extended research-based justification.
- .3 Speak extemporaneously using correct voice, body language, notes, and visual aids.
- .4 Participate equally in a group presentation.
- .5 Introduce speech with an effective, attention-getting beginning.
- .6 Conclude the speech with review and an appropriate call for action from the audience.
- .7 Generate and use quality visual aids.

Content (cont.)**97.0 Listen to take notes and analyze presentations to develop listening skills in order to participate in discussion.**

- .1 Evaluate basic presentational skills (posture, gesture, eye contact, use of notes).
- .2 Demonstrate audience etiquette.
- .3 Evaluate/analyze language, organization, topic, opinion, supports, tone, and strength of arguments.
- .4 Paraphrase and summarize various types of messages to give oral and written feedback.

98.0 Interact with a variety of literary works from other cultures.

- .1 Read/analyze traditional and contemporary works from diverse cultures.
- .2 Explain the influence of history and culture on a work's perspective.
- .3 Compare and contrast human experiences across cultures.

Checklist for Communication Arts: Literature, Reading, Writing, Speaking/Listening Tenth Grade

ACE Course Abilities for Tenth Grade to be applied to Content Standards:

101.0 Develop abilities in Communication Arts:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

102.0 Read, write, speak, and listen for a variety of purposes.

- A. Read literature to develop a familiarity with values and history of various cultures.
- B. Use mass media such as newspapers, magazines, radio, television, movies, Internet, CD-ROM.
- C. Conduct research by using the inquiry process: locate, observe/gather, analyze, conclude.
- D. Write a three-part expository essay using documentation of resources.
- E. Demonstrate skills in using technology to create a variety of products/documents:
 - instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, multimedia presentations.
 - word processing, spreadsheet, database, desktop publishing, Internet, search tools.

Content

103.0 Analyze and interpret an author's use of literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).

- .1 Identify literary devices and use them in your writing/speaking.
- .2 Explain with specific textual references and how these devices contribute to the impact of literature.
- .3 Relate literature to personal experiences.
- .4 Identify and discuss values in literature (universal values, cultural attitudes, specific values).
- .5 Apply strategies for reading (summarizing, predicting, asking questions, recalling information).

Content (cont.)**104.0 Compose research-supported essays (introduction, thesis, body with 2-4 supported major points, transitions, conclusion) and technical formats.**

- .1 Locate material on a specific topic using a variety of sources and methods.
- .2 Evaluate material for relevance, bias and timeliness.
- .3 Gather information in note-form and organize notes in a logical manner (by hand and on computer).
- .4 Write a three-part expository essay using documentation of resources.
- .5 Write a clear and concise thesis statement and use topic sentences and transitions.
- .6 Use technical organizations to arrange information in logical orders, such as APA and MLA.
- .7 Support main points with examples, illustrations, anecdotes, visual supports, and other methods of clarification/development.
- .8 Create quality sentences through the use of mechanics, word choice, usage, and grammar.

105.0 Make engaging presentations using appropriate language for a variety of audiences and purposes.

- .1 Prepare and deliver organized, concise, and engaging technical presentations.
- .2 Use correct voice, body language, notes, and visual aids to speak extemporaneously.
- .3 Involve audience in a variety of ways (ask/answer questions, polls, hand signals, participation).
- .4 Answer questions in front of a group (concise, concrete, clarifying the question, admit you don't know).
- .5 Use appropriate language and content for a particular audience and purpose.

106.0 Speak/write personal opinions/recommendations on fiction, nonfiction, technical material.

- .1 State an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.
- .2 Defend and answer questions about opinions and recommendations.

107.0 In order to challenge the speaker and the content, listen to form opinions, make recommendations, and persuade others about fiction, nonfiction, and technical material.

- .1 Take clear and concise notes about a presentation.
- .2 Question clearly, disagree, or ask for clarification, and keep the speaker focused on the question, knowing when it is time to let the speaker move on.
- .3 View presentations with an open mind and evaluate information and sources.
- .4 Analyze a presentation to form an opinion, make recommendations and persuade others.

Content (cont.)

108.0 Interact with a variety of literary works from other cultures.

- .1 Read/analyze traditional and contemporary works from diverse cultures.
- .2 Explain the influence of history and culture on a work's perspective.
- .3 Compare and contrast human experiences across cultures.

Checklist for Communication Arts: Literature, Reading, Writing, Speaking/Listening Eleventh Grade

ACE Course Abilities for Eleventh Grade to be applied to Content Standards:

111.0 Develop abilities in Communication Arts:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

112.0 Read, write, speak, and listen for a variety of purposes.

- A. Read literature to develop a familiarity with values and history of various cultures.
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Use current technology to produce:
 - instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, multimedia presentations.
 - word processing, spreadsheet, database, desktop publishing, Internet, search tools.

Content

113.0 Interpret fiction and nonfiction, relate it to your personal life and identify ideas, events, emotions and attitudes which are of importance to you.

- .1 Explain, with justification, the author's intended meaning.
- .2 Show, with justification, how a literary work relates to your life.
- .3 Interpret, with justification, a literary work.
- .4 Summarize your intellectual and emotional response to the work.
- .5 Explain with justification, how a literary work reflects the values/attitudes of another place/time/culture.
- .6 Show understanding of what you have read/viewed by summarizing, asking questions, and recalling information.

