

DOCUMENT RESUME

ED 276 013

CS 210 062

**TITLE** English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eleventh Grade.  
**INSTITUTION** Oregon State Dept. of Education, Salem.  
**PUB DATE** 86  
**NOTE** 57p.; Printed on colored paper. For other guides in this series, see CS 210 058-061.  
**PUB TYPE** Guides - Non-Classroom Use (055)

**EDRS PRICE** MF01/PC03 Plus Postage.  
**DESCRIPTORS** \*Communication Skills; \*Curriculum Development; \*Curriculum Evaluation; \*Educational Objectives; Evaluation Criteria; \*Evaluation Utilization; Grade 11; High Schools; \*Language Arts; Teaching Methods  
**IDENTIFIERS** Oregon State Department of Education

**ABSTRACT** Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist eleventh grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The curriculum map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communications so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eleventh grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

# ENGLISH LANGUAGE ARTS

Common Curriculum Goals

## Curriculum Mapping

End of Eleventh Grade

Oregon Department of Education  
700 Pringle Parkway SE  
Salem, Oregon 97310-0290

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Oregon Dept. of Ed.

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

## USE OF THIS DOCUMENT

ment is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information in this process will be helpful in analyzing your current curriculum in terms of the English Language Arts Common Curriculum Goals for curriculum revision.

IONS

### Use this document to gather information

on questions to be asked. Some questions are provided in the headings. You may wish to add or delete column headings.

marked with an asterisk (\*) are unique to the English Language Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have adopted for Essential Learning Skills may wish to survey only the marked items.

Identify who will respond to survey and under what conditions.

Introduce the document and provide staff orientation and training.

Clarify intent of column headings and numeric scores.

### Amount of Instruction:

Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

### Included in Course Goals:

To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

### Adequate Materials:

Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

- 0 = absence or a complete lack of the item specified in the column heading.
- 1 = a low or inadequate amount or quality of the specified item.
- 2 = a moderate or reasonably satisfactory amount or quality of the specified item.
- 3 = a high or substantial amount or quality of the specified item.

### Adequate Teacher Training:

Considerations here include teacher pre-service, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

### Blank Column:

This column is provided for questions that you would like to add.

### Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

### Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

### Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

Course	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
Eleventh Grade							
WILL USE LISTENING, READING AND SKILLS TO UNDERSTAND AND HUMAN EXPERIENCES AND TO CULTURAL COMMONALITIES AND DIFFERENCES.							
WILL BE ABLE TO:							
RECOGNIZE WORDS COMMONLY USED IN INTERMEDIATE-LEVEL MATERIALS INCLUDING VOCABULARY OBJECT AREAS (ELS 1.1)							
Identify context clues in a selection and select the correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Distinguish affixes, root words, and grammatical actions, possessives	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize common words at sight in written materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize common abbreviations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

Not included from, or not included in, Learning Skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>1.2) DETERMINE MEANING OF UNKNOWN WORDS ONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS</p> <p>Use context clues, punctuation and syntax to infer meaning of unknown words and concepts</p> <p>Use knowledge of affixes and roots to determine word meanings</p> <p>Use dictionaries, glossaries and definitions in footnotes to find meanings</p>	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<p>2.1) IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS</p> <p>Distinguish facts from opinions</p> <p>Identify both facts and opinions and related supporting details</p> <p>Arrange details by degree of importance</p> <p>Identify main idea in longer sections</p> <p>Follow directions or sequences of events when signal words are given</p>	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

Not included from, or not included in, Learning Skills.

of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
INSTRUCTIONAL MATERIALS AS BASIS GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use organization of materials (summaries, headings and review questions) for preview and review	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use diacritical markings or spellings to pronounce words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use selectively and independently variety of resources such as a thesaurus, an almanac and Bartlett's Quotations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

included from, or not included in,  
Learning Skills.

