

# Standards

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This unit was developed to meet the following standards.

## California Academic Content Standards for English, Grades 9–10

### Reading

#### 3.0 Literary Response and Analysis

##### *Literary Criticism*

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

### Writing

#### 1.0 Writing Strategies

##### *Organization and Focus*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

##### *Research and Technology*

- 1.4 Develop the main ideas within the body of the composition through supporting evidence.
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

##### *Evaluation and Revision*

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

#### 2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.



- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

## Written and Oral English Language Conventions

### 1.0 Written And Oral English Language Conventions

Students write and speak with a command of standard English conventions.

#### *Grammar and Mechanics of Writing*

- 1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation.
- 1.2 Understand sentence construction and proper English usage.
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

#### *Manuscript Form*

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations.

## Listening and Speaking

### 2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Deliver narrative presentations:
  - a. Narrate a sequence of events and communicate their significance to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.6 Deliver descriptive presentations:
  - a. Establish clearly the speaker's point of view on the subject of the presentation.
  - b. Establish clearly the speaker's relationship with that subject.
  - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

# California Academic Content Standards for English, Grades 11–12

## Reading

### 3.0 Literary Response and Analysis

#### *Structural Features of Literature*

- 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

## Writing

### 1.0 Writing Strategies

#### *Organization and Focus*

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Use language in natural, fresh, and vivid ways to establish a specific tone.

#### *Evaluation and Revision*

- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

### 2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

- 2.1 Write fictional, autobiographical, or biographical narratives:
  - 2.1a. Narrate a sequence of events and communicate their significance to the audience.
  - 2.1b. Locate scenes and incidents in specific places.
  - 2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings.

- 2.1d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- 2.1e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
  - 2.2a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - 2.2b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - 2.2c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - 2.2d. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created.
  - 2.2e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write reflective compositions:
  - 2.3a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - 2.3b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.
  - 2.3c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

## Written and Oral English Language Conventions

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

## Listening and Speaking

### 2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
  - 2.1a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - 2.1b. Draw comparisons between the specific incident and broader

themes that illustrate the speaker's beliefs or generalizations about life.

**2.1c.** Maintain a balance between describing the incident and relating it to more general, abstract ideas.

## California Career and Technical Education: Arts, Media, and Entertainment Industry Sector Foundation Standards

### Communications

#### Reading

**2.2** Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**2.5** Analyze an author's implicit and explicit philosophical assumptions by using elements of the text to defend and clarify interpretations.

**3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**3.7** Analyze recognized works of world literature from a variety of authors:

**b.** Relate literary works and authors to the major themes and issues of their eras.

#### Writing

**1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

### Written and Oral English Language Conventions

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

### Applications of Listening and Speaking Strategies

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- 1.10 (Optional) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 1.11 Critique 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.

### Technology (Optional)

- 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
- 4.7 Understand how technology can reinforce, enhance, or alter products and performance.

### Leadership and Teamwork

- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

### Technical Knowledge and Skills

- 10.11 Know the ways in which literature builds an understanding of the many dimensions (e.g., intellectual and philosophical, moral and ethical, aesthetic) of human experience.