

Unit Design (based on 8 units/year, 4/semester in a 2 semester course)

Unit Title	We Are What We Watch, Read, &/or Hear
Course/Grade Level	12 th Grade British Literature
Subject/Topic Areas	Modern British literature—Orwell’s <i>1984</i> ; media and popular culture—periodicals, TV, film, etc.; media literacy; primary and secondary research; language and rhetorical devices; production and consumption of values; making meaning out of linguistic and nonlinguistic texts, postmodern concept of text(s)
Designed by	Cynde Snider
Time frame	7 weeks—the final unit of the year
District/School	
Brief Summary of Unit (including curricular context and nit goals)	<p>This, the last unit for seniors before they graduate, is designed to engage students at this most difficult time of the year and to provide these soon to be citizens of the world with the knowledge and skills necessary to be informed consumers of both information and material goods. Students read and analyze <i>1984</i>, as well as short pieces from periodicals and selections from videos, as these texts relate to the power of language in print and on film; they will examine the concept and significance of nontraditional texts such as bottled water, cell phones, supermarket cards.</p> <p>Performance tasks for this unit include a small group rhetorical analysis of a text and an I-Search on a topic of interest related to popular culture.</p>

George Orwell's *1984*

Essential Questions:

1. What part does language play in the production and consumption of values?
2. How does George Orwell use language and rhetorical devices to develop the themes and achieve specific effects in *1984*?
3. Why are the themes of Orwell's *1984* relevant to my life experiences today?

Key Concepts and Terminology:

dystopia--	imperialism--
socialism--	rhetoric--
communism--	ethos--
totalitarianism--	pathos--
fascism--	logos--
doublethink--	cultural imperialism--
newspeak--	self/other--
Big Brother--	text--
history as construct--	

Assignments:

1. Reading. Follow the reading schedule provided for *1984*, and be prepared for daily reading check quizzes.
2. Doublespeak Dictionary. (DUE 14 March). Collect and neatly record at least twenty-five words and or phrases that serve as examples of doublespeak today. These examples should be culled from media such as magazines, newspapers, television, or radio. Each entry should include the word, the definition in context, the context in which the word was found (e.g., heard on NBC Nightly News, 6:30 p.m., Wednesday, 9 February OR "Protecting the Environment," an *AJC* editorial from Sunday, 14 March 2004, E2), and a brief explanation of how the word or phrase provides an example of doublespeak. Example: *Ethnic cleansing: the killing of Croats by the Serbs. Used by Tom Brokaw on NBC Nightly News, 6:30 p.m., Wednesday, 10 March. Ethnic cleansing is a euphemism for the elimination of one race or people by another in order to achieve racial or ethnic superiority. The word itself sounds positive; however, it is an example of doublespeak because there's nothing positive about murder.*
3. Writing in Newspeak. (DUE 22 March). Read "The Principles of Newspeak," the appendix to *1984* located on pages 246-256. Select a passage of 100 to 150 words from any popular magazine. Rewrite the passage using the principles of the A, B, and C vocabularies explained on pp. 246-256. Be prepared to share and discuss your manipulation of language. There is no exact right or wrong, so have fun with this assignment.
4. Small Group Rhetorical Analysis of a Text. (DUE 31 March). For this assignment you may either work alone or with one or two other students in the class. On Thursday and Friday, 24 and 25 March, we will be examining the concept of a text. (I will be reading a bottle of water as a text!) Once you understand this postmodern concept of text, select a text and analyze it in terms of the meaning embedded beneath the surface of the text. On Monday, 31 March, bring the text and your analysis of the text—no more than one page typed, double-spaced please—to class. Be prepared to "read" your text for the class.
5. Evaluation and Reflection on Art for Specific Purposes. (DUE 1 April). Beginning on 28 March, we will discuss art (e.g., mythology, film, poetry, and visual art) as social, political, or economic statements. Once you understand how art can be used and/or abused for political purposes, select a work of art—a myth, a film, a poem, a novel, a painting, etc.—determine the social, political, or economic statement conveyed by the work of art, and compose a 1-2 page reflective essay explaining the work of art, your reaction to the work, and the social, political, or economic use, message, or purpose of the work of art. Please include a summary of the work of art if you're using a myth, a film, or a novel; a copy of the work of art if you're using a poem; and a photocopy or picture of the work of art if you're using visual art such as a painting or sculpture. Be prepared to exhibit your work for a classroom gallery walk.