End of Element Grade

(REPHRASED STATEMENT OF  
 QUALITY OF LEARNING GOALS)  
 (STATE GOALS 2.1)

- 1. Acquire and use information to  
 produce knowledge
- 2. Acquire and use information and draw  
 conclusions
- 3. Organize and coordinate internal and  
 external sources of information  
 from top of their content
- 4. Infer intent and inherent cause  
 and effect relationships
- 5. Infer relationships from informal  
 data
- 6. Make inferences and draw  
 conclusions based on perception  
 of regular spacing
- 7. Integrate evidence of emotional  
 and intellectual states of others as  
 conveyed by body language, gestures,  
 tone, reflection, etc.
- 8. Recognize subtle meanings of  
 words and phrases

Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
		Basic Text	Supple- mentary			
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 - none  
 1 - low  
 2 - moderate  
 3 - high

0 - Not shown from or not included in  
 school Learning Goals



End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)							
a Identify, analyze, interpret and appreciate sounds of nature, language, music and environment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use discrimination skills to enhance interpretation of natural and created sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
USE A VARIETY OF LISTENING SKILLS							
a Analyze and describe specific verbal and non-verbal techniques used by self and others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Analyze and describe own and others' use of listening skills	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

presence 2 = moderate  
 w 3 = high

changed from, or not included in,  
 tial Learning Skills.



nd of Eleventh Grade

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supple-mentary			
DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
a Distinguish between logical and illogical conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify propaganda and other persuasion techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify biases and stereotypes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use primary and secondary source materials to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Recognize sources of persuasion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

presence 2 = moderate  
 W 3 = high

changed from, or not included in, Initial Learning Skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
ANALYZE, READ, VIEW AND EVALUATOR PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
Evaluate roles of mass media in society	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate appropriate audience levels for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Listen, read and view critically	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize elements and use of propaganda techniques found in audio and visual communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Employ intellectual defenses against propaganda techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG PROCESSES OF RECREATION AND LEARNING							
Choose selections that encompass variety of interests	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Make informal judgments concerning types of selections giving examples from own reading	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify reading selections related to potential career choices	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

0 = not included in, learning skills.

7

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>ANALYZE AND TEST INTERPRETATIONS, HYPOTHESES, PREDICTIONS AND CONCLUSIONS ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)</p> <p>Analyze and test explanation interpretation to confirm or refute them</p> <p>Develop a hypothesis using information from a variety of sources</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	
<p>REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (6.4)</p> <p>Evaluate the effect of fallacies and the clarity of communications</p> <p>Assess the appropriateness of communication in view of intended audience and purpose of communication</p> <p>Analyze and evaluate arguments or conclusions in terms of known facts</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	

2 = moderate  
3 = high

0 = not included in, or not from, Learning Skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE							
Analyze several pieces of literature and written by American authors	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Analyze several pieces of literature representing diverse cultures and time periods	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Synthesize information about a culture described in several different literature selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify various literary forms such as drama, poetry, essays, novels and short stories	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Evaluate reasonableness of personal reactions and responses to literature in relation to textual information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE							
Describe the elements of fiction and their function in a piece of literature	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Analyze effects of figurative language on the meaning and beauty of literature selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Compare and contrast authors' styles	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

Not included in, or not included in, learning skills.

	Amount of Instruction	Included in Course Goals.	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<b>Eleventh Grade</b>							
<b>KEY PURPOSES OF ASSIGNMENT (1)</b>							
Determine general purpose of assignment and ask clarification questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Determine ideas, concepts, abilities, principles and addresses addressed in the assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<b>SOURCES BEYOND THE CLASSROOM (2)</b>							
Locate, check-out and return and other circulating materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Locate and use non-circulating reference materials including electronic sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use library classification system services to locate specialized resources required to complete assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Locate and use different reference sources such as personal interviews on-site visits for a variety of purposes including career information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

0 = not included in, Learning Skills.

End of Eleventh Grade

SELECT AND USE APPROPRIATE STUDY TECHNIQUES (SEE 1.2)

1. Develop a study plan including goal setting, time management, appropriate study environment, processing of information

2. Develop learning tool using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, work with others, use memory devices, summarize, synthesize, study with classmates, use self-questioning)

3. Vary reading rate according to purpose for reading (to select ideas for content overview, scan for specific information)

4. Keep study materials, log, related notes and filing system organized and accessible

5. Turn in assignments on time

6. Use appropriate test taking techniques

7. Identify how independent learning techniques assist in continuing career development

	Amount of Instruction	Included in Course Goals	Basic Test	Supplementary	Teacher Training		COMMENTS
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 - none  
1 - moderate  
2 - high

changed from, or not included in, 11th Learning Skills



of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>WILL USE WRITING AND SPEAKING IN A VARIETY OF MODES OF COMMUNICATION AND SELF-EXPRESSION.</p> <p>WILL BE ABLE TO:</p> <p>1. SPEAK AND READ ORALLY WITH STANDARD ENUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (S.1.3)</p> <p>2. Pronounce words according to acceptable Standard English</p> <p>3. Use verbal and non-verbal communication skills effectively in oral readings and presentations</p> <p>4. Demonstrate appropriate oral presentation skills such as poise, posture, correct use of language, gesture and intonation</p>							
<p>5. USE ORAL COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND FOR ENJOYMENT (ELS 2.3)</p> <p>6. Paraphrase oral and written messages</p> <p>7. Give accurate oral directions</p> <p>8. Demonstrate appropriate verbal and non-verbal behaviors including simulated job interview situation</p>							

