

## *Communication Arts:*

Grade Level: 12

### **Content Standards**

**Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.**

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
<b>1.1</b>	<b>A. Given a communication scenario, analyze the complex relationship of the components of the communication process and evaluate their impact on the effectiveness of the communication</b>	<b>Impact</b>
<b>1.2</b>	<b>A. In specific career and/or college ready situations such as job and/or admissions interviews, adapt verbal and nonverbal communication techniques to match the protocol appropriate to topic, audience and purpose B. In specific career and/or college ready situations such as job and/or admissions interviews, adapt verbal and nonverbal communication techniques to effectively enhance messages C. Demonstrate understanding of a variety of communication environments and adjust verbal and nonverbal techniques accordingly</b>	
<b>1.3</b>	<b>A. In specific career and/or college preparatory situations such as job and/or admissions interviews, adapt listening techniques to match the protocol appropriate to topic,</b>	

	<p>audience and purpose</p> <p><b>B. In specific career and/or college preparatory situations such as job and/or admissions interviews, adapt listening techniques to effectively enhance communication</b></p> <p><b>C. Demonstrate understanding of the various purposes for listening (aesthetic, informational, critical, empathic) and adjust listening techniques to appropriately match the purpose for listening</b></p> <p><b>D. Use critical listening strategies effectively (e.g., analysis of a speaker's assumptions, evidence, rhetorical strategies, points of emphasis.)</b></p> <p><b>E. Use empathic listening strategies effectively</b></p>	
<p><b>1.4</b></p>	<p><b>A. Select and appropriately adjust topics that convey a clear and distinct perspective and account for alternative or opposing perspectives (counterclaims) in ways that fit the audience, purpose, format and occasion of a speech</b></p> <p><b>B. Choose an appropriate organizational strategy that fits the type of presentation, the audience, and the occasion for the speech</b></p> <p><b>C. Select and use credible sources (relevant, current, authoritative, corroborative and checked for bias) as supporting materials</b></p> <p><b>D. Prepare and give college and career focused informative and special</b></p>	<p><b>Counterclaims, authoritative</b></p>

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**occasion speeches using  
impromptu and  
extemporaneous delivery**

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1.5	<p><b>A. Adapt communication to audience – public, group and interpersonal</b></p> <p><b>B. Adapt communication to setting – small groups, classroom, school</b></p> <p><b>C. Adapt communication to purpose – discuss, inform, persuade or special occasions</b></p>	
1.6	<p><b>A. Evaluate verbal and nonverbal responses of others and adjust communication to stimulate a thoughtful, well-reasoned exchange of ideas</b></p> <p><b>B. Synthesize comments, claims and evidence presented orally, resolve contradictions when possible, and determine when further research or fact-checking is required</b></p> <p><b>C. Evaluate the occasion and purpose of a listening situation and adjust response behaviors to accommodate the level of specificity needed</b></p>	Fact-checking
1.7	<p><b>A. Apply and reflect on the use of appropriate strategies to listen to the stories from different cultures including Montana American Indians</b></p> <p><b>B. Analyze how oral traditions currently shape cultures, including Montana American Indians, and influence individuals</b></p>	
1.8	<p><b>A. Analyze the legal and ethical issues of speeches and the potential consequences for both speaker and listener</b></p>	

**Communication Arts Content Standard 2 Reading— Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.**

Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1 select and apply knowledge of syntax clues, word origins, roots and affixes, and context to decode unknown words	A. Benchmark addressed in 11 <sup>th</sup> grade	
2.2 expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources	A. Benchmark addressed in 11 <sup>th</sup> grade	
2.3 adjust fluency based on purpose, complexity, and technical content	A. Benchmark addressed in 11 <sup>th</sup> grade	
2.4 recognize when comprehension breaks down, select strategy to self correct and evaluate effectiveness of the selected strategy	A. Benchmark addressed in 11 <sup>th</sup> grade	
2.5 recognize the need for background knowledge and research to enhance comprehension	A. Utilize background knowledge and research to enhance comprehension	
2.6 make, revise, and justify predictions	A. Make, revise and justify predictions about classroom text	
2.7 generate and answer complex literal, inferential, evaluative, and interpretive questions	<p>A. Generate and answer complex literal questions</p> <p>B. Use all prior knowledge to generate and answer inferential questions across texts</p> <p>C. Generate and answer interpretive questions across multiple texts</p> <p>D. Generate and answer</p>	Evaluative, interpretive, inferential

