

**ENGLISH LANGUAGE ARTS  
SCOPE AND SEQUENCE  
CLYDE HIGH SCHOOL  
ENGLISH II**

**Ongoing TEKS**

(1) **Writing/purposes.** The student writes in a variety of forms, including **business, personal, literary, and persuasive texts**, for various audiences and purposes. The student is expected to:

(A) **write in a variety of forms with an emphasis on persuasive forms** such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

(B) **write in a voice and a style** appropriate to audience and purpose;  
and

(C) **organize** ideas in writing to ensure **coherence, logical progression, and support for ideas.**

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to:

(B) **develop drafts** both alone and collaboratively **by organizing** and **reorganizing** content and **by refining style** to suit occasion, audience, and purpose;

(C) **proofread** writing for appropriateness of organization, content, style, and conventions;

3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(D) **produce error-free** writing in the final draft.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) **evaluate** writing for both mechanics and content; and

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) **expand vocabulary** through wide reading, listening, and discussing;

(B) **rely on context to determine** meanings of words and phrases such as **figurative language, idioms, multiple meaning words, and technical vocabulary**;

(C) **apply** meanings of **prefixes, roots, and suffixes** in order to comprehend;

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(A) **establish a purpose for reading** such as to discover, interpret, and enjoy;

(B) draw upon his/her own background to provide **connection with texts**;

(C) **monitor his/her own reading strategies** and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(G) **draw inferences** such as **conclusions, generalizations, and predictions** and support them with text evidence and experience;

(I) **read silently** with comprehension for a sustained period of time.

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(A) **read to be entertained, to appreciate** a writer's craft, **to be informed, to take action, and to discover** models to use in his/her own writing;

(B) **read in varied sources** such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

B) **compare** text events with his/her own and other readers' experiences.

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

(A) **respond to informational and aesthetic elements in texts** such as discussions, journals, oral interpretations, and enactments;

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(F) **understand literary forms and terms** such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(14) **Listening/speaking/critical listening.** The student listens attentively for a variety of purposes. The student is expected to:

(B) **engage** in critical, empathic, appreciative, and reflective listening.

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(A) **listen and respond** appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;

(16) **Listening/speaking/purposes.** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) **use** the conventions of oral language effectively;

(B) **use** informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task

### **1<sup>st</sup> Six Weeks**

Short Stories

Author Studies

Vocabulary

Literary Terms

Journal Writing

Outside Reading

Book Report

## Grammar

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) **produce legible work** that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(4) **Writing/inquiry/research.** The student uses writing as a tool for learning. The student is expected to:

(E) **use** writing as a study tool to clarify and remember information;

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(D) **research word origins** as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) **use reference material** such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(F) **produce summaries** of texts by identifying main ideas and their supporting details;

(H) **use study strategies** such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(C) **read world literature**, including classic and contemporary works; and

(D) **interpret** the possible influences of the historical context on a literary work.

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) **recognize** distinctive and shared characteristics of cultures through reading; and

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) **compare and contrast** varying aspects of texts such as themes, conflicts, and allusions;

(B) **analyze** relevance of setting and time frame to text's meaning;

(C) **describe and analyze** the development of plot and identify conflicts and how they are addressed and resolved;

(D) **analyze** the melodies of literary language, including its use of evocative words and rhythms;

(E) **connect literature** to historical contexts, current events, and his/her own experiences; and

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(B) **identify and analyze** the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(16) **Listening/speaking/purposes.** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to

(F) **make relevant contributions** in conversations and discussions.

