

**Standard A:** Reading: Comprehending, appreciating, and analyzing literature and informational texts through a Catholic lens

<b>DIOCESAN REQUIREMENTS</b>	<b>LOCAL LEVEL SCHOOL ELEMENTS</b>				
<b>CATHOLIC FAITH STANDARDS</b>	Estimated % Proficient	Grade Level of Targeted Proficiency			
		9	10	11	12
At the end of 12 <sup>th</sup> Grade, students will:					
<ul style="list-style-type: none"> <li>Articulate a knowledge of the doctrine of the Catholic church as a support for being Catholic as they analyze, interpret, discuss and acquire information from multiple literary and informational sources.</li> </ul>					
<ul style="list-style-type: none"> <li>Read, interpret and apply Sacred Scripture to various literary sources.</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the teachings of the Catholic Church to issues/themes found in various literary works in order to make stronger moral decisions.</li> </ul>					
<ul style="list-style-type: none"> <li>Evaluate the message communicated by a writer using standards of consistency, validity, and reliability drawn from the Catholic tradition.</li> </ul>					

<b>RESOURCES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>The Bible</li> <li>Catechism of the Catholic Church</li> <li>USCCB &amp; Vatican Websites</li> <li>Diocesan Religion Curriculum</li> </ul> <p><b>Literary:</b></p> <ul style="list-style-type: none"> <li>Novels, poetry, and short stories of the American, English, and continental canon.</li> </ul> <p><b>Informational:</b></p> <ul style="list-style-type: none"> <li>Speeches, biographies, historical documents, and contemporary nonfiction.</li> </ul>	<p><b>ACT/PSAT Measured Skills:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Infer a main idea or purpose in poems and prose.</li> <li>Analyze the approach taken by an author or narrator after determining the point of view based on the evidence used to convey the point of view.</li> <li>Discern which details support important points in passages.</li> <li>Identify cause and effect relationships.</li> <li>Identify clear relationships between characters and ideas.</li> <li>Draw generalizations and conclusions about people and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Infer meaning from words in their literary and historical context.</li> <li>Cite textual evidence to support interpretation of narrative, symbol, or exposition.</li> <li>Distinguish between literal and intended meaning in satire, irony, and burlesque.</li> <li>Decipher multiple layers of meaning in allegory.</li> <li>Evaluate the effectiveness of rhetoric and structure in fiction and exposition.</li> <li>Analyze reasoning and historical context in foundational documents of civilization.</li> </ul>
<p><b>Local Resources:</b></p> <ul style="list-style-type: none"> <li>Building level content maps/standards</li> <li>Textbooks and ancillary materials</li> </ul>	<p><b>Locally Developed or Adopted Assessments:</b></p> <ul style="list-style-type: none"> <li>Written responses to reading clips.</li> <li>Paraphrases and explications of complex passages.</li> </ul>	

Grade(s) 9-12

Subject: English

Standard B: Writing: Utilizing the writing process to support Catholic ideals and values.

<b>DIOCESAN REQUIREMENTS</b>
<b>CATHOLIC FAITH STANDARDS</b>
At the end of 12 <sup>th</sup> Grade, students will:
<ul style="list-style-type: none"> <li>• Compose analytical, reflective, and creative writing that conveys knowledge, experience, insights and opinions reflecting a Catholic point of view.</li> </ul>
<ul style="list-style-type: none"> <li>• Defend Catholic points of view on individual, community, national and world issues reflected in literary and non-literary texts.</li> </ul>
<ul style="list-style-type: none"> <li>• Edit and proofread writing collaboratively in an atmosphere of precision, compassion, service, and humility.</li> </ul>

<b>LOCAL LEVEL SCHOOL ELEMENTS</b>					
Estimated % Proficient	Grade Level of Targeted Proficiency				
	9	10	11	12	Assessment

