CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
ENGLISH 12 AP
(English Literature and Composition)

Course Number	5044
Department	English
Prerequisite	English 11 or English 11 AP and teacher recommendation
Length of Course	Two (2) semesters/One (1) year
Grade Level	12
Credit	5 units per semester/10 total units - English
Repeatable	Not repeatable for credit
UC/CSU	Meets "b" English requirement
Board Approved	November 6, 2008

Description of Course - This is an advanced English course at college freshman level designed for the student working above grade level who is university bound. In addition to being an honors level course, it also prepares students to gain college credit through the Advanced Placement (AP) Exam. The AP English Literature and Composition Exam employs multiple-choice questions that test the student's critical reading of selected passages. But the exam also requires writing as a direct measure of the student's ability to read and interpret literature and to use other forms of discourse effectively. Course content is dictated by College Board's Advanced Placement requirements and by District and state standards which includes elements of British and world literature.

The course includes intensive study of representative works from various genres and periods. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how the meaning is embodied in literary form. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies.

Writing is heavily emphasized, encompassing essays, research papers, the writing domains specified in the District Writing Portfolio, and especially the study of the artistic use of language of increasing complexity. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. The writing in this course involves extended discourse in which students develop an argument or present an analysis at length. To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. Other areas covered include vocabulary development, listening and speaking activities, and further improvement of library and research study skills.

Student Selection - Admission to an AP course should depend on the student interest in the subject as well as on such formal credentials as an outstanding record of academic performance. Many highly motivated students with less-than-outstanding records have successfully completed AP courses and have obtained college credit, advanced placement, or both, through an AP Examination.

Curricular requirements:
- The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

- The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:
  - Structure, style, and themes
  - The social and historical values it reflects and embodies
  - Such elements as the use of figurative language, imagery, symbolism, and tone

- The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:
  - Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
  - Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
  - Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

- The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:
  - A wide-ranging vocabulary used appropriately and effectively
  - A variety of sentence structures, including appropriate use of subordination and coordination
  - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
  - A balance of generalization and specific, illustrative detail
  - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Rationale for Course- The skills outlined in the district's Standards and Objectives for the twelfth grade level are necessary components to create communication-literate students who will continue to thrive in post-high school education and the work force.

Reading
Standard 1 - Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development

1.1 Objective: Trace the etymology of significant terms, including those used in the social sciences.

    1.1.1 Performance Indicator: Given a word from a literary text, students will write a paper discussing the etymology of the word and its effect on the text.

1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terms.

    1.2.1 Performance Indicator: Given a list of roots and affixes, students will examine an author's text, changing the affixes to key roots, and write a brief paper discussing any changes in meaning.

    1.2.2 Performance Indicator: Given a list of roots and affixes, students will write a short paper, with each revision changing the affixes to key roots, and discuss how the changes affect the text.

1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms and other confusing word pairs).

    1.3.1 Performance Indicator: Given diction from a text, students will discuss/write about the words and their impact on meaning.

    1.3.2 Performance Indicator: Given student drafts, students will collaboratively examine papers for correctly used word relationships.

Standard 2 - Reading Comprehension (focus on informational materials): Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in *Recommended Readings in Literature, Grades Nine through Twelve* (1990). 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.

2.1   Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, platforms) and how authors use the features and devices.

    2.1.1   Performance Indicator: Given several selections from various genres, students will evaluate the rhetorical patterns specific to each genre.

    2.1.2   Performance Indicator: Given a sample of expository writing, students will determine the effect of the writer's use of rhetorical features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2   Objective: Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text.

    2.2.1   Performance Indicator: Given complex passages of similar thematic content, students will indicate the organizational patterns used and discuss how the various patterns impact meaning.

    2.2.2   Performance Indicator: Given complex passages of similar thematic content, students will indicate the patterns of syntax and diction used and discuss how the various patterns impact meaning.

2.3   Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g., essays, biographies, memoirs, consumers, workplaces, and public documents).

    2.3.1   Performance Indicator: Given a text, students will summarize the main points.

    2.3.2   Performance Indicator: Given a text, students will use outside materials to verify its accuracy.

2.4   Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.

    2.4.1   Performance Indicator: Given a text, students will extract appropriate quotations to support their assertions regarding significant elements.

    2.4.2   Performance Indicator: Given a text, students will identify the point(s) of view and indicate the patterns and motifs employed to achieve that perspective.

