

# ENGLISH COURSE SYLLABUS

**Course Title:** English 11

**Department:** English

**Primary Course Materials:**

**Course Description:**

This course seeks to complement and add to what the students have learned in their sophomore English course, paying particular attention to the fundamental aspects of writing and analyzing/employing literary devices. In addition, the course attempts to educate the students in terms of our American History and to acquaint them with specific literary features/conventions associated with American Literature. The course will, as in 11H2, examine the six major literary movements over the course of American history, as well as emphasize modern connections to those movements.

Students respond actively to their reading by contributing to class discussion by participating in class activities, and by creating oral and written projects, which they share with the class. Writing instruction will center on the issue of clarity and structure, as well as the importance of understanding why writers use conventions in their work.

Vocabulary development is ongoing. Using classroom texts, students both decode meaning from context and study new words. Vocabulary Workshop, Level F is a basic text in this course.

**Essential Questions:**

1. What does American Literature reveal about ourselves as individuals and as a nation?
2. How has the evolution of American Literature been a reflection of the changing values of our society?
3. How does contemporary literature incorporate and reflect upon the literary movements of the past?

**Course Objectives:** Students should...

1. Read, write, and effectively communicate effectively.
2. Read a rich variety of literary works, including fiction, poetry, drama, and non-fiction from different periods that relate to human aspirations and life experiences.
3. Analyze the implications of literary works and communicate them through speaking, writing, and artistic expression.
4. Analyze, interpret, and evaluate information.
5. Make reasoned inferences, and construct logical arguments.

**Common Goals:**

**Thinking and Communicating**

- 1)  Read information critically to develop understanding of concepts, topics and issues.
- 2)  Write clearly, factually, persuasively and creatively in Standard English.
- 3)  Speak clearly, factually, persuasively and creatively in Standard English.
- 4)  Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5)  Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

**Gain and Apply Knowledge in and across the Disciplines**

- 6) Gain and Apply Knowledge in:
  - a)  Literature and Language
  - b)  Mathematics
  - c)  Science and Technology
  - d)  Social Studies, History and Geography
  - e)  Visual and Performing Arts
  - f)  Health and Physical Education

**Work and Contribute**

- 7)  Demonstrate personal responsibility for planning one's future academic and career options.
- 8)  Participate in a school or community service activity.
- 9)  Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

**Learning Standards from the Massachusetts Curriculum Framework:**

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

**Additional Learning Objectives Beyond the Curriculum Framework:**

**Content Outline:**

**The following is the English 11 curriculum. Readings marked with an asterisk (\*) are the required primary course readings—other reading selections listed are suggested readings to supplement the primary course readings. It is not expected that all suggested materials are covered during the semester.**

**Unit One: Puritanism**

**The Puritan Philosophy...**

- believes the individual's fate is in God's hands. To enter Heaven, one must please God.
- believes religious law is civil law - Theocracy.
- believes the community as a whole is more valuable than the individual.
- believes self examination, as well as watching others' behavior, is the way to maintain God's grace.
- believes that living in fear of God is their major motivational force.
- believes rigid discipline and "utopian" ideals characterized the Puritan existence.
- believes the world is clearly defined as "good and evil"

**Terms for Puritanism:**

- Theocracy
- Utopia
- Grace

- Puritan Plain Style
- Regional Voice (New England)
- Predestination
- Original Sin
- Crucible

**Literature/Teaching Foci:**

**Readings**

“A Planter’s Days” Byrd

“A Puritan’s Days” Swell

- concept of regional voices
- comparison/contrast of life in Plymouth to life in Virginia

“A Model of Christian Charity”

Winthrop

- Beginning of Puritan beliefs
- Blueprint for utopian society

“Of Plymouth Plantation”

Bradford

- focus on importance of community
- emphasis on the role God plays in decision making

**Unit Two: Enlightenment**

**The Enlightenment Philosophy...**

- believes in one Supreme Deity, who is loving.
- believes that spirituality and prayer is personal.
- believes that we all are born good, not evil.
- believes in constantly learning and questioning. Answers must be based on logic and science.

