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Program Title:	<b>Daybook of Critical Reading and Writing</b>
Components:	Student Book and Teacher's Guide
Grade Level(s):	11
Intended Audience:	Eleventh grade students

**Standards Map - Basic Comprehensive Program  
Grades Eleven and Twelve - English Language-Arts/English Language Development**

			PUBLISHER CITATIONS*		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery
<b>DOMAIN</b>		<b>READING</b>			
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.			
		<b>Substrand: Vocabulary and Concept Development</b>			
11 & 12	1.1	Trace the etymology of significant terms used in political science and history.	<b>Student Book:</b> 90  <b>Teacher's Guide:</b> 32	<b>Student Book:</b> 92, 94-95, 109-110, 158, 170  <b>Teacher's Guide:</b> 33	<b>Student Book:</b> 172, 182-184  <b>Teacher's Guide:</b> 69, 80, 92
11 & 12	1.2	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	<b>Student Book:</b> 53-55  <b>Teacher's Guide:</b> 52	<b>Student Book:</b> 55-56  <b>Teacher's Guide:</b> 52	<b>Student Book:</b> 53-55  <b>Teacher's Guide:</b> 52
11 & 12	1.3	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	<b>Student Book:</b> 44  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 45-46, 48-49, 58-60, 62-63, 86-87, 92, 94, 96-104, 108-109, 117-118  <b>Teacher's Guide:</b> 51, 53-54, 58	<b>Student Book:</b> 119-125, 132, 146, 154, 163-164, 166-167, 169, 181, 198-199, 213  <b>Teacher's Guide:</b> 59-64, 65-70

\* For more information, see Notes.  
Approved by the State Board of  
Education on February 6, 2002.

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<b>STRAND</b>		<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</b> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <b>Recommended Readings in Literature, Grades Nine Through Twelve</b> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.			
		<b>Substrand: Structural Features of Informational Materials</b>			
11 & 12	2.1	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	<b>Student Book:</b> 21 <b>Teacher's Guide:</b> 56	<b>Student Book:</b> 28-29, 34-35, 37-40, 43-45, 47, 51, 52, 64-65, 70-76, 94-95, 128-130, 134-135, 138-140, 170-171 <b>Teacher's Guide:</b> 57	<b>Student Book:</b> 178-186, 189, 196-197, 200, 202-204, 214 <b>Teacher's Guide:</b> 108, 109, 110, 111, 116, 120
		<b>Substrand: Comprehension and Analysis of Grade-Level-Appropriate Text</b>			
11 & 12	2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	<b>Student Book:</b> 17 <b>Teacher's Guide:</b> 33	<b>Student Book:</b> 26-27, 34-38, 71, 94-95, 109-110, 117, 125-126, 155, 185-187, 191-193, 198 <b>Teacher's Guide:</b> 38, 40, 41, 44, 51, 57	<b>Student Book:</b> 64-66, 75-76, 78-79, 88-89, 90-92, 127-137, 141-154, 156, 158, 171-174, 180-1845, 194-197 <b>Teacher's Guide:</b> 58-64
11 & 12	2.3	Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	<b>Student Book:</b> 33 <b>Teacher's Guide:</b> 59	<b>Student Book:</b> 39, 64, 66-68, 77, 78, 109-110 <b>Teacher's Guide:</b> 60-64	<b>Student Book:</b> 147-149, 180-181 <b>Teacher's Guide:</b>