Letter to Parents

Dear parents of seniors,

I'm sure I don't need to tell you that spring is here and seniors are already picturing themselves as graduates. This is the time of year for high interest assignments that keep students engaged in the classroom while their minds surge ahead to next year's dorm rooms. Consequently, on Monday we will begin reading George Orwell's *1984* in my 12th CP classes. Many of you probably read and enjoyed this perennial classic during your high school years. The current *zeitgeist* has sparked myriad references to *1984*; however, scholars and ordinary readers alike have been comparing the political state of the world to Orwell's dystopic novel since the novel's publication in 1949.

Over the course of our study we will be researching and discussing major concepts in the novel such as newspeak, doublethink, and jingoistic speech, as these concepts relate to the world today. As such we will be examining various media, including news articles, online publications, and TV and radio offerings. I'll be providing some of the materials, but many of the documents/artifacts we will examine will be brought in by the students. Political rhetoric will probably provide much of the material for our close reading. I anticipate lively discussions, discussions that will focus on all aspects of the political spectrum. Our goal will be to critically examine the manipulation of language for specific purposes, NOT to determine who or what is right or wrong.

A study of this nature is bound to spark controversy, but certain parameters will be established prior to beginning the discussion: 1—all sides will be allowed a voice; 2—we must agree to disagree; 3—all discussion will be tied to concrete examples of rhetoric that we can examine and analyze; 4—no proselytizing or personal attacks will be tolerated.

As we work with *1984*, I invite you to share in our study by discussing what you read, see, or hear in the media with your child. Help your child find examples from the media to bring in for discussion. And, as always, if you have any questions or concerns about our study, feel free to contact me by phone or email.

Sample 5 Minute Reading Check Quiz Items (Each student gets 1 question randomly)

Describe the poster/picture Winston sees on every landing in Victory Mansions.

Explain the function of at least two of the following: Ministry of Truth, Ministry of Peace, Ministry of Love, Ministry of Plenty.

Explain what at least two of the following Newspeak words are in Oldspeak: Minitrue, Minipax, Miniluv, Miniplenty.

Describe at least one thing Winston does that, while not illegal, would be punishable by death or forced labor.

Describe the Two Minutes Hate.

Describe Emmanuel Goldstein.

Describe the comrades reaction(s) to the Two Minutes Hate.

Describe the Spies.

Describe one of Winston's dreams.

Explain why Mrs. Parson comes to Winston's apartment.

Describe what Winston observes about Mrs. Parson's relationship with her children.

Describe the Physical Jerks.

Discussion Parameters (Post)

- 1. All sides will be allowed a voice.**
- 2. We must agree to disagree.**
- 3. All discussion will be tied to concrete examples of rhetoric that we can examine and analyze.**
- 4. No proselytizing or personal attacks will be tolerated.**

1984 Notes: One, I-III [Use to model “close” reading]

- “It was a bright cold day in April, and the clocks were striking thirteen.” (5)—time is out of joint.
- “Victory Mansions”—doublethink—names of subdivisions (5)
- “lift” doesn’t work—metaphor of the machine (5)
- uniforms—conformity; two-way telescreen—no privacy (6)
- “Airstrip One” What is Oceania (7, 30)
- no concept of time/history (10)
- laughter at others’ suffering (11)
- novel-writing machines (12)—mechanical reproduction, no individuality, no art
- Julia (12); O’Brien (13,
- Emmanuel Goldstein like Osama (13)—stereotype, Jewish, Asian, (14)
- self/other (14)
- mind control, brainwashing—“thought of Goldstein produced fear and anger automatically” (15); self-hypnosis (18)
- “vast shadowy army, an underground network of conspirators”—terrorists (15)
- mob mentality; brainwashing; mind control (15-16); mass hysteria (17)
- War is Peace/Peacekeeping Force; Freedom is Slavery/Price of Freedom; Ignorance is Strength? (17)
- hope (18) + handout + (26)
- fear—public handings (23), of own children (24)
- suspect everyone (24)
- precede bad news with good news from war front (25)
- “What certainty had he that a single human creature now living was on his side?”—alone, isolated, alienated (25) “Nothing was your own except the few cubic centimeters inside your skull”—no privacy (26) paradoxical
- everyone spies on everyone (27)
- dream of mother (27+)
- dream of Julia (29)
- perpetual war (30-31)
- changing the enemy—Afghanistan (31-32)
- axis of evil (32)
- history as construct (32)
- doublethink (32)
- party invented airplanes (33)—Al Gore invented Internet

