

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

High School English Standards



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GRADE 9

Standard 1

READING: Word Recognition, Fluency And Vocabulary Development

The student will:

- 9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.
- 9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.
- 9.1.3 Use knowledge of mythology, (Greek, Roman, and other mythologies), to understand

Standard 2

READING: Comprehension And Analysis Of Nonfiction And Informational Text

The student will:

Structural Features of informational and Technical Materials

- 9.2.1 Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 9.2.2 Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

Analysis of grade-level-appropriate nonfiction and informational text

- 9.2.3 Generate relevant questions about readings on issues or topics that can be researched.
- 9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 9.2.5 Demonstrate use of technology by following directions in technical manuals.
- 9.2.6 Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

Standard 3

READING: Comprehension And Analysis Of Literary Text

The student will:

Structural Features of Literature

- 9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

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- 9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.
- 9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.
- 9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). Compare works that express a universal theme and provide evidence to support the views expressed in each work.
- 9.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.
- 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
- 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
- 9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.
- 9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

Dialogue: a conversation between two characters

- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud.
- Asides: words spoken by characters directly to the audience.
- Character foils: characters who are used as contrasts to another character.
- Stage designs: directions and drawings for the setting of a play.

Literary Criticism

- 9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.
- 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

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Standard 4

WRITING: Processes And Features

The student will:

Organization and Focus

- 9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.
- 9.4.4 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

- 9.4.5 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- 9.4.6 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.7 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.4.8 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 9.4.9 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
- 9.4.10 Use a computer to design and publish documents by using advanced publishing software and graphic programs.
- 9.4.11 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9.4.12 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
- 9.4.13 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5

WRITING: Applications Of Different Types Of Writing And Their Characteristics

The student will:

- 9.5.1 Write biographical or autobiographical narratives or short stories that:

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- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

9.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
- include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

9.5.4 Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

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- address readers' concerns, counterclaims, biases, and expectations.
- 9.5.5 Write documents related to career development, including simple business letters and job applications that:
- present information purposefully and in brief to meet the needs of the intended audience.
 - follow a conventional business letter, memorandum, or application format.
- 9.5.6 Write documents related to career development, including simple business letters and job applications that:
- report information and express ideas logically and correctly.
 - offer detailed and accurate specifications.
 - include scenarios, definitions, and examples to aid comprehension.
 - anticipate readers' problems, mistakes, and misunderstandings.
- 9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.
- 9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Research Application

- 9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

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Standard 6

WRITING: English Language Conventions

The student will:

- 9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

- 9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 9.6.4 Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING

The student will:

Comprehension

- 9.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- 9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.

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- 9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 9.7.9 Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the rhetorical devices and features that make them memorable.
- 9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.
- 9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare’s Romeo and Juliet with Franco Zeffereilli’s film version).

Speaking Applications

9.7.14 Deliver narrative presentations that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- time the presentation of actions to accommodate time or mood changes.

9.7.15 Deliver expository (informational) presentations that:

- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- convey information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- anticipate and address the listeners’ potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

9.7.16 Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.

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- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

9.7.17 Deliver oral responses to literature that:

- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate awareness of the author's writing style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:

- structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
- contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- anticipate and address the listener's concerns and counterarguments.

9.7.19 Deliver descriptive presentations that:

- establish a clear point of view on the subject of the presentation.
- establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
- contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

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GRADE 10

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

The student will:

Vocabulary and Concept development

- 10.1.1 Understand technical vocabulary in subject area reading.
- 10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.
- 10.1.3 Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (Wednesday/Odin, Thursday/Thor).
- 10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

The student will:

Structural Features of Informational and Technical Materials

- 10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 10.2.2 Extend — through original analysis, evaluation, and elaboration — ideas presented in primary or secondary sources.
- 10.2.3 Demonstrate use of sophisticated technology by following technical directions.
- 10.2.4 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Expository (Informational) Critique

- 10.2.5 Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

Standard 3

READING: Comprehension and Analysis of Literary Text

The student will:

Structural Features of Literature

- 10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

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- 10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic.

Analysis of Grade-Level-Appropriate Literary Text

- 10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.
- 10.3.4 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
- 10.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.
- 10.3.6 Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
- 10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
- 10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.
- 10.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.
- Dialogue: a conversation between two characters
 - Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud.
 - Asides: words spoken by characters directly to the audience
 - Character foils: characters who are used as contrasts to another character
 - Stage designs: directions and drawings for the setting of a play
- 10.3.11 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.

Literary Criticism

- 10.3.12 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.
- 10.3.13 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

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Standard 4

WRITING: Processes and Features

The student will:

Organization and Focus

- 10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (I will always remember my first trip to the city) rather than the passive voice (My first trip to the city will always be remembered).
- 10.4.4 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

- 10.4.5 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- 10.4.6 Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 10.4.7 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 10.4.8 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 10.4.9 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.
- 10.4.10 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 10.4.11 Review, evaluate, revise, edit, and proofread writing using an editing checklist.
- 10.4.12 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10.4.13 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.

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Standard 5

WRITING: Applications Of Different Types of Writing and Their Characteristics

The student will:

10.5.1 Write biographical or autobiographical narratives or short stories that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

10.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.
- extend writing by changing mood, plot, characterization, or voice.