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11 & 12	2.4	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	<b>Student Book:</b> 13  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 40, 46, 55-56, 61, 62-63  <b>Teacher's Guide:</b> 45, 47, 48, 52, 53, 55, 56	<b>Student Book:</b> 39-40, 44-46, 53-56, 62-63  <b>Teacher's Guide:</b> 45, 48, 52, 53, 55, 56
11 & 12	2.5	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	<b>Student Book:</b> 24-25  <b>Teacher's Guide:</b> 37	<b>Student Book:</b> 28-30, 37-38, 39-40, 41-42, 44-46  <b>Teacher's Guide:</b> 39, 44, 45, 46, 48	<b>Student Book:</b> 53-56, 61, 62-63, 66-68  <b>Teacher's Guide:</b> 52, 55, 56, 58
<b>Substrand: Expository Critique</b>					
11 & 12	2.6	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	<b>Student Book:</b> 21  <b>Teacher's Guide:</b> 35	<b>Student Book:</b> 28-30, 39-40, 41-42, 61, 62-63  <b>Teacher's Guide:</b> 39, 45, 46, 55, 56	<b>Student Book:</b> 70-71, 72-74, 75-76, 77-78, 79-80, 82-83, 84-85, 86-87, 88-89, 90-92  <b>Teacher's Guide:</b> 60, 61, 62, 63, 64, 66, 67, 68, 69, 70
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <b>Recommended Readings in Literature, Grades Nine Through Twelve</b> illustrate the quality and complexity of the materials to be read by students.			
<b>Substrand: Structural Features of Literature</b>					
11 & 12	3.1	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	<b>Student Book:</b> 33  <b>Teacher's Guide:</b> 51	<b>Student Book:</b> 34-42, 62-65, 103-108, 127-130  <b>Teacher's Guide:</b> 57	<b>Student Book:</b> 136-137, 158-159, 162-163, 196-197  <b>Teacher's Guide:</b> 87, 97, 99, 116

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery
		<b>Substrand: Narrative Analysis of Grade-Level-Appropriate Text</b>			
11 & 12	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.	<b>Student Book:</b> 81  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 84-87, 92, 111, 117-118, 124-126  <b>Teacher's Guide:</b> 34, 36, 37, 38, 39, 40, 45	<b>Student Book:</b> 142-145, 156-159, 164-267, 170-172, 185-187, 194-195, 202-204  <b>Teacher's Guide:</b> 49, 50, 51, 52, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64
11 & 12	3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	<b>Student Book:</b> 15  <b>Teacher's Guide:</b> 46	<b>Student Book:</b> 16-20, 62-65, 90-92, 111  <b>Teacher's Guide:</b> 51, 52, 53	<b>Student Book:</b> 117-118, 125-126, 170-173, 182-183  <b>Teacher's Guide:</b> 56
11 & 12	3.4	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	<b>Student Book:</b> 21  <b>Teacher's Guide:</b> 42	<b>Student Book:</b> 22-25, 28-30, 33, 43-46, 48, 64, 70, 71, 111, 117  <b>Teacher's Guide:</b> 44, 45, 46, 47, 48, 49	<b>Student Book:</b> 128-130, 134-137, 142-145, 147-149, 200  <b>Teacher's Guide:</b> 52, 55, 60, 61, 62, 63, 64
11 & 12	3.5	Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	<b>Student Book:</b> 21  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 22-31, 57-68, 70-74, 94-95, 123  <b>Teacher's Guide:</b> 36, 37, 49, 50	<b>Student Book:</b> 128-140, 201-204, 209-214  <b>Teacher's Guide:</b> 54, 55, 56

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11 & 12	3.6	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).	<b>Student Book:</b> 13  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 15-17, 64, 82-87, 160-161, 166, 168,  <b>Teacher's Guide:</b> 32, 33, 34, 36, 37, 38, 39, 40, 55	<b>Student Book:</b> 165, 167, 169, 10-176  <b>Teacher's Guide:</b> 57, 66, 67, 68, 69, 70
11 & 12	3.7	Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.	<b>Student Book:</b> 18  <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 21-24, 28-32, 57-68, 155  <b>Teacher's Guide:</b> 54, 55, 56	<b>Student Book:</b> 180-181, 201-203, 156-157  <b>Teacher's Guide:</b> 66, 67, 68, 69, 70
<b>Substrand: Literary Criticism</b>					
11 & 12	3.8	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)	<b>Student Book:</b> 57  <b>Teacher's Guide:</b> 46	<b>Student Book:</b> 58-60, 62-63, 66-68  <b>Teacher's Guide:</b> 54, 56, 58	<b>Student Book:</b> 127-130, 155-159  <b>Teacher's Guide:</b> 84, 96, 97
11 & 12	3.9	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. (Philosophical approach)	<b>Student Book:</b> 31  <b>Teacher's Guide:</b> 34	<b>Student Book:</b> 32, 43-46, 51-52, 69-74  <b>Teacher's Guide:</b> 39, 44, 45, 46, 50, 52, 53, 54, 55	<b>Student Book:</b> 77-83, 88-89, 124-126, 190-193  <b>Teacher's Guide:</b> 57