12th CP English Research Project for Second Semester: A Media I-Search

In order to become more “media literate,” each student will work collaboratively with one or two other students to select a topic for research, to generate research questions, to conduct research by reading, watching, and asking, and to prepare an engaging display of the knowledge, information, and conclusions gleaned throughout the process. The goal is to acquire worthwhile knowledge about something that interests you. Make sure you have a free reading book or periodical with you at all times during this assignment. If you have any “down time” during your group investigation, use that time for personal reading.

Phase One—Friday, 15 April

- Form I-Search team
- Select I-Search topic (you may not use topics explored in class; e.g., Disney movies, etc.)
 - Topic must relate to the subject of media literacy
 - Each team must research a different topic—sign up beginning Mon., 18 April at 8 a.m.
 - Appropriate topics might include
 - *Star Trek*
 - *American Idol*
 - Gap/Old Navy advertising
 - *The Rocky Horror Picture Show*
 - Fox News
 - *The Matrix*
 - Movie special effects
 - Internet “blogs”
 - “Theme” Programs: body image; poker; etc.
- Determine I-Search questions, for example (**Submit at end of period on Tuesday, 19 April**)
 - For *Star Trek*
 - What characteristics are common to all the versions of Star Trek?
 - Who are the Trekkies?
 - How has Star Trek evolved from TV show to cultural icon?
 - What impact has Star Trek had on society or societal values
 - For movie special effects
 - What technologies are used in the creation of special effects in movies?
 - How have the technologies used changed over time?
 - What impact(s) have special effects Star Trek had on society or societal values

Phase Two—Due Thursday, 21 April

- Develop a search plan and a division of labor—who, what, when, where, and how
- Plan to incorporate each of the following four research strategies
 - Reading books, magazines, newspapers, and reference materials both in print and online (at least 3 per group member)
 - Watching videos, TV shows and documentaries, and/or films (at least 1 per group member)
 - Asking people for information through interviews—face-to-face, phone, online (at least 1 per group)
 - Taking action by conducting a survey, carrying out an experiment, or visiting a relevant place (at least 1 per group)

Phase Three—Due Monday, 29 April

- Gather information
- Record information using paper and pencil, drawings, tape recorders, video, or other electronic tools
- Meet to discuss findings from various sources, make sense of information, and construct meaning
- Analyze information by
 - Making comparisons
 - Identifying pros and cons
 - Relating causes and effects
 - Sequencing and/or categorizing information

Phase Four—Due Monday, 29 April

- Design an engaging way to present the results of the I-Search investigation to the class
 - Prepare an exhibition
 - Construct a web site
 - Create a video or an infomercial
 - Perform a skit
 - Present a panel discussion or other discussion format
- Include the following five components in the presentation
 - I-Search questions—the topic, the questions and how they changed over the course of the research
 - Search process—the sequence of steps, problems and/or breakthroughs
 - Findings—what was learned: 3-4 major findings or conclusions supported by examples, stories, etc.
 - Meaning—how these findings have made you more media literate
 - References—an alphabetical list of the resources