(19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to:

(B) **analyze** relationships, ideas, and cultures as represented in various media; and

## **2nd Six Weeks**

## The Giver

- Job Assignments/Letters
- Rules Story
- Compare/Contrast (Thinking Maps)
- Character Traits
- Vocabulary
- Poster
- Inference
- Memory Essay

Grammar  
LRC Books with notation  
Journal

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to:

(A) **use prewriting strategies** to generate ideas, develop voice, and plan;

(D) **refine** selected pieces frequently to publish for general and specific audiences; and

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) **produce legible work** that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) **demonstrate control over grammatical elements** such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) **compose increasingly more involved sentences** that contain gerunds, participles, and infinitives in their various functions; and

(4) **Writing/inquiry/research.** The student uses writing as a tool for learning. The student is expected to:

(F) **compile written ideas and representations** into reports, summaries, or other formats and draw conclusions; and

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(D) **research word origins** as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) **use reference material** such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) discriminate between connotative and denotative meanings and **interpret** the connotative power of words; and

(G) read and understand analogies.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(D) **construct images** such as graphic organizers based on text descriptions and text structures;

(E) **analyze text structures** such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;

(H) **use study strategies** such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(C) **read world literature**, including classic and contemporary works; and

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) **recognize** distinctive and shared characteristics of cultures through reading; and

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

(C) **compare** reviews of literature, film, and performance with his/her own responses.

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

- (A) **compare and contrast** varying aspects of texts such as themes, conflicts, and allusions;
- (B) **analyze** relevance of setting and time frame to text's meaning;
- (C) **describe and analyze** the development of plot and **identify** conflicts and how they are addressed and resolved;
- (D) **analyze** the melodies of literary language, including its use of evocative words and rhythms;
- (E) **connect literature** to historical contexts, current events, and his/her own experiences; and

(16) **Listening/speaking/purposes.** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

- (F) **make relevant contributions** in conversations and discussions.

(17) **Listening/speaking/presentations.** The student prepares and presents informative and persuasive messages. The student is expected to:

- (C) **use appropriate appeals** to support claims and arguments;

(18) **Listening/speaking/literary interpretations.** The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

- (A) **make valid interpretations** of a variety of literary texts;
- (C) **present interpretations** by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

### **3rd Six Weeks**

MLA Style Writing

Source cards

Note cards  
Plagiarism video/notes  
Grammar  
Journal

2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to:

- (A) **use prewriting strategies** to generate ideas, develop voice, and plan;
- (D) **refine** selected pieces frequently to publish for general and specific audiences; and
- (E) **use technology** for aspects of **creating, revising, editing, and publishing texts.**

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

- (A) **produce legible work** that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
- (B) **demonstrate control over grammatical elements** such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
- (C) **compose increasingly more involved sentences** that contain gerunds, participles, and infinitives in their various functions; and

(4) **Writing/inquiry/research.** The student uses writing as a tool for learning. The student is expected to:

- (A) **use writing** to formulate questions, refine topics, and clarify ideas;
- (B) **use writing** to discover, organize, and support what is known and what needs to be learned about a topic;
- (C) **compile information** from primary and secondary sources in systematic ways using available technology;
- (D) **represent information** in a variety of ways such as graphics, conceptual maps, and learning logs;

- (E) **use writing** as a study tool to clarify and remember information;
- (G) **analyze strategies** that writers in different fields use to compose.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to:

- (B) **respond productively** to peer review of his/her own work.

7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

- (F) **produce summaries** of texts by identifying **main ideas** and their **supporting details**;

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to: (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

- (C) **recognize** logical, deceptive, and/or faulty modes of persuasion in texts.

(13) **Reading/inquiry/research.** The student reads in order to research self-selected and assigned topics. The student is expected to:

- (A) **generate** relevant, interesting, and researchable questions;
- (B) **locate** appropriate print and non-print information using text and technical resources, including databases and the Internet;
- (C) **use text organizers** such as overviews, headings, and graphic features to locate and categorize information;
- (D) **produce reports and research projects** in varying forms for audiences; and
- (E) **draw conclusions** from information gathered.