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<b>DOMAIN</b>		<b>WRITING</b>			
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b> Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.			
		<b>Substrand: Organization and Focus</b>			
11 & 12	1.1	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	<b>Student Book:</b> 90  <b>Teacher's Guide:</b> 36	<b>Student Book:</b> 91, 99, 141-149, 160-161  <b>Teacher's Guide:</b> 44, 45, 51, 52	<b>Student Book:</b> 166, 170-172, 191-193, 196-199  <b>Teacher's Guide:</b> 54, 55, 57, 60, 61, 62, 63, 64
11 & 12	1.2	Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.	<b>Student Book:</b> 24  <b>Teacher's Guide:</b> 29	<b>Student Book:</b> 25, 43, 45, 48-50, 62-63, 94-102, 150-153, 282-183  <b>Teacher's Guide:</b> 32, 35, 38, 39	<b>Student Book:</b> 111-116, 136-140, 146-149, 158 159, 162-163, 165, 173-176, 185  <b>Teacher's Guide:</b> 50, 52, 53, 57
11 & 12	1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	<b>Student Book:</b> 15  <b>Teacher's Guide:</b> 33	<b>Student Book:</b> 16, 34-36, 66-68, 81  <b>Teacher's Guide:</b> 37, 44, 54, 55	<b>Student Book:</b> 141-154, 191-193, 173  <b>Teacher's Guide:</b> 58, 60, 61, 62, 63, 64
11 & 12	1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	<b>Student Book:</b> 17  <b>Teacher's Guide:</b> 33	<b>Student Book:</b> 36, 47, 52, 61, 64-65, 79-80, 177  <b>Teacher's Guide:</b> 57, 64	<b>Student Book:</b> 70-71, 75-76, 147-149, 158, 182-184, 194-195, 196-197  <b>Teacher's Guide:</b> 60, 62, 92, 110, 115, 116

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11 & 12	1.5	Use language in natural, fresh, and vivid ways to establish a specific tone.	<b>Student Book:</b> 111  <b>Teacher's Guide:</b> 43	<b>Student Book:</b> 117-118  <b>Teacher's Guide:</b> 51, 52	<b>Student Book:</b> 125-126  <b>Teacher's Guide:</b> 82
<b>Substrand: Research and Technology</b>					
11 & 12	1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	<b>Student Book:</b> 34  <b>Teacher's Guide:</b> 37	<b>Student Book:</b> 35-42  <b>Teacher's Guide:</b> 38, 42, 45	<b>Student Book:</b> 202-204  <b>Teacher's Guide:</b> 120
11 & 12	1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	<b>Student Book:</b> 10  <b>Teacher's Guide:</b> 41	<b>Student Book:</b> 11-12, 19, 23-30, 34-35, 37-38, 46, 49, 52, 58-60, 62, 63, 64, 68, 73, 78, 86-89, 92, 94, 95, 97  <b>Teacher's Guide:</b> 44	<b>Student Book:</b> 102, 104, 107, 109-110, 122, 129, 139, 143, 145, 146, 149, 157, 163, 164, 171, 195, 203, 207, 213  <b>Teacher's Guide:</b> 76
11 & 12	1.8	Integrate databases, graphics, and spreadsheets into word-processed documents.	<b>Student Book:</b> 12  <b>Teacher's Guide:</b> 30	<b>Student Book:</b> 12, 36, 61, 137  <b>Teacher's Guide:</b> 30, 43, 55, 87	<b>Student Book:</b> 154, 190  <b>Teacher's Guide:</b> 94, 112
<b>Substrand: Evaluation and Revision</b>					
11 & 12	1.9	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	<b>Student Book:</b> 39  <b>Teacher's Guide:</b> 37	<b>Student Book:</b> 72-73, 82-87,  <b>Teacher's Guide:</b> 40, 52, 58,	<b>Student Book:</b> 158-161, 178-181, 202-204  <b>Teacher's Guide:</b> 60, 61, 62, 63, 64

