

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

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

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 Speeches, biographies, historical documents, and contemporary nonfiction.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

Grade(s) 9-12

Subject: English

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

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

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

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

Grade(s) 9-12

Subject: English

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

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

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

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

Grade(s) 9-12

Subject: English

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

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

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

Grade(s) 9-12

Subject: English

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

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

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

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

Grade(s) 9-12

Subject: English

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

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

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

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