<b>RESOURCES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catechism of the Catholic Church</li> <li>• USCCB &amp; Vatican Websites</li> <li>• Diocesan Religion Curriculum</li> </ul> <p><b>Literary:</b></p> <ul style="list-style-type: none"> <li>• Writing Style Manuals</li> <li>• Masterpieces of Literature</li> </ul> <p><b>Informational:</b></p> <ul style="list-style-type: none"> <li>• Grammar Texts</li> </ul>	<p><b>ACT/PSAT Measured Skills:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use paragraphs to organize an argument logically through a progression of ideas with supporting evidence.</li> <li>• Use appropriate transitional words and phrases.</li> <li>• Create an introduction that establishes context.</li> <li>• Use conclusion to develop critical implications of a thesis.</li> <li>• Show adequate use of language to communicate by correctly employing the conventions of standard English grammar, usage, and mechanics; appropriate vocabulary; and multiple sentence structures to vary pace.</li> <li>• Formulate a thesis that establishes focus on a topic.</li> <li>• Develop general and specific ideas by using reasons, details, and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish the significance of claims distinguishing from alternative claims and countering opposing claims.</li> <li>• Maintain a formal style and tone within the conventions of a discipline.</li> <li>• Manage the complexity of topics by using domain-specific vocabulary, metaphor, and analogy.</li> <li>• Use narrative techniques to develop character.</li> <li>• Create vivid descriptions of character and setting.</li> <li>• Conduct sustained research project using quality sources.</li> </ul>
<p><b>Local Resources:</b></p> <ul style="list-style-type: none"> <li>• Building level content maps/standards</li> <li>• MLA or APA format models</li> <li>• Dictionaries and Thesauri</li> </ul>	<p><b>Locally Developed or Adopted Assessments:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing</li> <li>• COGS or other Rubric</li> </ul>	

Grade(s) 9-12

Subject: English

Standard C: Oral Language: Speaking to God’s people with clarity and respect.

<b>DIOCESAN REQUIREMENTS</b>
<b>CATHOLIC FAITH STANDARDS</b>
At the end of 12 <sup>th</sup> Grade, students will:
<ul style="list-style-type: none"> <li>• Articulate a knowledge of Catholic Church doctrine as they analyze, interpret, discuss and acquire information.</li> <li>• Apply the teachings of the Catholic Church to issues/themes in order to develop stronger moral positions.</li> <li>• Offer and accept feedback in a respectful manner and which is supportive of our innate human dignity.</li> </ul>

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<b>RESOURCES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catechism of the Catholic Church</li> <li>• USCCB &amp; Vatican Websites</li> <li>• Diocesan Religion Curriculum</li> </ul> <p><b>Literary:</b></p> <ul style="list-style-type: none"> <li>• Historically acclaimed oratories</li> </ul> <p><b>Informational:</b></p> <ul style="list-style-type: none"> <li>• Catholic Radio</li> <li>• News magazines</li> </ul>	<p><b>ACT/PSAT Measured Skills:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Pronounce words correctly, articulating phonemes clearly.</li> <li>• Effectively use gestures and facial expression to amplify the significance of language.</li> <li>• Organize coherent arguments, avoiding fallacies and citing appropriate evidence.</li> <li>• Create a positive first impression and leave the audience with a succinct summary of the message.</li> <li>• Observe principles of proxemics &amp; kinesics in dialogues and group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Express perspectives persuasively in conversation and collaborative discussions.</li> <li>• Pose and respond to questions that probe reasoning and evidence.</li> <li>• Integrate and evaluate information presented in diverse media.</li> <li>• Evaluate rhetorical performance of others by considering tone, reasoning, use of evidence, and point of view.</li> <li>• Use digital media and visual displays of data to enhance understanding.</li> <li>• Demonstrate command of formal English.</li> </ul>
<p><b>Local Resources:</b></p> <ul style="list-style-type: none"> <li>• Building level content maps/standards</li> <li>• Textbooks and ancillary materials</li> </ul>	<p><b>Locally Developed or Adopted Assessments:</b></p> <ul style="list-style-type: none"> <li>• Speech Rubrics</li> <li>• Wisconsin Forensics Association Evaluation Sheets</li> </ul>	

Grade(s) 9-12

Subject: English

Standard D: Cultural Conventions: Understanding the expression and meaning of God’s gift of language.

<b>DIOCESAN REQUIREMENTS</b>
<b>CATHOLIC FAITH STANDARDS</b>
At the end of 12 <sup>th</sup> Grade, students will:
<ul style="list-style-type: none"> <li>• Draw inferences about values, attitudes and points of view by analyzing a writer’s or speaker’s use of English.</li> <li>• Understand specific formal and informal language conventions for effectively communicating Catholic ideals to various audiences (Catholic apologetics).</li> <li>• Contrast language clusters that digress from Christian usage (e.g. “pro-choice”).</li> </ul>