**Reason is supreme.**

- believes we are in charge of our own destiny.
- believes a righteous person is first and foremost, kind and altruistic.
- believes in community. People do better living in groups, following rules.
- believes there is a correct way to do things.
- believes there are more similarities between us than there are differences.
- believes in compromising hard work with pleasure and humor.
- believes nature can be rationally understood.
- believes in the separation of church and state.
- believes one’s present life is more of a focus than one’s afterlife.

**Terms for the Enlightenment:**

- Rhetorical triangle – ethos, pathos, logos
- Parallelism
- Syntax
- Sequential, rational thought
- Diction
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**Literature/Teaching Foci:**

**Readings**

\*The Autobiography of Benjamin Franklin (excerpts)

Franklin

Poor Richard’s Almanac

Savages of North America

- ability for each person to perfect oneself
- contrast between Puritan and Enlightenment thought
- uses satire to express society's disillusioned view of the Native American

**\*Declaration of Independence**

**Jefferson**

- use of logic to understand the colonist position in 1776
- use of various persuasive devices
- author's use of the rhetorical triangle

**The Speech to the Virginia Convention**

**Henry**

- persuasive language and rhetorical techniques
- contrast between Edwards and Henry

**The Crisis**

**Paine**

- persuasive language and rhetorical techniques

**Film**

**Great American Speeches**

**JFK's Inaugural Address**

**Martin Luther King's I Have a Dream**

**Writing/Response to Literature:**

- Create a list of "virtues" similar to that of Franklin and monitor it throughout the unit.
- Analyze advertisements that use the persuasive and rhetorical devices studied in the unit.
- Write an aphorism or proverb for today's society.
- Write a persuasive speech that includes enlightenment values and rhetorical devices.

**Unit Three: Romanticism/Gothicism/Transcendentalism**

**Part I: Romanticism**

**The Romantics...**

- believe in emotion and intuition over logic and reason (heart over mind).
- believe in individuality over conformity.
- believe in a harmonious relationship among God, nature, and man.
- believe in a love of nature and that truth can be found through nature.
- believe in the supernatural.
- believe in focusing on the past and disregarding the present/future.

**Terms for Romanticism:**

- Nostalgia
- Supernatural
- Romantic Hero

**Literature/Teaching Foci:**

**Readings**

**\*"Devil and Tom Walker" or \*"Rip Van Winkle"**

**Washington Irving**

- examines the views on women, nature, and the devil
- story moves from an urban to a natural setting
- serves as a symbol of American independence and national identity
- serves as an example of Romanticism reacting against rational beliefs.
- understanding elements of folk tale in relation to Romanticism

**\*"Thanotopsis"**

**William Cullen Bryant**

- nature teaches lessons about ourselves and the world
- offers a different view on death

**“The Concord Hymn”**

- examines focus on nostalgia for the past and mystery

**“Psalm of Life”**

**Henry Wadsworth Longfellow**

- examines focus on individuality over conformity

**On the Road**

**Jack Kerouac**

- Modern connection to Romantic ideals

**Big Fish**

**Daniel Wallace**

- examines focus on supernatural and nature
- examines conflict between rational thought and romantic ideals
- examines importance of identity

**Film**

**One Flew Over the Cuckoo’s Nest          Forman, 1975**

**Part II: Gothicism**

Characteristics of Gothicism are comparable to those of Romanticism with the following exceptions...