10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.
- include visual aids by using technology to organize and record information on charts, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations correctly.

10.5.4 Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

10.5.5 Write business letters that:

- provide clear and purposeful information and address the intended audience

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- appropriately.
 - show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.
 - emphasize main ideas or images.
 - follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.
- 10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
- report information and express ideas logically and correctly.
 - offer detailed and accurate specifications.
 - include scenarios, definitions, and examples to aid comprehension.
 - anticipate readers' problems, mistakes, and misunderstandings.
- 10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.
- 10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
- 10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 6

WRITING: English Language Conventions

The student will:

Grammar and Mechanics of Writing

- 10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 10.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.6.4 Apply appropriate manuscript conventions — including title page presentation,

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pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7 **LISTENING AND SPEAKING**

The student will:

Comprehension

- 10.7.1 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- 10.7.3 Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 10.7.9 Analyze historically significant speeches (such as Franklin Delano Roosevelt’s “Day of Infamy” speech) to find the rhetorical devices and features that make them memorable.
- 10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.
- 10.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare’s Henry V with Kenneth Branagh’s 1990 film version).

Speaking Applications

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10.7.14 Deliver narrative presentations that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- time the presentation of actions to accommodate time or mood changes.

10.7.15 Deliver expository (informational) presentations that:

- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- convey information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- anticipate and address the listeners' potential misunderstandings, biases, and expectations.
- use technical terms and notations correctly.

10.7.16 Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

10.7.17 Deliver oral responses to literature that:

- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate awareness of the author's writing style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:

- structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.
- contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).

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- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- anticipate and address the listeners' concerns and counterarguments.

10.7.19 Deliver descriptive presentations that:

- establish a clear point of view on the subject of the presentation.
- establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
- contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

GRADE 11

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

The student will:

Vocabulary and Concept Development

- 11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.
- 11.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.
- 11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

The student will:

Structural Features of Informational and Technical Materials

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Expository (Informational) Critique

- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Standard 3

READING: Comprehension and Analysis of Literary Text

The student will:

Structural Features of Literature

- 11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
 - Satire: using humor to point out weaknesses of people and society.
 - Parody: using humor to imitate or mock a person or situation.
 - Allegory: using symbolic figures and actions to express general truths about human experiences.

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- Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way.

Analysis of Grade-Level-Appropriate Literary Text

- 11.3.2 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.
- 11.3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.
- 11.3.4 Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- 11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:
- reflect a variety of genres in each of the respective historical periods.
 - were written by important authors in the respective major historical periods.
 - reveal contrasts in major themes, styles, and trends.
 - reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.
- 11.3.6 Analyze the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Literary Criticism

- 11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.
- 11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.

Standard 4 **WRITING: Processes and Features**

The student will:

Organization and Focus

- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.

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Research Process and Technology

- 11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.10 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 11.4.11 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.12 Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.4.13 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 form of writing.

Standard 5

WRITING: Applications of Different Types of Writing and Their Characteristics

The student will:

- 11.5.1 Write fictional, autobiographical, or biographical narratives that:
 - narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.
- 11.5.2 Write responses to literature that:
 - demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - support statements with evidence from the text.
 - demonstrate an understanding of the author's style and an appreciation of the effects created.
 - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 11.5.3 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:
 - develops a thesis.
 - creates an organizing structure appropriate to purpose, audience, and context.
 - includes accurate information from primary and secondary sources and excludes extraneous information.
 - makes valid inferences.
 - supports judgments with relevant and substantial evidence and well-chosen details.

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- uses technical terms and notations correctly.
- provides a coherent conclusion.

11.5.4 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those events to more general and abstract ideas.

11.5.5 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

11.5.6 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

11.5.7 Use varied and extended vocabulary, appropriate for specific forms and topics.

11.5.8 Use precise technical or scientific language when appropriate for topic and audience.

11.5.9 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Research Application

11.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology

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and one's own research, and evaluates information for its relevance to the research questions.

- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- incorporates numeric data, charts, tables, and graphs.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 6 **WRITING: English Language Conventions**

The student will:

Grammar and Mechanics of Writing

- 11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
- 11.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Standard 7 **LISTENING AND SPEAKING**

The student will:

Comprehension

- 11.7.1 Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- 11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 11.7.3 Distinguish between and use various forms of logical arguments, including:
 - inductive arguments (arguments that demonstrate something that is highly likely, such as All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as If all men are mortal and he is a man, then he is mortal.)
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).
- 11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve

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command of the text, and create skillful artistic staging.

- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 11.7.10 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.13 Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast War of the Worlds by H.G. Wells).

Speaking Applications

- 11.7.16 Deliver reflective presentations that:
 - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 11.7.17 Deliver oral reports on historical investigations that:
 - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on

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- the event.
- describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
- include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

11.7.18 Deliver oral responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
- present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
- support important ideas and viewpoints through specific references to the text and to other works.
- demonstrate an awareness of the author’s style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

11.7.19 Deliver multimedia presentations that:

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience’s response and revise the presentation accordingly.

11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not To Be”).