(14) **Listening/speaking/critical listening.** The student listens attentively for a variety of purposes. The student is expected to:

- (A) **focus attention, interpret, respond, and evaluate** speaker's message; and

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(C) **evaluate** informative and persuasive presentations of peers, public figures, and media presentations;

(19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to:

(C) **distinguish** the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

#### **4th Six Weeks**

Middle Ages/King Arthur

Notes

Shield Project

Biography of Arthur video

P-O-V writing

Open Ended Questions (TAKS strategies)

Monty Python-Farce

Context Clues

Anachronism

Antigone

class performance

John Steinbeck (Pictures/Essays)

Persuasive Writing

Journal

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to:

(A) **use prewriting strategies** to generate ideas, develop voice, and plan;

(D) **refine selected pieces** frequently to publish for general and specific audiences; and

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) **produce legible work** that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) **demonstrate control over grammatical elements** such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) **compose increasingly more involved sentences** that contain gerunds, participles, and infinitives in their various functions; and

(4) **Writing/inquiry/research.** The student uses writing as a tool for learning. The student is expected to:

(A) **use writing to formulate** questions, **refine** topics, and **clarify** ideas;

(B) **use writing to discover, organize, and support** what is known and what needs to be learned about a topic;

(C) **compile information** from primary and secondary sources in systematic ways **using available technology**;

(E) **use writing** as a study tool to **clarify** and remember information;

(F) **compile** written ideas and representations into **reports, summaries, or other formats and draw conclusions**

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to:

(B) **respond** productively to peer review of his/her own work.

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(E) **use reference material** such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) **discriminate between connotative and denotative meanings** and **interpret** the connotative power of words; and

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(F) **produce summaries** of texts by **identifying main ideas** and their **supporting details**;

(H) **use study strategies** such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(C) **read world literature**, including classic and contemporary works; and

(D) **interpret** the possible influences of the historical context on a literary work.

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) **recognize** distinctive and shared characteristics of cultures through reading;

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

(B) **use elements of text to defend** his/her own responses and interpretations; and

(C) **compare** reviews of literature, film, and performance with his/her own responses.

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) **compare and contrast** varying aspects of texts such as themes, conflicts, and allusions;

(B) **analyze** relevance of setting and time frame to text's meaning;

(C) **describe and analyze** the development of **plot** and **identify conflicts** and how they are addressed and resolved;

(E) **connect literature** to historical contexts, current events, and his/her own experiences; and

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) **analyze** the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(C) **recognize** logical, deceptive, and/or faulty modes of persuasion in texts.

(13) **Reading/inquiry/research.** The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) **generate** relevant, interesting, and researchable questions;

(C) **use text organizers** such as overviews, headings, and graphic features to locate and categorize information;

(D) **produce** reports and research projects in varying forms for audiences; and

(E) **draw conclusions** from information gathered.

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(C) **evaluate** informative and persuasive presentations of peers, public figures, and media presentations;

(16) **Listening/speaking/purposes.** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(F) **make relevant contributions** in conversations and discussions.

(17) **Listening/speaking/presentations.** The student prepares and presents informative and persuasive messages. The student is expected to:

(A) **present** and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) **choose** valid proofs from reliable sources **to support claims**;

(C) **use appropriate appeals to support** claims and arguments;

(D) **use language and rhetorical strategies** skillfully in informative and persuasive messages;

(E) **use effective nonverbal strategies** such as pitch and tone of voice, posture, and eye contact; and

(F) **make** informed, accurate, truthful, and ethical **presentations**.

(20) **Viewing/representing/analysis**. The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) **investigate the source** of a media presentation or production such as who made it and why it was made;

(C) **evaluate and critique the persuasive techniques** of media messages such as glittering generalities, logical fallacies, and symbols;

## **5th Six Weeks**

Frankenstein

Vocabulary

Projects

Character Analysis

Journal

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(E) **use reference material** such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) **discriminate between connotative and denotative meanings** and **interpret** the connotative power of words; and

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(E) **analyze text structures** such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;

(H) **use study strategies** such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(C) **read world literature**, including classic and contemporary works; and

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) **recognize** distinctive and shared characteristics of cultures through reading; and

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

(B) **use elements of text to defend** his/her own responses and interpretations; and

(C) **compare** reviews of literature, film, and performance with his/her own responses.