- Gothic literature often focuses on the horrific, cruel, and barbaric.
- Gothic literature looks at the destructive aspects of the human personality.
- Gothic literature focuses on emotional breakdowns and the psychological decay of its characters.
- Gothic settings are connected to the truth about the characters (symbolism)

**Literature / Teaching Foci:**

**Readings**

\*Selected readings from Poe

**Suggested, but not limited to: “Annabel Lee,” “The Black Cat,” “The Pit and Pendulum,” and “The Raven”          Edgar Allan Poe**

- examine as psychological pieces, focusing on the characters’ subconscious
- emphasis on plot and characterization as avenues for suspense
- focus on mood

**The Girl Who Loved Tom Gordon**

**Stephen King (Bachman)**

- focuses on the psychological decay of the main character
- examines the individual’s connection to nature
- depicts supernatural forces
- creates a setting symbolic of the character’s emotions
- atmosphere, plot, characterization all designed for mood

**Film**

**The Mystery of Edgar Allan Poe A&E Biography**

**Writing/Response to Literature:**

- Write an original gothic tale that incorporates the elements covered in the unit and focuses on mood.

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### Part III: Transcendentalism

Characteristics of Transcendentalism are comparable to those of Romanticism, with the following additions...

- Transcendentalist Literature believes that basic truths lie beyond the knowledge we obtain from the senses.
- Transcendentalist Literature believes in a spiritual unity of all beings – with God, man, and nature sharing a universal soul.
- Transcendentalist Literature believes in civil disobedience.

Terms for Transcendentalism:

- Oversoul
- Civil Disobedience

Literature / Teaching Foci:

#### Readings

\*“Nature” or \*“Self-Reliance” Ralph Waldo Emerson

- man seeks higher truth through nature
- the Power of intuition over reason
- compare Emerson’s aphorisms to those of Franklin

\*“Walden” and “Civil Disobedience” Henry David Thoreau

- model for civil disobedience and impact on future leaders
- living simply in nature; seeking truth with oneself
- witnessing the miraculous in the common

#### Writing/Response to Literature

- Assume the persona of Thoreau. Prepare a graduation speech to be delivered at CHS in which you convey Thoreau’s philosophy.
- Take a field trip to Concord to study Transcendentalism.
- Create an illustration that captures a number of Transcendental tenets.

### Unit Four: Realism and Naturalism

#### Part I: Realism

The Authors of Realism...

- confirm a view society as a battle with an indifferent, hostile environment.
- portray loneliness and isolation.
- create an accurate portrayal of life without idealism.
- focus on common people in common situations.
- criticize Romantic notions/philosophy.
- use irony to emphasize reality.
- draw subjects from the slums of rapidly growing cities.

Terms for Realism and Naturalism:

- Regionalism

Literature / Teaching Foci:

#### Readings

“Richard Cory” and “Miniver Cheevy” Edwin Arlington Robinson

- isolation and loneliness
- the set-up of irony
- criticism of Romantic beliefs

#### Selections of Huck Finn

Mark Twain

- Regionalism in setting and dialogue

- Huck as a true, realistic American Voice

#### **“Outcasts of Poker Flat”**

**Bret Harte**

- Focus on common people
- Shows characters and events in an honest, objective, factual way

#### **My Bondage, My Freedom**

**Excerpts from Narrative of the Life of Frederick Douglass, an American Slave**

**Frederick Douglass**

#### **Selected poems from Paul Dunbar**

#### **Part II: Naturalism**

##### **The Authors of Naturalism...**

- believe nature is indifferent to human needs.
- believe life is based on fate and chance.
- believe humans have little control over their destinies.
- believe humans have limited choices and motivations.
- believe humans are totally subject to the natural laws of the universe – almost like animals.

##### **Terms for Naturalism:**

- Social Darwinism

##### **Literature / Teaching Foci:**

##### **Readings**

**“The Open Boat,” “A Man Said to a Universe,” “To a Maiden” and “The Monster” Stephen Crane**

- Nature’s indifference in the storm
- human’s attempt to survive; fated to die
- irony

##### **Nigger: The Autobiography of Dick Gregory**

**Dick Gregory**

- forces larger than the individual – nature, fate, heredity – shaped the individual’s destiny
- the theme of human endurance in the face of overwhelming natural forces is examined
- the characters had limited choices

##### **Writing/Response to Literature:**

- Write an essay analyzing how Huck’s blend of transcendental and realistic qualities makes him the true “American” character.
- Construct an in-class debate in which you argue the values and beliefs of the Romantics and Realists. Which would create a better society, and why?
- Write an essay analyzing Dick Gregory’s autobiography as a modern piece of literature that reflects both realism and naturalism.