(continued next page)

2 = moderate  
3 = high  
included from, or not included in, Learning Skills.

f Eleventh Grade

tinued

ask questions designed to clarify,  
on assistance or locate information

share ideas and information  
lly with others

develop accurate detail based on  
l explanations by others

ake and make notes based on oral  
sentations

prepare accurate, detailed  
maries from oral presentations

ollow multi-step oral instructions

identify main idea in a long oral  
sentation

nterpret poetry and drama orally

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supple-mentary			
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

ged from, or not included in,  
Learning Skills.



Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
GROUP DISCUSSION SKILLS APPROPRIATELY							
Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Model appropriate roles of participants and facilitators in group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Evaluate the effectiveness of a group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWRITING) (ELS 5.1)							
Use personal experiences, knowledge and feelings as sources for writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use idea-generation techniques such as brainstorming and focused-object thinking	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Record ideas, observations, facts and questions for later use	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use personal reading and subject area content as sources of topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Discuss and share thoughts and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

omitted from, or not included in,  
Learning Skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
ANALYZE IDEAS IN UNDERSTANDABLE TEXT IN PLANNING WRITTEN AND PRESENTATIONS (ELS 5.2)							
Classify words, topics and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use evidence from verifiable sources to support own ideas and conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Select and use details, examples, illustrations, evidence and logic to develop a topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Organize information using techniques such as outlining, numbering and making maps and charts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Deliver an oral presentation using a logical sequence of thought, clarity of presentation and suitable vocabulary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

Not included from, or not included in,  
Learning Skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>SELECT AND USE LANGUAGE, GESTURES AND VISUAL AIDS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PRESENTING ORAL AND WRITTEN PRESENTATIONS (ELS 5.5)</p> <p>Employ verbal, symbolic, graphic and visual techniques to convey information</p> <p>Use gestures and inflections to convey meaning</p> <p>Design communication appropriate to topic, audience and desired outcome</p> <p>Evaluate the use of different forms of formal and informal language</p> <p>Plan and make oral and visual presentations</p> <p>Evaluate effects of communication and modify subsequent communication</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	
<p>SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN WRITING AND PLANNING (ELS 5.3)</p> <p>Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues</p> <p>Use language, information, style and format appropriate to purpose and selected audience</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>	

2 = moderate  
3 = high

omitted from, or not included in, Learning Skills.



Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basic Text	Supplementary			
IDENTIFY MAIN IDEAS IN UNDERSTANDABLE TEXT ON THE TOPIC SELECTED IN WRITING AND DRAFTING WRITTEN AND COMMUNICATION (ELS 5.4)							
Write complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write essays in which all paragraphs are related to the topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write paragraphs containing a clear main idea and a closing sentence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write multiparagraph essays, letters, stories and reports	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write in narrative, descriptive, expository, imaginative and persuasive styles	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write a letter of application for a job	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

0 = not included in,  
learning skills.

of Eleventh Grade

REASONED EVALUATION: ANALYSIS OF WRITTEN COMMUNICATIONS (11C 6 4)

evaluate the effect of fallacies on the clarity of communications

assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication

critically evaluate arguments or positions in terms of known facts

assess the worth of a given course of action or policy

use established criteria to assess the quality of a product, work of art, or a performance

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basic Text	Supplementary			
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = none  
1 = moderate  
2 = high

0 = not included in learning skills

f Eleventh Grade

COGNIZE, CONSTRUCT AND DRAW  
REFERENCES CONCERNING RELATIONSHIPS  
AMONG THINGS AND IDEAS IN PLANNING  
DRAFTING WRITTEN AND ORAL  
COMMUNICATION (ELS 6.1)

Develop and use a classification  
system for organizing data

Construct and use analogies,  
similes and metaphors

Use figurative language in a  
short piece of writing

Analyze effect of figurative  
language on own and others' writing

Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
		Basal Text	Supplementary			
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