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) **compare and contrast** varying aspects of texts such as themes, conflicts, and allusions;

(B) **analyze** relevance of setting and time frame to text's meaning;

(C) **describe and analyze** the development of plot and identify conflicts and how they are addressed and resolved;

(D) **analyze** the melodies of literary language, including its use of evocative words and rhythms;

(E) **connect literature** to historical contexts, current events, and his/her own experiences; and

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) **analyze** the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) **evaluate** the credibility of information sources, including how the writer's motivation may affect that credibility; and

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(D) **evaluate** artistic performances of peers, public presenters, and media presentations; and

(E) **use feedback** to evaluate his/her own effectiveness and set goals for future presentations.

(18) **Listening/speaking/literary interpretations.** The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

- (A) **make valid interpretations** of a variety of literary texts;
- (B) **justify** the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and
- (C) **present interpretations** by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(21) **Viewing/representing/production.** The student produces visual representations that communicate with others. The student is expected to:

- (A) **examine** the effect of media on constructing his/her own perception of reality;
- (B) **use a variety of forms and technologies** such as videos, photographs, and web pages to communicate specific messages;
- (C) **use a range of techniques to plan and create** a media text and reflect critically on the work produced;
- (D) **create** media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and

**6th Six Weeks**

Shakespeare  
Julius Caesar  
Vocabulary  
Journal

(4) **Writing/inquiry/research.** The student uses writing as a tool for learning. The student is expected to:

(E) **use writing as a study tool** to clarify and remember information;

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(G) **read and understand** analogies.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(H) **use study strategies** such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(C) **read world literature**, including classic and contemporary works; and

(D) **interpret** the possible influences of the historical context on a literary work.

(9) **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) **recognize** distinctive and shared characteristics of cultures through reading;

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) **compare and contrast** varying aspects of texts such as themes, conflicts, and allusions;

(B) **analyze** relevance of setting and time frame to text's meaning;

(C) **describe and analyze** the development of plot and identify conflicts and how they are addressed and resolved;

(D) **analyze** the melodies of literary language, including its use of evocative words and rhythms;

(E) **connect literature** to historical contexts, current events, and his/her own experiences; and

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) **analyze** the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(C) **recognize** logical, deceptive, and/or faulty modes of persuasion in texts.

(14) **Listening/speaking/critical listening.** The student listens attentively for a variety of purposes. The student is expected to:

(A) **focus attention, interpret, respond, and evaluate** speaker's message; and

(15) **Listening/speaking/evaluation.** The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(B) **identify and analyze** the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(E) **use feedback to evaluate** his/her own effectiveness and set goals for future presentations.

(16) **Listening/speaking/purposes.** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(C) **use appropriate appeals to support** claims and arguments;

(D) **use language and rhetorical strategies** skillfully in informative and persuasive messages;

(E) **use effective nonverbal strategies** such as pitch and tone of voice, posture, and eye contact; and

(17) **Listening/speaking/presentations.** The student prepares and presents informative and persuasive messages. The student is expected to:

(F) **make** informed, accurate, truthful, and ethical **presentations.**

(19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to:

(A) **describe** how meanings are communicated through elements of design such as shape, line, color, and texture;

(C) **distinguish the purposes** of various media forms such as informative texts, entertaining texts, and advertisements.

(20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations. The student is expected to:

(B) **deconstruct media to get the main idea** of the message's content;

(C) **evaluate and critique** the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) **recognize** how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) **recognize genres** such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and

(F) **compare, contrast, and critique** various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) **Viewing/representing/production.** The student produces visual representations that communicate with others. The student is expected to:

(B) **use a variety of forms and technologies** such as videos, photographs, and web pages to communicate specific messages;

(C) **use a range of techniques** to plan and create a media text and reflect critically on the work produced;

(E) **create, present, test, and revise** a project and **analyze** a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.