



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

English IV

The Diocese of Knoxville has adapted the following Literature/English standards to establish the knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for Grade 12. These standards are intended for teachers, students and parents.

Description:

Grade Twelve(12)

English IV includes the reading and analysis of British and World literature along with the continued study of various modern analytical methodologies. In addition to a long researched essay, students write a number of analytical essays and write on a variety of topics. Students will be expected to be self-motivated and capable of working independently.

Student Outcomes:

Strategic Thinking in Literature

1. Read, comprehend, and analyze texts by authors of diverse backgrounds for enjoyment and information.
2. Use critical reading strategies.
3. Comprehend and interpret sophisticated pieces of literature from different time periods.
4. Analyze structure, style, and other literary elements and compare these elements in depth.
5. Evaluate critically an author's work in relation to that of others in the genre.
6. Analyze important aspects of the author's life that may have influenced a literary work.
7. Identify the characteristics of various literary movements and their influence on the development of literature.
8. Analyze and evaluate literary criticism of various literary works.
9. Analyze literary works in context of their cultural and historical background.
10. Analyze the range and depth of human experience as seen in various literary works.

Research/Media Literacy

1. Use diverse forms of technology to create and support a presentation.
2. Identify recurring or significant images and similarities or differences between literary text and their film versions.
3. Select, evaluate and use digital sources of information to support learning.
4. Evaluate and use information from on-line catalogs and government sources.

5. Properly cite sources and format essays according to the Modern Language Association (MLA) guidelines.
6. Critically evaluate the accuracy, quality and validity of information in light of the issue being investigated.
7. Use information technology to acquire new skills and find solutions to problems.
8. Demonstrates and apply a working knowledge of library/media center facilities, including the Internet, in compiling material for reports and projects.

Critical Thinking:

1. Use technology and problem-solving techniques to form independent and informed conclusions.
2. Employ organized and efficient note-taking methods.
3. Apply appropriate study methods for different types of material.

STANDARD-READING

GRADE TWELVE (12)

READING: LITERATURE

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.
RL.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.12.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on

meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

- RL.12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.12.71	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
RL.12.8	Demonstrate knowledge of foundational works of British and world literature.
RL.12.9A	Relate a work of fiction, poetry or drama to the seminal ideas of its time and a student’s own life experiences.
RL.12.9B	Make connections between works of literature and life experiences.
RL.12.9C	Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, cultural, psychological, historical, sociological, feminist).
RL.12.9D	Research important aspects of the author’s life that may have influenced a literary work.
RL.12.9E	Recognize the characteristics of various literary movements and analyze their influence on the development of literature.
RL.12.9E	Demonstrate an awareness of Catholic values and teachings in the evaluation of literary works.

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.12.10	Read, comprehend, and respond to a wide range of literature in the grades 12-CCR text complexity band, with scaffolding as needed at the high end of the range.
DOK.RL.12.10A	Self-select appropriate text for research and personal reading.
DOK.RL.12.10B	Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.12.3	Analyze and explain how specific individuals, ideas, or events interact and develop over the course of the text.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.12.4	Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.12.5	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

RI.12.6 Determine an author’s point of view or purpose in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.12.8	Delineate and evaluate the argument and specific claims in a text, including critical theory, and assess whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacies.
RI.12.9	Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

IV. RANGE OF READING LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.12.10	By the end of Grade 12, read and comprehend literary nonfiction in the grades 12-CCR text complexity band, with scaffolding as needed at the high end of the range.

GRADE TWELVE ENGLISH LANGUAGE

The Diocese of Knoxville has adapted the following English Language Standards to establish for teachers, students, and parents; the knowledge and skills needed to satisfy the English requirements for Grade 12.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through school the essential rules of Standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and

spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. **Conventions of Standard English**
- II. **Knowledge of Language**
- III. **Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE TWELVE (12)

The Diocese of Knoxville stipulates the following student outcomes in English for Twelfth Grade students:

Language Patterns

1. Recognize and use Standard English grammar and conventions.
2. Identify accomplished authors' language patterns and emulate techniques.
3. Identify and explain parts of speech, parts of the sentence, and functions of sentences.
4. Write well-structured; and varied sentences.
5. Identify and describe an author's use of language patterns.
6. Identify the meaning of common idioms and the inappropriate use of jargon in academic discourse.

Word Patterns

7. Use structural analysis of roots, affixes, synonyms, antonyms and cognates to decipher word meaning.
8. Use vocabulary words in effective sentences.
9. Identify the evolution of language through time and across cultures to comprehend and elaborate on the meaning of texts.
10. Recognize and analyze in texts key literary terms such as paradox, irony, hyperbole, and ambiguity.
11. Identify and explain relationships in analogies.
12. Use context, word structure, and connotations to determine a word's meaning.
13. Emphasize syllables, stress marks, and correct pronunciation of vocabulary.
14. Distinguish between connotation and denotation of a word.
15. Recognize and explain how an author's specific word choices create tone.
16. Differentiate between the explicit and implicit meaning of key words in a poem.
17. Use vocabulary words appropriately in writing.

I. CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.12.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.12.1.1	Understand that usage is a matter of convention, can change over time, and is sometimes contested.
L.12.1.2	Resolve issues of contested usage by consulting a dictionary as needed.
L.12. 2	Demonstrate command of the conventions of Standard English when writing.