#### **Unit Five: Modernism**

##### **Modernists Philosophy...**

- believes the world is a violent place.
- believes the world is a spiritually empty place.
- believes in searching for a new source of hope.

##### **Authors of Modernism...**

- express the themes of loneliness and miscommunication.
- use a writing style that is fragmented and out of order.

- portray characters' disillusionment .

**Terms for Modernism:**

- Stream of consciousness
- Grotesque
- Wasteland
- American Dream
- Internal/External Conflict (Determination/Overcoming Obstacles)

**Literature / Teaching Foci:**

**Readings**

\*Of Mice and Men                                  John Steinbeck

- Alienation
- Commentary on the American Dream and one's inability to realize it
- Deals with reality, not fiction, the present rather than the past
- overcoming obstacles

"The Death of the Hired Man"

"The Hollowmen"                  Robert Frost

**T.S. Eliot**

- emphasis on the adversities of real life
- America redefined

**Film**

Of Mice and Men                  Sinise, 1992

Death of A Salesman          Schlöndorff, 1985

John Steinbeck: An American Writer          A&E Biography

**Writing/Response to Literature:**

- Write a poem of at least 20 lines that captures the primary beliefs associated with modernism
- Create a cultural presentation based on the 1920s Modernist Era (including music, film/radio, Prohibition, art and architecture, authors and literature, fads and fashion)
- Write an essay in response to the novel Of Mice and Men (essay topics could include:
  - Steinbeck presents a totally pessimistic view of life where dreams offer the only escape.
 Write an essay in which you show how at least 3 characters in the story use dreams as their escape from reality.
  - Steinbeck shares a story created from his personal experience as a field worker in the 1920's.
 In a well-organized essay, demonstrate how at least 3 modernist values are present in this story.

**Unit Six: American Survival**

If time allows, choose any of the following thematic units to conclude the American Literature experience.

**Optional Unit A: American Experiences with War**

**The Vietnam War**

**Terms**

- Guerilla Warfare
- Agent Orange/Napalm
- Desensitization
- "Victor Charlie"
- DMZ (demilitarized zone)
- ARVN
- NVA



- **Mortor**
- **Frag**
- **Hamlet**
- **DDT**
- **Ho Chi Minh**
- **General Westmoreland**

**Literature/Teaching Foci:**

**Readings**

**Fallen Angels**                      **Walter Dean Myers**

**Excerpts from The Things They Carried**

**Tim O'Brien**

**Selected Poetry: "What Were they Like," "Look at This," "In the Forest at Night," "Spoils of War"**  
**Various**

- War brings out extremes behavior of behavior both courage, bravery and loyalty and prejudice, arrogance and brutality**
- Warfare often forces soldiers to reconsider their traditional notion of right and wrong**
- Young soldiers engaged in combat typically undergo a personal transformation; a passage from youth to maturity, from innocence to experience**
- Friendship and bonds are often intensified among people who face constant danger and threat of sudden death**
- The experiences of war may leave long-lasting emotional scars on soldiers, civilians and nations**
- The conditions of war show the true nature of heroism**
- War is chaotic; soldiers often find it difficult to make sense of or find meaning in combat**