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<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catechism of the Catholic Church</li> <li>• USCCB &amp; Vatican websites</li> <li>• Diocesan Religion Curriculum</li> </ul> <p><b>Literary:</b></p> <ul style="list-style-type: none"> <li>• World Languages &amp; Literatures</li> </ul> <p><b>Informational:</b></p> <ul style="list-style-type: none"> <li>• Encyclopedias &amp; Databases</li> </ul>	<p><b>ACT/PSAT Measured Skills:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use conventions of grammar, usage, and mechanics.</li> <li>• Recognize conventions of language, genre, and culture to draw conclusions about people, events, and ideas.</li> <li>• Determine precise meaning of context-dependent words and phrases by locating English expression in history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the central ideas of a primary or secondary source.</li> <li>• Evaluate explanations for action and connotation in a text.</li> <li>• Assess conflicting claims about major historical or biographical events.</li> <li>• Draw evidence from literary and historical texts to support research.</li> <li>• Conduct sustained research projects, synthesizing multiple sources while remaining true to the intended meanings of texts.</li> </ul>
<p><b>Local Resources:</b></p> <ul style="list-style-type: none"> <li>• Comparative Religion Texts</li> <li>• Cultural Geography Texts</li> <li>• Building level content maps/standards</li> </ul>	<p><b>Locally Developed or Adopted Assessments:</b></p> <ul style="list-style-type: none"> <li>• Global Literacy Rubrics?</li> </ul>	

Grade(s) 9-12

Subject: English

Standard E: Media and Technology: Utilizing and appraising the tools that distribute God’s message to the world.

<b>DIOCESAN REQUIREMENTS</b>
<b>CATHOLIC FAITH STANDARDS</b>
At the end of 12 <sup>th</sup> Grade, students will:
<ul style="list-style-type: none"> <li>• Analyze and evaluate the accuracy of messages presented in various modes of media in the light of Catholic teaching.</li> <li>• Utilize computer technology in their work in a spirit of honesty, integrity, and justice.</li> <li>• Develop various media products to bring God’s message to the community.</li> <li>• Develop a personal standard for choosing media based on Catholic values.</li> </ul>

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	9	10	11	12	Assessment

<b>RESOURCES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<b>Religious:</b> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catechism of the Catholic Church</li> <li>• USCCB and Vatican websites</li> <li>• Diocesan Religion curriculum</li> </ul> <b>Informational:</b> <ul style="list-style-type: none"> <li>• Databases &amp; search engines.</li> </ul>	<b>ACT/PSAT Measured Skills:</b> Not applicable	None Available
<b>Local Resources:</b> <ul style="list-style-type: none"> <li>• Building level content maps/standards/texts</li> </ul>	<b>Locally Developed or Adopted Assessments:</b> <ul style="list-style-type: none"> <li>• Proficiency Assessments</li> <li>• Rubrics for assessment of powerpoint, publication, web design, audio, and video projects.</li> </ul>	

Grade(s) 9-12

Subject: English

Standard F: Research and Inquiry: Investigating God’s creation and presenting conclusions clearly and intelligently

<b>DIOCESAN REQUIREMENTS</b>
<b>CATHOLIC FAITH STANDARDS</b>
At the end of 12 <sup>th</sup> Grade, students will:
<ul style="list-style-type: none"> <li>• Use research tools to find pertinent information that accurately aligns with Catholic doctrine.</li> <li>• Produce a reasoned report drawn from a variety of sources including those representing Catholic thought accurately.</li> <li>• Distinguish between Christian and non-Christian perspectives of an issue.</li> </ul>

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<b>RESOURCES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catechism of the Catholic Church</li> <li>• USCCB and Vatican websites</li> <li>• Diocesan Religion curriculum</li> </ul> <p><b>Literary:</b></p> <ul style="list-style-type: none"> <li>• Primary texts of literature and philosophy.</li> </ul> <p><b>Informational:</b></p> <ul style="list-style-type: none"> <li>• Historical documents</li> <li>• Secondary sources</li> </ul>	<p><b>ACT/PSAT Measured Skills:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Draw complex or subtle conclusions from multiple passages about character, personality, psychology, and idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate research question or problem based on relevant preliminary research.</li> <li>• Narrow or broaden scope of inquiry.</li> <li>• Gather, compare, and organize relevant information from print and digital sources.</li> <li>• Establish a thesis.</li> <li>• Paraphrase and cite to avoid plagiarism.</li> <li>• Maintain flow of ideas and clarity while integrating information and advancing argument selectively.</li> <li>• Produce final document maintaining conventions of research paper.</li> </ul>
<p><b>Local Resources:</b></p> <ul style="list-style-type: none"> <li>• Building level content maps/standards/texts.</li> <li>• MLA/APA style handbooks</li> <li>• Research flow charts</li> </ul>	<p><b>Locally Developed or Adopted Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer Editing Rubrics</li> <li>• Writing Rubrics</li> </ul>	