II. KNOWLEDGE OF LANGUAGE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.12.3.1	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

III. VOCABULARY ACQUISITION AND USE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.12.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 12 reading and content</i> , choosing flexibly from a range of strategies.
L.12.4A	Use context as a clue to the meaning of a word or phrase.
L.12.4B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).
L.12.4C	Consult print and digital reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech, its etymology, or its standard usage.
L.12.4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.12.5A	Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
L.12.5B	Analyze nuances in the meaning of words with similar denotations.
L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GRADE TWELVE WRITING

The Diocese of Knoxville has adapted the following writing standards to establish to teachers, students, and parents the knowledge, and skills that students need to acquire in order to satisfy the writing requirements for Grade Twelve.

WRITING APPLICATION

Each year student's writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose
- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing

DESCRIPTION-WRITING

GRADE TWELVE (12)

Student Outcomes

1. Develop effective and grammatically correct essays in a variety of forms based on the literature currently being studied or the academic topic explored.
2. Apply correct sentence structure and grammar to all writing.
3. Write papers of various lengths, supporting theses with evidence drawn from observations and experiences, assigned texts, and secondary sources discovered through research.
4. Understand rhetorical situations; logos, ethos, and pathos.
5. Analyze, evaluate and synthesize information from a variety of sources into a documented paper.
6. Create descriptive writing in a variety of genres and literary models.
7. Understand and use brainstorming, free-writing, clustering, questioning, researching and collaborating when appropriate.
8. Edit writing for intended audience and purpose.
9. Write compositions of literary analysis.
10. Evaluate, paraphrase, summarize, and properly cite source material.
11. Write research papers with a defined thesis or claim.
12. Use accurate citations for both primary and secondary sources in writing.
13. Use technology to plan, draft, revise, and publish writing.

14. Plan, gather, organize and synthesize information for position papers that present a logical argument.
15. Use a variety of strategies to listen actively and critically, taking notes from a lecture or an oral presentation.

STANDARD-WRITING

GRADE TWELVE (12)

I. TEXT TYPES AND PURPOSES

ANCHOR STANDARDS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
W.12.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
W.12.1.1	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.12.1.2	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
W.12.1.3	Use varied syntax to link the major sections of the text and create cohesion.
W.12.1.4	Adopt a formal style and objective tone where appropriate, while attending to the norms and conventions of the discipline.
W.12.1.5	Provide a concluding statement or section that follows from and supports the argument presented.
W.12.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.

- W.12.2.1 Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.12.2.2 Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.12.2.3 Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- W.12.2.4 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.12.2.5 Establish and maintain a formal style and objective tone where appropriate, while attending to the norms and conventions of the discipline.
- W.12.2.6 Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.12.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- W.12.3.1 Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.12.3.2 Use narrative techniques to develop experiences, events, and/or characters.

- W.12.3.3 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.12.3.4 Use strong details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.12.3.5 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.12.3.5A Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).
- W.12.5 Develop and strengthen writing as needed by planning and revising. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 12).
- W.12.6 Use technology to produce, publish, and update individual or shared writing products.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.12.7 Conduct short and sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject.

- W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following MLA format for citation.
- W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.12.9.1 Apply *Grade 12 Reading Standards* to literature (e.g., “Demonstrate knowledge of foundational works of British and world literature”).
- W.12.9.2 Apply *Grade 12 Reading Standards* to foundational works of British literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal British text to support analysis, reflection and research”).

IV. RANGE OF WRITING

- W.12.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames for a range of specific purposes and audiences.

GRADE TWELVE ORAL COMMUNICATION: SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students, and parents the knowledge and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Twelve (12).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas.

Technology has expanded the role that speaking and listening play in acquiring and sharing knowledge.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- I. Comprehension and Collaboration**
- II. Presentation of Knowledge and Ideas**

Student Outcomes:

1. Present an oral analysis of a literary work during class discussion, defending a position in a clear, logical manner based on evidence in the literature.
2. Explain and analyze poems and dramatic scenes, displaying an understanding of the text through literary or poetic devices.
3. Produce, present and evaluate oral commentaries on a text.
4. Using effective presentation strategies and technology, deliver presentations on various topics.

STANDARDS-SPEAKING AND LISTENING GRADE TWELVE

I. COMPREHENSION AND COLLABORATION

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
SL.12.1	Initiate and participate effectively in a range of collaborative discussions
SL.12.1.1	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.12.1.2	Work with peers to promote collegial discussions
SL.12.1.3	Pose and respond to questions that probe reasoning and evidence; and promote divergent and creative perspectives.

- SL.12.1.4 Respond thoughtfully to diverse perspectives; synthesize claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.12.2 Integrate multiple sources of information presented in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
SL.12.4	Present information, findings, and supporting evidence appropriate to purpose, audience, and a range of formal and informal tasks.
SL.12.5	Make strategic use of digital media in presentations.
SL.12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate. (See Grade 12 Language standards 1 and 3).
SL.12.6A	Demonstrate respect for views of others in light of Catholic doctrine.
SL.12.6C	Use appropriate manners and speech when addressing individuals or groups.