**Film**

**Dear America: Letters Home from Vietnam**                      **Couturiè, 1987**

**Episodes from Tour of Duty**                      **Clark, 1987-90**

**Writing/Response to Literature:**

- **Write a multi-genre project that includes newspaper article, song lyrics, poem, literary analysis (quotes and explanation), letter home/diary entry and images**
- **Write various journal entries/reflections in response to reading assignments**
- **Write a eulogy for one of the characters in Fallen Angels**
- **Research project on the Vietnam War (guerilla warfare, protests, veteran's experience upon returning home, Vietnamese perspective, media involvement, etc.)**

**World War II/Holocaust Survival Stories**

**Literature/Teaching Foci:**

**Readings**

**Maus**                      **Art Spiegelman**

**Excerpts of Night**

**Elie Wiesel**

**Selected Short Stories**

**Various**

- Shows the healing process post-war**
- Shows the impact of war on the family (multi-generational)**
- Shows different personal responses to war and the identity struggle it causes**

- Shows significance of symbolism
- Shows graphic novel as a genre
- Shows the extremes people will go to in order to survive

**Film**

Schindler's List Spielberg, 1993

The Pianist Polanski, 2002

**Optional Unit B: Travels to America (Immigration)**

Literature/Teaching Foci:

**Readings**

The Jungle Upton Sinclair

Writing/Response to Literature:

**Optional Unit C: Modern American Women in Literature**

Unit Being Researched...Literature and Teaching Foci TBD

**Suggested**

Authors/Books: Toni Morrison (Excerpts from Beloved)

Maya Angelou (selected poems/1993 Presidential Inauguration)

Sylvia Plath (selected poems)

Lorraine Hansberry (A Raisin in the Sun)

Gwendolyn Brooks (selected poems)

Sandra Cisneros

Female American Songwriters

Girl Interrupted Susanna Kayeson

Dorothy Parker

**Optional Unit D: Native American Literature**

Unit Being Researched...Literature and Teaching Foci TBD

**Optional Unit E: Harlem Renaissance**

**Suggested**

Authors/Books: Langston Hughes

Harlem Renaissance: Art of Black America by Campbell

The Harlem Renaissance: Hub of African-American Culture

The Portable Harlem Renaissance Reader

Lady Sings the Blues

Strange Fruit

**Suggested Film:** Voices and Visions: Langston Hughes

Against the odds: Artists of the Harlem Renaissance

**Optional Unit F: Response to 9/11**

Unit Being Researched...Literature and Teaching Foci TBD

**Suggested Authors:** Love, Greg and Lauren by Greg Manning

**Suggested Film:** Speeches from 9/11



**Major Evaluation Strategies:**

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Crucible Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 6a, 6d	6, 8, 9, 11, 15, 17, 19-23	
Persuasive Speech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-5, 6a, 9	3, 6, 9, 10, 15, 19-25	
Romanticism Unit Exam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	6, 8-12, 14-16	
Original Gothic Tale	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a	6, 9-12, 15, 19-23, 25	
Poe Poster Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 6a	6, 8, 9, 11, 12, 15, 19-25	
Thoreau's Graduation Speech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-4, 6a, 6d	3, 6, 8-11, 13, 15, 19-23	
Romanticism vs Realism Debate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 3, 6a, 6d	1, 2, 6, 8, 9, 11-13	
Realism/Naturalism Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 6a, 6b	6, 8, 9, 13, 15, 19-23	
Cultural Presentation (1920s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-5, 6a, 6b	2, 3, 6, 8, 9, 13, 19-26	
Multi-genre project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 5, 6a, 6d	6, 8-15, 19-25	
Vietnam Research Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-5, 6a, 6d	1-3, 6, 8-15, 19-25	
Interview (Immigration) Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-5, 6a, 6d	2-4, 6, 8, 9, 11, 19-25	
English 11 Core Assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 6a, 6d	6, 8-17, 19-23	
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**Learning Standards from the Massachusetts Curriculum Framework:**

<b>Language Strand</b>		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
<b>Reading and Literature Strand</b>		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

<b>Reading and Literature Strand(cont'd)</b>		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
<b>Composition Strand</b>		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
<b>Media Strand</b>		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.