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<b>STRAND</b>		<b>2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b> Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:			
11 & 12	2.1	Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	<b>Student Book:</b> 18  <b>Teacher's Guide:</b> 34	<b>Student Book:</b> 19-20, 31-32, 33-34, 37-42  <b>Teacher's Guide:</b> 40, 41, 44, 45, 46	<b>Student Book:</b> 43-56  <b>Teacher's Guide:</b> 47-52
11 & 12	2.2	Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	<b>Student Book:</b> 9  <b>Teacher's Guide:</b> 29	<b>Student Book:</b> 10-12, 15-16, 22-25, 37-43  <b>Teacher's Guide:</b> 30, 32, 36, 37, 44, 45, 46, 47	<b>Student Book:</b>  <b>Teacher's Guide:</b> 50, 51, 52, 54, 55, 56, 57

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11 & 12	2.3	Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.	<b>Student Book:</b> 9 <b>Teacher's Guide:</b> 29	<b>Student Book:</b> 13-16, 18-20, 31-32, 37-38 <b>Teacher's Guide:</b> 31, 32, 34, 40, 45	<b>Student Book:</b> 48-52, 58-60, 64-65, 69-80 <b>Teacher's Guide:</b> 50, 51, 54, 57, 60, 61, 62, 63, 64
11 & 12	2.4	Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. 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. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.	<b>Student Book:</b> 22 <b>Teacher's Guide:</b> 36	<b>Student Book:</b> 23-25, 31-32 <b>Teacher's Guide:</b> 37, 40	<b>Student Book:</b> 57-64 <b>Teacher's Guide:</b> 54, 55, 56, 57
11 & 12	2.5	Write job applications and resumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.	<b>Student Book:</b> 21 <b>Teacher's Guide:</b> 35	<b>Student Book:</b> 31-33, 57-61, 64-65 <b>Teacher's Guide:</b> 40, 41, 53, 54, 55, 57	<b>Student Book:</b> 66-68 <b>Teacher's Guide:</b> 58

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11 & 12	2.6	Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78, 92  <b>Teacher's Guide:</b> 63, 70
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.			
<b>STRAND</b>		<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b> Students write and speak with a command of standard English conventions.			
11 & 12	1.1	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.	<b>Student Book:</b> 17, 90  <b>Teacher's Guide:</b> 33, 70	<b>Student Book:</b> 17, 90-92  <b>Teacher's Guide:</b> 33, 70	<b>Student Book:</b> 171  <b>Teacher's Guide:</b> 104

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11 & 12	1.2	Produce legible work that shows accurate spelling and correct punctuation and capitalization.	<b>Student Book:</b> 14, 20  <b>Teacher's Guide:</b> 31, 34	<b>Student Book:</b> 29, 30, 42, 50, 56, 63, 71, 74, 80, 95, 98, 102, 108, 110, 116, 123, 130, 133, 135, 140  <b>Teacher's Guide:</b> 39, 46, 50, 52, 56, 60, 61, 64, 72, 73, 74, 75, 76, 78, 80, 84, 85, 86, 88	<b>Student Book:</b> 153, 161, 172, 176, 179, 182, 187, 208, 210  <b>Teacher's Guide:</b> 93, 98, 104, 106, 108, 110, 11, 121, 122
11 & 12	1.3	Reflect appropriate manuscript requirements in writing.	<b>Student Book:</b> 14, 20  <b>Teacher's Guide:</b> 31, 34	<b>Student Book:</b> 29, 30, 42, 50, 56, 63, 71, 74, 80, 95, 98, 102, 108, 110, 116, 123, 130, 133, 135, 140  <b>Teacher's Guide:</b> 39, 46, 50, 52, 56, 60, 61, 64, 72, 73, 74, 75, 76, 78, 80, 84, 85, 86, 88	<b>Student Book:</b> 153, 161, 172, 176, 179, 182, 187, 208, 210  <b>Teacher's Guide:</b> 93, 98, 104, 106, 108, 110, 11, 121, 122

