

Curriculum Correlation Chart

Viewpoints 12 and Reference Points

English Language Arts 12

(English Language Arts 11 and 12 Integrated Resource Package)

Curriculum Correlation Chart

Comprehend and Respond (Strategies and Skills)			
It is expected that students will develop repertoires of skills and strategies to use as they anticipate, predict, and confirm meaning while reading, viewing, and listening.			
Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> use and evaluate a wide variety of strategies before, during, and after reading, viewing, and listening for different purposes 	<p>p. 142, # 1; p. 163, # 3; p. 204, # 1; p. 223, # 2; p. 241, # 2; p. 255, # 1; p. 256, # 1, #2; p. 321, # 1; p. 330, # 1; p. 364, # 1; p. 370, # 1; p. 404, # 1; p. 429, # 2; p. 480, # 2; p. 502, # 1; p. 510, # 1; p. 547, # 1; p. 559, # 1; p. 571, # 2; p. 600, # 1; p. 611, # 2; p. 655, # 1.</p>	<p>p. 4, # 1; p. 10, # 1, #2, #3; p. 22, # 1, #3; p. 24, # 2; p. 27, # 1; p. 29, # 1; p. 34, # 1; p. 38, # 2, #3; p. 44, # 1; p. 54, # 1; p. 64, # 1; p. 66, # 1; p. 68, # 1, #2; p. 71, # 4; p. 77, # 5; p. 80, # 1; p. 84, # 2; p. 86, # 2; p. 89, # 1, #3; p. 94, # 1, #4; p. 96, # 1, #2; p. 104, # 1; p. 106, # 1; p. 115, # 1, #4; p. 117, # 1, #4, #5; p. 122, # 1, #4, #5; p. 127, # 3; p. 131, # 3; p. 133, # 3; p. 139, # 1; p. 145, # 2; p. 146, # 3; p. 147, # 2; p. 152, # 1; p. 157, # 3; p. 159, # 1; p. 165, # 2; p. 170, # 1; p. 174, # 1; p. 181, # 1, #3; p. 192, # 1; p. 207, # 1, #3; p. 213, # 2; p. 215, # 1; p. 220, # 2; p. 223, # 2; p. 227, # 3; p. 229, # 3; p. 232, # 2; p. 235, # 1; p. 236, # 1; p. 237, # 1.</p>	<p>pp. 16–19, 49–59</p>
<ul style="list-style-type: none"> describe and evaluate a variety of strategies for locating information in print and electronic resources, including mass media 	<p>p. 163, # 3; p. 262, # 3; p. 299, # 3; p. 322, # 3; p. 451, # 1; p. 488, # 2; p. 517, # 1; p. 611, # 3.</p>	<p>p. 12, # 5; p. 27, # 5; p. 45, # 2; p. 84, # 4; p. 115, # 5; p. 124, # 1; p. 133, # 1; p. 143, # 3; p. 172, # 5; p. 177, # 5; p. 229, # 2; p. 237, # 3.</p>	<p>pp. 41–48, 87–90, 309–310</p>
<ul style="list-style-type: none"> describe what they already know about and experiences they have had with specific topics 	<p>p. 118, # 1; p. 299, # 1; p. 312, # 3; p. 344, # 1; p. 348, # 1; p. 362, # 1; p. 364, # 1; p. 392, # 1; p. 572, # 1.</p>	<p>p. 7, # 1; p. 10, # 1; p. 12, # 1; p. 14, # 1; p. 22, # 1; p. 24, # 1; p. 31, # 1; p. 36, # 1; p. 42, # 1; p. 45, # 1; p. 48, # 1; p. 54, # 1; p. 57, # 1, #2; p. 62, # 1; p. 68, # 1; p. 71, # 1; p. 75, # 1; p. 77, # 1; p. 82, # 1; p. 84, # 1; p. 89, # 1; p. 92, # 1; p. 94, # 1; p. 96, # 1; p. 98, # 1, #3; p. 100, # 1; p. 104, # 1; p. 108, # 2; p. 117, # 1; p. 131, # 2; p. 133, # 1; p. 137, # 1; p. 155, # 1; p. 159, # 1; p. 165, # 1; p. 168, # 1; p. 183, # 1; p. 185, # 1; p. 189, # 1; p. 200, # 1; p. 203, # 1; p. 207, # 1; p. 209, # 1; p. 213, # 1; p. 215, # 1; p. 225, # 1; p. 229, # 1, #2; p. 236, # 1.</p>	<p>pp. 6–7, 16–19, 50–52, 103–113</p>
<ul style="list-style-type: none"> use efficient strategies for recording, organizing, and storing information that they read, hear, or view 	<p>p. 163, # 2; p. 241, # 2; p. 271, # 2; p. 305, # 2; p. 362, # 2; p. 380, # 1; p. 429, # 2; p. 475, # 1; p. 529, # 2; p. 611, # 2, #4; p. 655, # 1; p. 700, # 1.</p>	<p>p. 10, # 3; p. 27, # 5; p. 44, # 3; p. 45, # 3; p. 46, # 1; p. 54, # 2, #5; p. 57, # 2; p. 62, # 4; p. 71, # 2; p. 73, # 2; p. 96, # 2; p. 122, # 1; p. 143, # 1; p. 157, # 2; p. 159, # 5; p. 170, # 3; p. 172, # 5; p. 174, # 5; p. 177, # 5; p. 183, # 5; p. 185, # 4; p. 196, # 1; p. 220, # 2; p. 227, # 3; p. 236, # 2; p. 237, # 3.</p>	<p>pp. 21–25, 33–35, 60–61, 93–94</p>