	<p><b>evaluative questions about text</b></p>	
<p><b>2.8 recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions</b></p>	<p><b>A. Recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions</b></p>	
<p><b>2.9 summarize text by determining main idea and analyzing essential and non-essential supporting details</b></p>	<p><b>A. Recognize and analyze why some supporting details are essential and other are non-essential across multiple texts</b></p> <p><b>B. Use main ideas and essential details to summarize text</b></p>	
<p><b>2.10 make and justify complex inferences within and among multiple texts and/or forms of media</b></p>	<p><b>A. Make complex inferences within and among multiple texts and/or forms of media</b></p> <p><b>B. Use all background knowledge and/or textual clues to justify inferences within and among multiple texts and/or forms of media</b></p>	
<p><b>2.11 analyze and evaluate relevant text features of multiple forms of media to enhance comprehension</b></p>	<p><b>A. Analyze relevant text features of multiple forms of media to enhance comprehension</b></p> <p><b>B. Evaluate relevant text features from multiple forms of media</b></p>	
<p><b>2.12 evaluate and compare the effectiveness of organizational structures within and across complex texts</b></p>	<p><b>A. Evaluate the effectiveness of organizational structures within and across complex texts</b></p> <p><b>B. Compare the effectiveness of organizational structures within and across complex texts</b></p> <p><b>C. Critique how cultural differences affect the organizational structures of text</b></p>	
<p><b>2.13 compare and contrast information, draw</b></p>	<p><b>A. Compare and contrast information to draw</b></p>	

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**conclusions and synthesize ideas within and across texts to synthesize information and draw conclusions**

**conclusions within and across increasingly complex texts**  
**B. Compare and contrast information to synthesize ideas within and across increasingly complex texts**  
**C. Synthesize information from a variety of texts and media to draw conclusions**

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**2.14 critique author’s purpose, point of view, bias, language use, and credibility to deepen understanding within and across culturally diverse texts, including those by and about Montana American Indians**

**A. Critique author’s purpose, point of view and language use to deepen understanding within and across increasingly complex diverse texts, including those by and about Montana American Indians**  
**B. Critique author’s bias and credibility to deepen understanding within and across increasingly complex diverse texts, including those by and about Montana American Indians**

**2.15 set goals and evaluate reading progress**

**A. Set goals for reading progress independently**  
**B. Evaluate the effectiveness of personal reading goals independently**

**Standard: Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.**

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
<b>3.1 analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers</b>	<b>A. Analyze the ways in which authors develop literacy elements to impact works and readers</b>	<b>Setting, plot, character, conflict, Point of view, mood, tone, theme</b>
<b>3.2 evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers</b>	<b>A. Evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works</b> <b>B. Evaluate how diction, figurative language, imagery, detail, organization and style impact reader</b>	<b>Diction, figurative language, imagery, detail, organization, style</b>
<b>3.3 analyze and define the characteristics of literary genres and evaluate the</b>	<b>A. Define the characteristics of literacy genres</b> <b>B. Analyze the</b>	<b>Genre</b>