2.5   Objective: Analyze an author's implicit and explicit philosophical assumption and beliefs about a subject.

2.5.1   Performance Indicator: Given a text, students will examine the author's world (cultural, geographical, biographical, etc.) and explain how it influences the writer.

2.5.2   Performance Indicator: Given two texts from the same era, students will analyze how the philosophic underpinnings of both texts are indicative of that time period.

Expository Critique

2.6   Objective: Critique the power, validity, and truthfulness in the logic of arguments in documents, the texts' appeal to audiences both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, and appeal to pathos/emotions).

2.6.1   Performance Indicator: Given a document such as Sir Francis Bacon's "Of Studies" or Jonathan Swift's "A Modest Proposal," students will recognize the logical content of arguments presented and evaluate its effectiveness.

2.6.2   Performance Indicator: Given a text, students will analyze how a text is adapted to fit an audience.

Standard 3 - Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature, particularly British literature. They conduct in-depth analysis of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in *Recommended Readings in Literature, Grades Nine through Twelve* (1990).

Structural Features of Literature

3.1   Objective: Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, drama, novel, short story, essay, and other basic genres.

3.1.1   Performance Indicator: Given a variety of passages from different genres, students will analyze the author's use of sub-genres to create meaning.

3.1.2   Performance Indicator: Given a poem, students will identify poetic elements and analyze how those elements support the theme.

Narrative Analysis of Grade-Level-Appropriate Text

3.2   Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.2.1   Performance Indicator: Given a text, students will connect themes to issues in their own worlds and/or themes in other texts.

3.2.2   Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in expository writing (essays/logs) that exemplifies the textual themes.

3.3   Objective: Analyze how irony, tone, mood, style, and "sound" of language are used to achieve specific rhetorical and/or aesthetic purposes.

3.3.1   Performance Indicator: Given a text, students will analyze, using quotes and examples, the author's use of tone to achieve an aesthetic purpose.

3.3.2   Performance Indicator: Given a text, students will analyze, using quotes and examples, stylistic elements and their relationship to meaning and aesthetics.

3.4   Objective: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.4.1   Performance Indicator: Given a poem, students will evaluate how poetic elements are used in the work and their connection to emotion.

3.5   Objective: Analyze recognized works of British or world literature representing a variety of genres and traditions in order to: (1) trace the development of British literature; (2) compare and contrast the major periods, themes, styles, and trends, and/or describe how works by members of different cultures relate to one another in each period; and (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.5.1   Performance Indicator: Given several literary periods, students will tract the evolution of the sonnet as a sub-genre.

3.5.2   Performance Indicator: Given Ben Johnson's *Bartholomew Faire,* students will discuss how England's social anxieties directly related to the development of Jacobean city comedies.

3.6   Objective: Analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and/or religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.6.1   Performance Indicator: Given several texts representing different cultures, students will compare and contrast the author's use of mythic elements.

3.6.2 Performance Indicator: Given various critical approaches to literature, students will investigate how archetypes and myths are appropriated by the theories (e.g., Feminist, Freudian, etc).

3.7   Objective: Analyze recognized works of world literature from a variety of authors, in order to: (1) contrast the major literary forms and techniques and the characteristics of the major literary periods; (2) relate literary works and authors to major themes and issues of their eras; and (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.7.1 Performance Indicator: Given a text, students will analyze the cultural context and its impact on the development of character, plot, setting, and especially meaning.

3.7.2 Performance Indicator: Given a literary era, students will analyze why specific literary forms predominated (e.g., the novel in the 18th century, poetry in the early 19th period, etc.).

Literary Criticism

3.8   Objective: Analyze a selection of literary works or essays from a variety of critical approaches.

3.8.1 Performance Indicator: Given a literary approach, students will interpret a text from that viewpoint.

3.8.2 Performance Indicator: Given a selection, students will interpret it from two or more literary approaches.

Writing

Standard 1 - Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

1.1   Objective: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.

1.1.1 Performance Indicator: Given a topic, students will adjust tone, vocabulary, and methods to appeal to a variety of readers.

1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating the appropriate elements of a given essay form.

1.2   Objective: Use point of view, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.

     1.2.1   Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.

1.3   Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.

     1.3.1   Performance Indicator: Given a topic, students will write a paper, which presents a position using integrated and tangible examples.

     1.3.2   Performance Indicator: Given a completed draft, students will revise their work, focusing on the unity and coherence of their argument.