Content (cont.)**114.0 Write a variety of quality formats which may include research support, concrete content, graphics, and logical, precise and simple progression of thought.**

- .1 Select from a variety of technical and other organizational patterns to fit purpose, situation and audience.
- .2 Research and select content appropriate to purpose, situation and audience.
- .3 Select from a variety of graphics to fit purpose, situation and audience.
- .4 Create quality sentences through the use of mechanics, word choice, format, usage and grammar.. → you have 2 periods
- .5 Write a quality essay with an introduction, thesis, body with 2-4 major points supported by examples, transitions, figurative language and conclusion.

115.0 Speak for a variety of purposes with a professional style, including organization, appropriate appearance, research support, concrete content, graphics, and logical, precise, and simple progression of thought.

- .1 Select from a variety of technical and other organizational patterns to fit purpose, situation and audience.
- .2 Research for and select content appropriate to purpose, situation, and audience.
- .3 Select dress, appearance and conduct to fit purpose, situation, and audience.
- .4 Use correct voice, body language, notes and personal style to speak extemporaneously (from notes).
- .5 Write a concise and concrete thesis statement.
- .6 Select from a variety of visuals to fit purpose, situation and audience.
- .7 Answer questions appropriately (specific, concise, provide examples, relate to questioner).

116.0 Listen to form beliefs and goals and to take stances on important issues.

- .1 Evaluate issues that are important to you (brainstorming choices, discussion, reading).
- .2 Explain clearly your personal motivations, goals and beliefs.
- .3 Analyze/evaluate the views, beliefs and motivations of others before making up your mind on an issue.
- .4 Respect the values, beliefs and motivations of others.
- .5 Compare and contrast your views, beliefs and motivations with what you read/hear.
- .6 Write/present a critique with concrete justification, which may include current technology.

Content (cont.)**117.0 Interact with a variety of literary works from other cultures.**

- .1 Read/analyze traditional, and contemporary works from diverse cultures.
- .2 Explain the influence of history and culture on a work's perspective.
- .3 Compare and contrast human experiences across cultures.

Checklist for Communication Arts: Literature, Reading, Writing, Speaking/Listening Twelfth Grade

ACE Course Abilities for Twelfth Grade to be applied to Content Standards:

121.0 Develop abilities in Communication Arts:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

122.0 Read, write, speak, and listen for a variety of purposes.

- A. Read literature to develop a familiarity with values and history of various cultures.
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Use current technology to produce:
 - instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, multimedia presentations.
 - word processing, spreadsheet, database, desktop publishing, Internet, search tools.

Content

123.0 Relate literature to self and the contemporary world.

- .1 Determine the emotional and intellectual impact on self.
- .2 State precisely the relevance of the text to the contemporary world.
- .3 Identify specific text that elicits response or shows relationship.

Content (cont.)**124.0 Present oral and written literary analyses.**

- .1 Apply appropriate speaking or writing criteria to various situations.
- .2 State main point in one precise sentence.
- .3 Support main point with multiple sub-points, each of which is supported with specific textual references.
- .4 Apply correctly literary terms and concepts.
- .5 Demonstrate creative thinking and analysis skills.

125.0 Participate meaningfully in a discussion of a given work of literature.

- .1 Demonstrate proper social courtesies in a free-flowing discussion.
- .2 Respond directly to specific questions concisely with appropriate textual references.
- .3 Ask questions of other students which are specific and relevant.
- .4 Demonstrate creative and clear analytical skills.
- .5 Appropriately counter and respond to the challenges of other students.
- .6 Prepare for and lead a discussion.

126.0 Create word process high quality, traditional, college-level papers.

- .1 Utilize traditional structure (introduction, conclusion, thesis, three or more body paragraphs, transitions).
- .2 Write quality sentences in a correct, clear, and varied manner.
- .3 Employ quality diction.
- .4 Write with correct usage and mechanics (punctuation, spelling, capitalization, formatting).
- .5 Write with creativity of expression.
- .6 Use evaluation (from teacher, self, peers) to improve from paper to paper and to challenge yourself.

127.0 Show competence in a variety of career related skills.

- .1 Develop and write resumes, scholarship query letters, cover letters, follow-up thank you' s, essays, and a variety of applications.
- .2 Conduct background research and preparation for interviews.
- .3 Dress effectively, apply all social conventions and present yourself in the best possible manner.

Content (cont.)**128.0 Write a variety of formats for varied purposes and audiences.**

- .1 Utilize a variety of pre-writing techniques (brainstorming, clustering, mapping, outlining).
- .2 Produce quality examples of essays, literary analyses, research papers and technical forms.
- .3 Select a specific audience and develop writing for that audience.
- .4 Adapt the standard organization, language, and format for a variety of technical purposes.
- .5 Proofread effectively.
- .6 Create quality essays in response to prompts or exam questions.

129.0 Support a thesis with research and varied development and argumentation patterns.

- .1 Research topic effectively.
- .2 Distinguish high quality support information from lesser quality support information.
- .3 Use proper citation methods.
- .4 Use a variety of methods to develop or argue a thesis (induction, deduction, definition, analogy, chronological).
- .5 Synthesize research material into a coherent product.

1211.0 Interact with a variety of literary works from other cultures.

- .1 Read/analyze traditional and contemporary works from diverse cultures.
- .2 Explain the influence of history and culture on a work's perspective.
- .3 Compare and contrast human experiences across cultures.