Sample Rubric for I-Search

	1	2	3	4
Phase One: I-Search Topic and Questions	Topic inappropriate, not satisfactorily narrow; & questions unclear or not answerable from research.	Either topic inappropriate, not satisfactorily narrow; or questions unclear or unanswerable from research.	Topic appropriate. Contains clear and answerable questions.	Topic appropriate & interesting. Questions clear, significant, & answerable; & they show reasoning and independent thought.
Phase Two: Research Plan	Division of labor not clear and not equitable; OR plan only includes two of the four research strategies.	Division of labor either unclear OR inequitable; OR plan only includes three of the four research strategies.	Division of labor clear and equitable. Plan includes all four research strategies.	Four Ws & H of plan clearly stated; division of labor equitable; use of all 4 research strategies complete and thorough.
Phase Three: Gathered & Recorded Information	No research journal maintained OR research journal incomplete and/or poorly maintained.	Research journal sketchy, haphazardly maintained, or difficult to make sense of.	Research journal adequately records research process, overview of group meetings, & findings and conclusions.	Research journal thoroughly records research process, substance of group meetings, & detailed analysis of findings and conclusions.
Phase Four: Presentation of I-Search Project	Lacks two of the following:--engage the audience, --present interesting or meaningful information, OR --include all five components in the presentation.	Meets two of the following:--engages the audience, 2--presents interesting or meaningful information, & --includes all five components in the presentation.	Presentation engaging and enlightening or meaningful. All five components are addressed in an interesting way.	Presentation engaging, enlightening, and meaningful. All five components addressed in an attractive, interesting, & creative way.

Sample Pacing Guide for Teaching and Learning March 2005

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
	--Send letter home to parents			
7	8	9	10	11
<p>--Entry question: "How do you feel when your parents always want to know where you're going, who you're with, etc.?"</p> <p>--Access prior knowledge: "Big Brother," "Doublethink," etc.</p> <p>--Introduce background to novel & info on Orwell [see <i>Why Orwell Matters</i> by Christopher Hitchens (Basic Perseus, 2002); Vol. 15 of <i>TCLC</i>; "Honest, Decent, Wrong" by Louis Menand (<i>New Yorker</i>, 27 Jan. 2003)]</p> <p>--Distribute & discuss <i>1984</i> plan</p>	<p>--Reading Check Quiz (<i>1984</i> One: I-III)</p> <p>--Introduce 1st column of "Key Concepts & Terms"</p> <p>--Present discussion parameters</p> <p>--Lead & model discussion on nature of language in <i>1984</i> [see <i>1984</i> Notes: One, I-III]</p> <p>--Ask: "How is Orwell's use of language ironic?"</p> <p style="text-align: center;">"Do the concepts of double think and newspeak relate to today? If so, how?"</p>	<p>--Reading Check Quiz (<i>1984</i> One: IV-VI)</p> <p>--Writing Lab</p> <p>--Internet research http://www.ncte.org/about/awards/council/jml/106868.htm and http://www.orwelltoday.com/doublethink.shtml [22. Doublethink]</p> <p>--Ask students to compare and contrast the ideas of Doublethink and Doublespeak</p> <p>--Discuss Doublespeak Dictionary assignment</p> <p>--Students research</p>	<p>--Reading Check Quiz (<i>1984</i> One: VII-VIII)</p> <p>--Writing Lab</p> <p>--Students discuss initial findings and share good sites</p> <p>--Continue Internet research</p>	<p>--Reading Check Quiz (<i>1984</i> Two: I-III)</p> <p>--Free Reading Day: students may continue with <i>1984</i> OR they may choose to read something else</p> <p>--Remind students to note passages from <i>1984</i> for Tuesday's student-led discussion</p>
14	15	16	17	18
<p>--Reading Check Quiz (<i>1984</i> Two: IV-VII)</p> <p>--DUE: Doublespeak Dictionary</p> <p>--Ask students to make connections to between their Internet research and the manipulation of language in <i>1984</i></p>	<p>--Reading (<i>1984</i> Two: VIII-IX, Chs. 1 & 3)</p> <p>--Student-led discussion on Orwell's manipulation of language and rhetorical devices for specific purposes in <i>1984</i></p> <p>--Bring in Orwell's use of rhetorical devices where relevant</p>	<p>--Reading Check Quiz (<i>1984</i> Two: IX-2nd Ch. 1-X)</p> <p>--Provide examples of instant messaging & ask students to connect to <i>1984</i> [Newspeak]</p> <p>--"What are the effects of each?"</p>	<p>--Reading (<i>1984</i> Three: I-II)</p> <p>--Read in class; "With a No. 2 Pencil Delete" (Anna Quindlen, <i>Newsweek</i> 6/17/02)</p> <p>--Ask students to form groups of 3-4 to role play: Orwell, test publisher, student, parent</p> <p>--Have groups debrief the interactions, then share w/class</p>	<p>--Reading Check Quiz (<i>1984</i> Three: III-VI--end)</p> <p>--Student-led discussion on reactions to the end of the novel</p> <p>--Assign "The Principles of Newspeak"—the appendix to <i>1984</i> for Monday</p>
21	22	23	24	25
<p>--Provide students w/piles of old magazines</p> <p>--Discuss Newspeak assignment</p> <p>--Allow students to work on Newspeak assignment</p>	<p>--DUE: "Writing in Newspeak"</p> <p>--Discuss language & power & connection between power & fear; bring in Milgram experiments</p>	<p>--Review earlier concepts & terms</p> <p>--What have we learned from <i>1984</i>?</p> <p>--Is Big Brother alive and well: supermarket cards, credit cards, cell phones, Internet, etc.?</p>	<p>--Introduce new concepts & terms</p> <p>--Introduce postmodern concept of "text"</p> <p>--"Read" a water bottle</p>	<p>--Have students brainstorm "texts" to "read" (cell phones; Happy Meal boxes, items of clothing, etc.</p> <p>--Assign "textual" analysis</p>
28	29	30	31	
<p>--Introduce uses & abuses of media for specific purposes</p> <p>--View segments from <i>Hitler and the Holy Grail</i></p> <p>--connect to history as construct</p>	<p>--Continue uses & abuses of media for specific purposes; connect to "textual" analysis</p> <p>--Picasso's <i>Guernica</i></p>	<p>--Continue uses & abuses of media for specific purposes; connect to "textual" analysis</p> <p>--W. H. Auden's "September 1, 1939"</p>	<p>--DUE: individual/small group analysis of postmodern "text"</p> <p>--Student oral presentations of "textual" analyses</p>	