1.4   Objective: Enhance meaning by employing a variety of 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.

     1.4.1   Performance Indicator: Given a topic, students will write a paper that incorporates effective stylistic devices.

     1.4.2   Performance Indicator: Given a completed paper, students will critique the use of rhetorical devices and make appropriate changes to their text.

1.5   Objective: Use language in natural, fresh, and vivid ways to create a specific tone.

     1.5.1   Performance Indicator: Given a log of various writing styles, students will imitate and adapt those styles as a means of developing their own personal writing styles.

     1.5.2   Performance Indicator: Given a student paper, students will recognize and eliminate bombast and verbosity.

Research and Technology

1.6   Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, electronics sources).

     1.6.1   Performance Indicator: Given a theme, students will collect relevant data from a variety of non-print sources and create a presentation for audiences beyond the classroom.

1.6.2   Performance Indicator: Given access to Internet sources, students will collect materials relevant to works of literature.

1.7   Objective: Use systematic strategies to organize and record information.

1.7.1   Performance Indicator: Given dialectical journals, students will logically organize their responses to the work.

1.7.2   Performance Indicator: Given a research topic, students will evaluate their sources via an annotated bibliography.

1.7.3   Performance Indicator: Given a report, students will integrate databases, graphics, and spreadsheets into word-processed documents.

Revising and Evaluating Strategies

1.8   Objective: Revise writing to improve the style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

1.8.1   Performance Indicator: Given a completed draft, students will engage in peer revision using a rubric.

1.8.2   Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.

Standard 2 - Writing Applications (genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.1   Objective: Write responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas in works or passages and/or their relevance beyond the text; (2) analyze the use of imagery, language, universal themes and/or unique aspects of text; (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works; (4) demonstrate an understanding of the author's use of stylistic devices and the effects created; and (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

2.1.1   Performance Indicator: Given a text, students will write an expository essay analyzing the perceived ambiguities, nuances, and complexities within a character.

2.1.2 Performance Indicator: Given a variety of sources, students will write an essay using integrated quotations to support their thesis.

2.2 Objective: Write reflective compositions that: (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition); (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.

2.2.1 Performance Indicator: Using their own writing portfolio, students will write an essay reflecting on their changing writing skills.

2.2.2 Performance Indicator: Given a college application essay, students will revise their text to fully integrate a strong, clear significance with their concretely narrated details.

2.3 Objective: Deliver multimedia presentations that: (1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, Internet, computer media-generated images); (2) select an appropriate medium for each element of the presentation; (3) use selected media skillfully; and (4) test audience response and revise the presentation accordingly.

2.3.1 Performance Indicator: Given a topic, students will deliver presentations utilizing a variety of integrated media sources.

2.3.2 Performance Indicator: Given feedback on a group presentation, students will revise in accordance with audience response.

Written and Oral English Language Conventions

Standard 1 - Written and Oral English Language Conventions: Students write and speak with a command of Standard English conventions.

Manuscript Form

1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.

1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.

1.1.2 Performance Indicator: Given a topic, students will write a paper that demonstrates control of grammar, paragraph and sentence structure, diction, and usage.

1.2   Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.

    1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.

Listening and Speaking

Standard 1 - Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension

1.1   Objective: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).

    1.1.1 Performance Indicator: Given examples from commercial art (e.g., billboards, video spots, etc.), students will identify methods of persuasion, how those methods are employed, and analyze their effectiveness. Students will then connect their analyses to literature read in class (e.g., Jonathan Swift's "A Modest Proposal").

    1.1.2 Performance Indicator: Given examples of persuasive techniques used in a text, students will create their own presentations that demonstrate their understanding of idea manipulation.

1.2   Objective: Interpret and evaluate the various ways in which events are presented and how information is communicated by visual image makers (e.g., graphic artists, documentary film makers, illustrators, news photographers).

    1.2.1 Performance Indicator: Given several film versions of scenes from *Hamlet*, students will compare how each director chose images to interpret the play and find textual support for those interpretations.

    1.2.2 Performance Indicator: Given an illustrated poem by William Blake, students will discuss how the image ties to and interprets the text. Students will also analyze the poetic elements mirrored in the illustrations.

Organization and Delivery of Oral Communication

1.3   Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

        1.3.1   Performance Indicator: Given Winston Churchill's "Speeches, May 19, 1940," students will analyze the rhetorical and figurative techniques present and use such techniques in an oral presentation of their findings.