<ul style="list-style-type: none"> describe and apply a variety of literary devices and techniques to create particular effects, including figurative language, symbolism, parody, and irony 	<p>p. 35, # 2; p. 45, # 2; p. 117, # 2; p. 149, # 2; p. 163, # 2; p. 193, # 2; p. 204, # 1; p. 208, # 1, #2; p. 228, # 2; p. 282, # 1, #2; p. 312, # 2; p. 322, # 2; p. 326, # 1; p. 392, # 2; p. 480, # 2; p. 483, # 2; p. 491, # 2; p. 493, # 1; p. 510, # 2; p. 514, # 2; p. 517, # 2; p. 523, # 2; p. 529, # 1; p. 538, # 2; p. 541, # 2; p. 547, # 2; p. 572, # 1, #2; p. 600, # 2; p. 611, # 2; p. 655, # 4.</p>	<p>p. 4, # 1; p. 12, # 2, #3; p. 20, # 2; p. 31, # 3; p. 34, # 3; p. 38, # 1; p. 42, # 3; p. 46, # 2, #3; p. 47, # 1, #2; p. 57, # 3, #4; p. 59, # 1; p. 64, # 4; p. 71, # 3; p. 82, # 2; p. 84, # 3; p. 86, # 1, #2; p. 92, # 2; p. 98, # 1, #3; p. 102, # 1; p. 108, # 2; p. 144, # 2; p. 146, # 2; p. 155, # 2; p. 161, # 4; p. 163, # 3, #4; p. 168, # 2; p. 170, # 2; p. 177, # 2; p. 179, # 3; p. 185, # 2; p. 189, # 3; p. 196, # 4; p. 198, # 4; p. 200, # 3; p. 203, # 4; p. 205, # 2; p. 209, # 3; p. 211, # 3; p. 213, # 3; p. 238, # 1.</p>	<p>pp. 112, 129, 136–137, 150–151, 158–159, 163–168, 171–172, 176–179, 179–182, 204, 248–250</p>
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Comprehend and Respond (Comprehension)