effect of genres on readers	characteristics of literacy genres	
3.4 evaluate how literature reflects a society, including literature by and about Montana American Indians	C. Evaluate the effect of genres or readers and the reading experience	
3.5 analyze diverse literature to compare common human experiences among time periods, literary movements, places, and cultures, including Montana American Indians	A. Evaluate how literature reflects a society, including literature by and about Montana American Indians	Literary movements (e.g., Modernism, Classicism, Romanticism)
	A. Analyze diverse literature to compare common human experiences among time periods B. Analyze diverse literature to compare common human experiences among literary movements C. Analyze diverse literature to compare common human experiences among places and cultures, including Montana American Indians	
3.6 create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature	A. Create critical responses as a result of engaging with literature B. Support critical responses as a result of engaging with literature C. Create emotive responses as a result of engaging with literature D. Support emotive responses as a result of engaging with literature	Emotive

**Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.**

Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1 evaluate how techniques and technologies influence the meaning and effectiveness of the media messages	A. View media messages presented in a variety of technologies B. Identify techniques and technologies used in media	

	<p>messages</p> <p><b>C. Evaluate how techniques and technologies influence meaning in media messages</b></p> <p><b>D. Evaluate how techniques and technologies influence effectiveness of media messages</b></p>	
<b>4.2 evaluate the credibility of the sources of media messages</b>	<b>A. Evaluate the credibility of the sources of media messages</b>	
<b>4.3 evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians</b>	<b>A. Evaluate the impact of fact, fiction, opinion, bias, and stereotypes in media messages on diverse groups of people</b>	
<b>4.4 apply knowledge and evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages</b>	<p><b>A. Apply knowledge of norms, rules, laws and etiquette in the use and creation of media messages</b></p> <p><b>B. Evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages</b></p>	
<b>4.5 evaluate the inherent consequences to individuals and societies in the use and creation of media messages</b>	<p><b>A. Evaluate the inherent consequences to individuals in the use and creation of media messages</b></p> <p><b>B. Evaluate the inherent consequences to societies in the use and creation of media messages</b></p>	
<b>4.6 create and evaluate media messages for a variety of audiences and purposes</b>	<p><b>A. Create media messages for a variety of audiences and purposes</b></p> <p><b>B. Evaluate media messages for a variety of audiences and purposes</b></p> <p><b>C. Evaluate created messages for appropriateness and effectiveness</b></p>	
<b>4.7 analyze the embedded values and evaluate the</b>	<b>A. Analyze the embedded values in media messages</b>	

<p><b>media’s role in shaping perceptions of reality for individuals, cultures, and societies</b></p>	<p><b>B. Evaluate media’s role in shaping perceptions of reality for individuals</b></p> <p><b>C. Analyze the embedded values and evaluate the media’s role in shaping perceptions of reality for cultures</b></p> <p><b>D. Analyze the embedded values and evaluate the media’s role in shaping perceptions of reality for societies</b></p>	
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**Standard: Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.**

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
<p><b>5.1 apply the steps of the writing process to develop, evaluate, and refine writing</b></p>	<p><b>A. Apply the steps of the writing process to produce complex, sophisticated arguments, informative/explanatory and narrative/creative works</b></p>	
<p><b>5.2 independently select topics and generate complex thesis statements that indicate the writer’s purpose for writing</b></p>	<p><b>A. Develop a complex thesis statement that illuminates the significance of the topic and clarifies the scope and purpose of the writing</b></p>	
<p><b>5.3 generate, develop and elaborate upon main ideas using relevant and specific supporting details</b></p>	<p><b>A. Develop a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations and other information and examples appropriate to the audience’s knowledge of the topic</b></p> <p><b>B. Use a variety of techniques to develop characters, events and settings in narrative writing</b></p> <p><b>C. Develop claims and counterclaims offering authoritative support for each and providing justification for the advocated position</b></p>	
<p><b>5.4 organize writing using a</b></p>	<p><b>A. Develop an effective</b></p>	