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<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>			
<b>STRAND</b>		<b>1.0 LISTENING AND SPEAKING STRATEGIES</b> Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.			
		<b>Substrand: Comprehension</b>			
11 & 12	1.1	Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	<b>Student Book:</b> 57 <b>Teacher's Guide:</b> 53	<b>Student Book:</b> 58-63, 78 <b>Teacher's Guide:</b> 54, 55, 56, 63	<b>Student Book:</b> 78, 92 <b>Teacher's Guide:</b> 63, 70
11 & 12	1.2	Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	<b>Student Book:</b> 57 <b>Teacher's Guide:</b> 53	<b>Student Book:</b> 58-61 <b>Teacher's Guide:</b> 54, 55	<b>Student Book:</b> 78, 92 <b>Teacher's Guide:</b> 63, 70
11 & 12	1.3	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).	<b>Student Book:</b> 78 <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78 <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78, 92 <b>Teacher's Guide:</b> 63, 70
		<b>Substrand: Organization and Delivery of Oral Communication</b>			
11 & 12	1.4	Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	<b>Student Book:</b> 15 <b>Teacher's Guide:</b> 32	<b>Student Book:</b> 16, 37-38, 51, 57, 60, 62-63 <b>Teacher's Guide:</b> 44, 51, 53, 54, 56	<b>Student Book:</b> 69-80 <b>Teacher's Guide:</b> 60, 61, 62, 63, 64
11 & 12	1.5	Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies	<b>Student Book:</b> 18 <b>Teacher's Guide:</b> 34	<b>Student Book:</b> 31-32, 34-35, 39-40 <b>Teacher's Guide:</b> 40, 42, 45	<b>Student Book:</b> 51-63, 66-68 <b>Teacher's Guide:</b> 51, 52, 54, 55, 56, 58

			<b>PUBLISHER CITATIONS*</b>		
<b>Grade</b>	<b>Standard #</b>	<b>Text of Standard</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
11 & 12	1.6	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	<b>Student Book:</b> 18  <b>Teacher's Guide:</b> 34	<b>Student Book:</b> 31-32, 34-35, 39-40  <b>Teacher's Guide:</b> 40, 42, 45	<b>Student Book:</b> 51-63, 66-68  <b>Teacher's Guide:</b> 51, 52, 54, 55, 56, 58
11 & 12	1.7	Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	<b>Student Book:</b> 10  <b>Teacher's Guide:</b> 30	<b>Student Book:</b> 12, 51-52  <b>Teacher's Guide:</b> 51	<b>Student Book:</b> 138-140  <b>Teacher's Guide:</b> 88
11 & 12	1.8	Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity	<b>Student Book:</b> 14, 20, 36  <b>Teacher's Guide:</b> 31, 34, 43	<b>Student Book:</b> 29, 30, 37-38, 42, 50, 56, 63, 71, 74, 80, 95, 98, 102, 108, 110, 116, 123, 130, 133, 135, 140  <b>Teacher's Guide:</b> 39, 44, 46, 50, 52, 56, 60, 61, 64, 72, 73, 74, 75, 76, 78, 80, 84, 85, 86, 88	<b>Student Book:</b> 153, 161, 172, 176, 179, 182, 187, 208, 210  <b>Teacher's Guide:</b> 93, 98, 104, 106, 108, 110, 11, 121, 122
11 & 12	1.9	Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	<b>Student Book:</b> 26  <b>Teacher's Guide:</b> 38	<b>Student Book:</b> 27, 33-35  <b>Teacher's Guide:</b> 41, 42	<b>Student Book:</b> 57-61  <b>Teacher's Guide:</b> 53-55
11 & 12	1.10	Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78, 92  <b>Teacher's Guide:</b> 63, 70
		<b>Substrand: Analysis and Evaluation of Oral and Media Communications</b>			
11 & 12	1.11	Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.	<b>Student Book:</b> 24  <b>Teacher's Guide:</b> 37	<b>Student Book:</b> 25, 36, 53-61  <b>Teacher's Guide:</b> 43, 52-55	<b>Student Book:</b> 66-80  <b>Teacher's Guide:</b> 58-64