April 2005

Mon	Tue	Wed	Thu	Fri
				1 --If necessary, finish student presentations --DUE: Evaluation & Reflection on Art --Exhibition & Gallery Walk
4 Spring Break	5 Spring Break	6 Spring Break	7 Spring Break	8 Spring Break
11 --Introduce the concept of media literacy & connect to <i>1984</i> --Provide students with guidelines for Media I-Search; inform them that this will be discussed in detail on Friday --View selected segments from <i>Mickey Mouse Monopoly</i> * to stimulate discussion	12 --Student-led discussion on social, political, and economic messages in media for young children	13 --View selected segments from <i>The Merchants of Cool</i> to stimulate discussion --Ask students to form small groups to discuss the influence of the media on their choice of music, clothing, movies, etc.	14 --Student-led whole group discussion on functions of the media to inform, persuade, entertain, and transmit culture --Ask students whether they see any connections to <i>1984</i> [connect to the power of language]	15 --Connect prior knowledge and skills from <i>1984</i> , reading a “text,” political uses and abuses of art, <i>M/M Monopoly</i> , and <i>Merchants of Cool</i> to media I-Search --Allow students time to brainstorm ideas, form groups for group investigations, etc.
18 --8 a.m. Begin signing up -- students may continue to brainstorm ideas & form groups, OR they may be ready to begin determining I-Search questions	19 --Students work in investigation groups in classroom, media center, or Internet lab --Observe & assess group progress --Preliminary I-Search questions due at end of period	20 --Return I-Search questions with suggestions/comments --Work with groups as needed --Students work in investigation groups in classroom, media center, or Internet lab --Observe & assess group progress	21 --Research plans and divisions of labor should be available for review --Groups discuss & compare plans to take suggestions & learn from each other --Students work in investigation groups in classroom, media center, or Internet lab	22 --Students work in investigation groups in classroom, media center, or Internet lab --Groups discuss & compare plans to take suggestions & learn from each other
25 --Students work in investigation groups in classroom, media center, or Internet lab --Groups discuss & compare plans to take suggestions & learn from each other	26 --Students work in investigation groups in classroom, media center, or Internet lab --Groups discuss & compare plans to take suggestions & learn from each other	27 --Students work in investigation groups in classroom, media center, or Internet lab --Groups discuss & compare plans to take suggestions & learn from each other	28 --Students work in investigation groups in classroom, media center, or Internet lab --Groups discuss & compare plans to take suggestions & learn from each other	29 --Due: Phases Three & Four --Groups begin reporting results of their investigations [This will take several days.]