0 = not included in,  
Learning Skills.

of Eleventh Grade

EVALUATE AND REVISE OWN WRITING  
MEANING, CLARITY, AND  
COMPREHENSIVENESS (ELS 5.6)

Revise own writing for  
correctness and comprehensiveness

Use primary sentence structures

Use descriptive, qualifying and  
connecting terms to enhance meaning,  
clarity and precision

Distinguish subtleties of written  
expression; use tense, tone and  
vocabulary appropriate to audience

Use transitional words and  
phrases to connect ideas in  
sentences and paragraphs

Revise and edit writing to make  
grammatically correct

Use sentence combining techniques  
to create and express more complex  
concepts

APPLY THE CONVENTIONS OF WRITING TO  
PRODUCE EFFECTIVE COMMUNICATION WHEN  
EDITING AND PROOFREADING (ELS 5.7)

Edit to produce a correct,  
readable, effective piece of writing

2 = moderate  
3 = high

Excluded from, or not included in,  
Learning Skills.

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<b>DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, VISUAL COMMUNICATIONS (ELS 4.1)</b>							
Distinguish between logical and illogical conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify propaganda and other persuasion techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify biases and stereotypes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<b>ANALYZE, READ, VIEW AND EVALUATE REPRESENTATIONS OF MASS MEDIA (ELS 4.4)</b>							
Evaluate roles of mass media in society	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate appropriate audience analysis for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Listen, read and view critically	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize elements and use of propaganda techniques found in audio and visual communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Employ intellectual defenses against propaganda techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high

0 = not included in Learning Skills.



Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (4.2)							
Provide logical answers based upon factual data	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use primary and secondary source materials to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Express own feelings, knowledge and beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Argue opposite sides of issues	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize sources of persuasion and select appropriate persuasive response	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use verbal persuasion techniques in class presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high  
Not included in, or not included in, learning skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>STRATE AN APPRECIATION OF NG AND ORAL COMMUNICATION S AS A LIFE-LONG / WAYS OF EXPRESSION, LEARNING AND NAL DEVELOPMENT.</p> <p>re personal experiences and hts orally and in writing</p> <p>lyze a piece of literature for uthor's personal message</p> <p>cribe how some major communi- n skills contribute to learning ersonal development</p> <p>writing as a tool for ing: generating new ideas, fyng a viewpoint and nicating it to others</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	
<p>IBE THE DEVELOPMENTS AND CHANGES LANGUAGE HAS UNDERGONE AND HUES TO UNDERGO</p> <p>ntify the factors that make age dynamic such as social, ral, technological and geo- ical influences</p> <p>cribe dialectal differences</p> <p>ain how dialect, jargon and change the nature of language</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	<p>0 1 2 3</p> <p>0 1 2 3</p> <p>0 1 2 3</p>	

2 = moderate  
3 = high  
d from, or not included in,  
arning skills.

Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<b>RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE</b>							
Identify rhyming words, sound devices and rhythm in an oral or written selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify rhythmic forms of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Choose and present an example of beautiful or rhythmic language (own or other)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<b>ANALYZE AND TEST INTERPRETATIONS, ANALOGIES, PREDICTIONS AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)</b>							
Critically analyze explanation or interpretation to confirm or refute them	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Develop a hypothesis using information from a variety of sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Design a means to test hypotheses in oral or written communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
3 = high  
0 = not included in, Learning Skills.

**Eleventh Grade**

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<b>ANALYZE AND SUPPORT A POSITION ORAL AND IN WRITING USING APPROPRIATE INFORMATION AND REASONING (ELS 6 5)</b>							
Analyze authoritative data to formulate what alternative positions possible on a specific issue	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Formulate, support and defend a position based upon information derived from objective and authoritative sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Analyze arguments against own oral knowledge or beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<b>REFLECT UPON AND IMPROVE OUR REASONING ORAL AND WRITTEN COMMUNICATIONS (EL 6 6)</b>							
Present arguments supporting the use of deductive or inductive reasoning for a particular purpose	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Evaluate when bias, inconsistency or other weaknesses affect reasoning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Defend position when criticized by an authority who is biased	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate  
 3 = high  
 0 = not included in, learning skills.



of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
Follow a study plan including: appropriate setting, time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Keep study materials, log, related notes and filing system organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use appropriate test taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

5892G  
8/29/86

2 = moderate  
3 = high  
not included in,  
Learning Skills.