<p><b>logical progression of ideas and transitions to effectively convey the relationships among them</b></p>	<p><b>introduction</b></p> <p><b>B. Create an organization that logically sequences ideas so that each element builds on that which precedes it to build a unified whole</b></p> <p><b>C. Purposefully select and use transitions effectively convey relationships and move the reader through the writing</b></p> <p><b>D. Develop an effective conclusion that articulates the implications and significance of the topic</b></p>	
<p><b>5.5 demonstrate knowledge of language choices and their impact on writing by showing purposeful control of voice, sentence fluency, and word choice</b></p>	<p><b>A. Use figurative language (e.g. Metaphor, simile, analogy) and domain-specific language and phrases appropriately</b></p> <p><b>B. Use a variety of sentence structures to control meaning and impact of writing</b></p> <p><b>C. Intentionally adjust voice for purpose and audience</b></p>	
<p><b>5.6 apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form</b></p>	<p><b>A. Write legibly</b></p> <p><b>B. Apply conventions of standard written English</b></p> <p><b>C. Spell correctly</b></p> <p><b>D. Use parallel structure</b></p> <p><b>E. Use a variety of types of sentences</b></p> <p><b>F. Use punctuation appropriately and for effect</b></p> <p><b>G. Consult references (e.g. dictionaries, usage guides) to resolve usage questions</b></p> <p><b>H. Understand that conventions can change over time</b></p>	
<p><b>5.7 articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing</b></p>	<p><b>A. Articulate purpose and audience of writing task</b></p> <p><b>B. Select and use appropriate format and tone for writing task</b></p> <p><b>C. Evaluate effectiveness of format and tone for desired purpose and audience</b></p>	

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**D. Write with sensitivity to the cultural background of the audience (including Montana American Indians)**

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**5.8 write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre**

- A. Evaluate own and others forms/genres/modes choices for effectiveness**
- B. Write effective argument, informative/explanatory and narrative/creative texts in a variety of forms**
- C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences**

**5.9 compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus**

- A. Compose a variety of complex and sophisticated written works**
- B. Maintain a specific focus throughout the work**
- C. Use advanced organizational strategies to maintain focus and direct reader to desired conclusions**

**5.10 use information problem solving process to effectively synthesize information to research a topic**

- A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem**
  - B. Narrow or broaden the research question when appropriate**
  - C. Gather relevant information from multiple print and digital sources using advanced searches effectively**
  - D. Assess the strength and weakness of each source in terms of the task, purpose and audience**
  - E. Determine the credibility of sources.**
  - F. Quote or paraphrase the data and conclusions of others and cite following standard citation**
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	<p>format, avoiding over-reliance on any one source</p> <p><b>G. Integrate information into the text selectively to maintain the flow of ideas</b></p> <p><b>H. Share results of the research with others</b></p>	
<p><b>5.11 follow copyright laws and fair use guidelines when using the intellectual property of others, including that of Montana American Indians, and appropriately credit ideas and words of others</b></p>	<p><b>A. Follow all appropriate legal guidelines regarding intellectual property</b></p> <p><b>B. Use information legally and respectfully, including that of Montana American Indians</b></p> <p><b>C. Appropriately credit ideas and words of others using standard citation and bibliographic formats</b></p>	
<p><b>5.12 set goals, seek feedback and evaluate writing progress</b></p>	<p><b>A. Independently set thoughtful and appropriate goals</b></p> <p><b>B. Seek feedback for appropriateness of goals</b></p> <p><b>C. Independently monitor progress toward goals</b></p> <p><b>D. Continually evaluate goals and progress toward goals</b></p>	
<p><b>5.13 select and use forms of writing to clarify thought, to extend learning, and to reflect on experience</b></p>	<p><b>A. Purposefully choose writing-to-learn activities appropriate to the learning goal and the complexity of the material</b></p> <p><b>B. Write to clarify and check comprehension of new ideas, to make connections between ideas, and to examine and extend learning</b></p> <p><b>C. Use writing activities to reflect upon personal experiences and the learning process</b></p>	