        1.3.2   Performance Indicator: Given several soliloquies from Shakespeare's *Hamlet,* students will analyze Hamlet's character traits and the rhetorical and narrative techniques used to create that characterization.

1.4   Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

        1.4.1   Performance Indicator: Given a soliloquy or passage from a play (e.g., *Hamlet* or *Oedipus Rex*), students will analyze the tone and purpose and the appeals employed in creating both.

1.5   Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

        1.5.1   Performance Indicator: Given a speech, students will practice with a peer who will critique the delivery based on a rubric.

        1.5.2   Performance Indicator: Given student presentations, students will self-assess and adopt appropriate rehearsal strategies in order to improve each presentation's delivery and effectiveness.

1.6   Objective: Use effective and interesting language, including informal usage for effect, Standard English for clarity, and/or technical language for specificity.

        1.6.1   Performance Indicator: Given a topic, students will create and deliver a speech employing Standard English.

        1.6.2   Performance Indicator: Given an informal or formal presentation, students will use vocabulary appropriate for a college preparatory student and avoid colloquialisms and slang.

1.7   Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

        1.7.1   Performance Indicator: Given an oral analysis of literature and a rubric, students will critique a peer's performance.

1.7.2 Performance Indicator: Given a speech or presentation and a rubric, students will self-assess their performance and include their assessment as part of their portfolio evaluation.

1.8 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

1.8.1 Performance Indicator: Given a presentation and rubric, students will include visual and sound effects and critique the use of such effects.

1.8.2 Performance Indicator: Given a literary era, students will use music and visual effects to analyze the philosophy behind the period.

Analysis and Evaluation or Oral and Media Communications

1.9 Objective: 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.

1.9.1 Performance Indicator: Given a standard rubric, students will self-assess the effectiveness of their speech in terms of appropriate use of diction and syntax for purpose and audience. This self-assessment will then become part of their portfolio evaluation.

1.9.2 Performance Indicator: Given a performance of a play, students will discuss how the text's connotation impacted the actor's portrayal of a character, and ultimately the meaning of the work.

1.10 Objective: Analyze types of persuasive speeches and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and evidence.

1.10.1 Performance Indicator: Given a political speech (e.g., Winston Churchill's "Speeches, May 19, 1940"), students will analyze the elements of persuasion present and evaluate how the rhetoric impacts meaning.

1.10.2 Performance Indicator: Given a rubric on organization, use of language, and evidence, students will critique a debate panel's delivery on a critical interpretation of a text.

Standard 2 - 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 English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1   Objective: Deliver reflective presentations that: (1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion); (2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life; and (3) maintain a balance between describing the incident and relating it to more general, abstract ideas.

     2.1.1   Performance Indicator: Given a portfolio reflection, students will deliver to peers a brief speech about their growth as a writer, incorporating appropriate evidence and significance. The group will offer suggestions on how the speaker can continue to develop the skills reflected upon in the portfolio.

     2.1.2   Performance Indicator: Given a topic, students will use appropriate rhetorical strategies in a reflective speech that incorporates an abstract idea about a specific literary work and/or period.

2.2   Objective: Deliver oral responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas of works or passages and/or their relevance beyond the text; (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies; (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works; (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created; and (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

     2.2.1   Performance Indicator: Given a literary selection, students, in a class discussion, will deliver informal oral responses that demonstrate understanding of significant ideas and awareness of an author's techniques, and support key ideas through accurate and detailed references.

     2.2.2   Performance Indicator: Given a literary selection, students will analyze and discuss the nuances and complexities of the text, identify possible reasons for the ambiguities, and support their assertions with specific references to the work.

     2.2.3   Performance Indicator: Given a literary selection, students will interpret the text's key ideas, using accurate and detailed references to the selection.

2.3   Objective: Deliver multimedia presentations that: (1) 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; (2) select an appropriate medium for each element of the presentation; (3) use the selected media skillfully, editing appropriately and monitoring for quality; and (4) test the audience's response and revise the presentation accordingly.

2.3.1 Performance Indicator: Given a text, students will present the underlying philosophy of the author using examples from primary sources and a combination of print and non-print media.

2.3.2 Performance Indicator: Given a literary period, students will present the underlying philosophy of that era using examples from literature and a combination of print and non-print media.

2.4 Objective: 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").

2.4.1 Performance Indicator: Given a passage from British literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.