**Mickey Mouse Monopoly* and *The Merchants of Cool* are resources available in my Media Center. These are controversial documentaries that stir a great deal of discussion. Other resources may be substituted

Standards for British and Commonwealth Reading Literature and Reading Across the Curriculum & 12th Writing, Conventions, Listening/Speaking/Viewing

ELABLRL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the British and Commonwealth literature reading list.

The student identifies, analyzes, and applies knowledge of the structures and elements of British and Commonwealth fiction and provides evidence from the text to support understanding: the student:

- a. Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (e.g., chronological, *in medias res*, flashback, epistolary narrative, frame narrative) in works of British and Commonwealth fiction from different time periods.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.
- d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- e. Analyzes the influence of mythic, traditional, or classical literature on British and Commonwealth literature.
- f. Traces the development of British fiction through various literary periods (e.g., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
- g. Traces the history of the development of the novel.

ELABLRL2 The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Analyzes and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (e.g., classism, imperialism) and provides support from the texts for the identified themes.

ELABLRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

The student relates a literary work to primary source documents of its literary period or historical setting: the student:

- a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.
 - i. Empire
 - ii. Postcolonialism
- b. Relates a literary work to the characteristics of the literary time period that it represents.
 - i. Anglo-Saxon Period
 - ii. Medieval Period
 - iii. Renaissance
 - iv. 18th Century/Restoration/Neo-Classical Period
 - v. Romantic Period
 - vi. Victorian Period
 - vii. Modern Period
 - viii. Postmodern Period

ELABLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created.
- b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.
- d. Analyze multiple, relevant historical records of a single event, examine their critical relationships to a literary work, and explain the perceived reason or reasons for the similarities and differences in factual historical records and a literary text from or about the same period.
- e. Include information from relevant critical perspectives and evaluate the validity and reliability of sources.
- f. Imitate a variety of literary forms to demonstrate understanding (e.g., sonnet, ballad, satire).
- g. Include a formal works cited or bibliography when applicable.

ELABLRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
- b. Uses knowledge of mythology, the Bible, and other works often alluded to in British and Commonwealth literature to understand the meanings of new words.
- c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

ELABLRC2 The student participates in discussions related to curricular learning in all subject areas. The student

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

ELABLRC4 The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.
- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.
- d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.
- e. Includes a variety of information on relevant perspectives, as applicable.
- f. Anticipates and addresses readers' potential misunderstandings, biases, and expectations.
- g. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.
- h. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.
- i. Demonstrates an understanding of the elements of expository discourse (e.g., purpose, speaker, audience, form).
- j. Incorporates elements of discourse from other writing genres into exposition.
- k. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, analogy, and humor.
- l. Varies language, point of view, characterization, style, and related elements effectively for different rhetorical and aesthetic purposes.
- m. Attains closure (e.g., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

ELA12W3 The student uses research and technology to support writing. The student

- a. Formulates clear research questions and utilizes appropriate research venues (e.g., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
- c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
- e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- f. Uses systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- g. Integrates databases, graphics, and spreadsheets into word-processed documents.
- h. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinion.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor so as to achieve the overall group goal efficiently.

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).
- b. Analyzes the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.
- d. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- e. Critiques a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.

When delivering and responding to presentations, the student:

- a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.
- c. Uses ethical and emotional appeals that enhance a specific tone and purpose.
- d. Applies appropriate interviewing techniques (e.g., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).