			PUBLISHER CITATIONS*		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery
11 & 12	1.12	Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).	<b>Student Book:</b> 57 <b>Teacher's Guide:</b> 53	<b>Student Book:</b> 58-61 <b>Teacher's Guide:</b> 54, 55	<b>Student Book:</b> 66-68 <b>Teacher's Guide:</b> 58
11 & 12	1.13	Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.	<b>Student Book:</b> 57 <b>Teacher's Guide:</b> 53	<b>Student Book:</b> 58-61 <b>Teacher's Guide:</b> 54, 55	<b>Student Book:</b> 66-68 <b>Teacher's Guide:</b> 58
11 & 12	1.14	Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").	<b>Student Book:</b> 78 <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78 <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78, 92 <b>Teacher's Guide:</b> 63, 70
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:</b>			
11 & 12	2.1	Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.	<b>Student Book:</b> 13 <b>Teacher's Guide:</b> 31	<b>Student Book:</b> 14, 18-20, 22-23 <b>Teacher's Guide:</b> 34, 36	<b>Student Book:</b> 31-32, 34-35 <b>Teacher's Guide:</b> 40, 42

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<b>Grade</b>	<b>Standard #</b>	<b>Text of Standard</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
11 & 12	2.2	Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources.	<b>Student Book:</b> 21  <b>Teacher's Guide:</b> 35	<b>Student Book:</b> 22-25, 34-35  <b>Teacher's Guide:</b> 36-37, 42	<b>Student Book:</b> 57-61, 64-65  <b>Teacher's Guide:</b> 53-55, 57
11 & 12	2.3	Deliver oral responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	<b>Student Book:</b> 9  <b>Teacher's Guide:</b> 29	<b>Student Book:</b> 15-16, 36, 48-56, 64-68  <b>Teacher's Guide:</b> 32, 43, 50, 51, 52, 57, 58	<b>Student Book:</b> 69-80, 81-92  <b>Teacher's Guide:</b> 60, 61, 62, 63, 64, 66, 67, 68, 69, 70
11 & 12	2.4	Deliver multimedia presentations: a. 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. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78  <b>Teacher's Guide:</b> 63	<b>Student Book:</b> 78, 92  <b>Teacher's Guide:</b> 63, 70

			<b>PUBLISHER CITATIONS*</b>		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery
11 & 12	2.5	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 (e.g., Hamlet's soliloquy "To Be or Not to Be").	<b>Student Book:</b> 11, 19, 64, 70, 72, 75, 77, 79, 82, 84, 88, 90-91, 134, 156, 158, 160, 162, 166, 168, 170, 173, 178, 180, 182, 185, 192, 194, 196, 198  <b>Teacher's Guide:</b> 30, 34, 57, 60, 61, 63, 64, 66, 67, 69, 70, 86, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117	<b>Student Book:</b> 13-14, 20, 65, 71, 73-74, 76, 78, 80-81, 83, 85, 87, 89, 157, 159, 161, 166-167, 169, 171-172, 179, 181, 183-184, 193, 197  <b>Teacher's Guide:</b> 31, 34, 57, 60, 61, 62, 63, 64, 65, 68, 69, 96, 97, 98, 102, 103, 104, 108, 110, 114, 116	<b>Student Book:</b> 11, 19, 64, 70, 72, 75, 77, 79, 82, 84, 88, 90-91, 134, 156, 158, 160, 162, 166, 168, 170, 173, 178, 180, 182, 185, 192, 194, 196, 198  <b>Teacher's Guide:</b> 30, 34, 57, 60, 61, 63, 64, 66, 67, 69, 70, 86, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):