It is expected that students will demonstrate their understanding of written, oral, and visual communications.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> paraphrase the main ideas, events, or themes in a variety of sophisticated literary, technical, and informational communications 	<p>p. 34, # 1; p. 58, # 1; p. 95, # 1; p. 117, # 1; p. 153, # 2; p. 161, # 1; p. 163, # 1; p. 193, # 3; p. 215, # 1; p. 222, # 1; p. 228, # 1; p. 271, # 1; p. 278, # 2; p. 293, # 1, #2; p. 326, # 3; p. 335, # 1; p. 344, # 1, #3; p. 353, # 1; p. 480, # 1; p. 483, # 1; p. 491, # 1; p. 502, # 1; p. 514, # 2; p. 517, # 1, #2; p. 523, # 1; p. 538, # 1; p. 547, # 1; p. 600, # 1; p. 603, # 1; p. 611, # 1, #2.</p>	<p>p. 7, # 3; p. 17, # 2; p. 27, # 2; p. 31, # 2; p. 40, # 2; p. 44, # 2; p. 46, # 2; p. 47, # 2; p. 62, # 3; p. 66, # 1, #5; p. 68, # 2; p. 73, # 1, #3; p. 75, # 2; p. 80, # 2, #4; p. 84, # 2; p. 94, # 2; p. 98, # 2; p. 100, # 1, #2; p. 104, # 3; p. 106, # 1; p. 115, # 3; p. 117, # 5; p. 142, # 1; p. 143, # 1; p. 145, # 1; p. 147, # 1; p. 155, # 3; p. 159, # 2, #3; p. 163, # 1, #2; p. 174, # 1; p. 181, # 1, #2; p. 187, # 1; p. 189, # 2; p. 198, # 2; p. 200, # 2; p. 203, # 2, #5; p. 205, # 3; p. 207, # 2; p. 209, # 2; p. 215, # 3; p. 223, # 2; p. 235, # 1; p. 236, # 2; p. 237, # 2; p. 239, # 1.</p>	<p>pp. 25–32</p>
<ul style="list-style-type: none"> develop coherent and plausible interpretations of sophisticated or abstract materials 	<p>p. 35, # 2; p. 45, # 1, #2; p. 60, # 1; p. 73, # 2; p. 141, # 2; p. 142, # 2; p. 153, # 2; p. 163, # 1, #2; p. 193, # 3; p. 223, # 3; p. 255, # 1; p. 293, # 2; p. 305, # 1; p. 335, # 1, #2; p. 366, # 1; p. 368, # 1; p. 389, # 1, #2; p. 483, # 2; p. 488, # 2; p. 498, # 2; p. 502, # 1; p. 520, # 1; p. 526, # 1; p. 538, # 1; p. 559, # 2; p. 571, # 1; p. 611, # 1, #2; p. 633, # 1, #2; p. 649, # 1; p. 654, # 1; p. 655, # 2, #3; p. 700, # 2, #3, #4.</p>	<p>p. 4, # 2, #3; p. 7, # 2; p. 12, # 2; p. 20, # 4; p. 31, # 2; p. 34, # 2; p. 38, # 2; p. 40, # 4; p. 42, # 2, #5; p. 44, # 3; p. 46, # 1; p. 48, # 3; p. 54, # 5; p. 59, # 4; p. 62, # 2; p. 64, # 2; p. 73, # 1, #3; p. 75, # 2, #3; p. 77, # 2; p. 80, # 1, #5; p. 82, # 2; p. 86, # 3; p. 92, # 3; p. 100, # 1; p. 104, # 2; p. 108, # 3; p. 115, # 3; p. 117, # 3, #4; p. 124, # 2; p. 127, # 1; p. 129, # 1; p. 133, # 2; p. 138, # 1; p. 143, # 2; p. 159, # 2; p. 163, # 5; p. 165, # 5; p. 168, # 3; p. 172, # 4; p. 174, # 2; p. 183, # 5; p. 194, # 2; p. 200, # 4; p. 205, # 3; p. 211, # 2; p. 215, # 5; p. 225, # 2; p. 227, # 2, #4; p. 235, # 3; p. 238, # 2; p. 239, # 1.</p>	<p>pp. 51–59, 74–80</p>

<ul style="list-style-type: none"> interpret and synthesize information from more than one source to develop and explain positions 	<p>p. 193, # 1, #2, #4; p. 204, # 2, #3; p. 299, # 3; p. 353, # 3; p. 404, # 2; p. 429, # 3; p. 475, # 1; p. 517, # 1, #2; p. 544, # 1, #2; p. 559, # 2; p. 611, # 2, #3; p. 700, # 1, #4.</p>	<p>p. 4, # 3; p. 7, # 5; p. 14, # 2; p. 17, # 3; p. 22, # 4; p. 54, # 5; p. 68, # 3; p. 75, # 3; p. 77, # 5; p. 80, # 2; p. 98, # 5; p. 112, # 2; p. 115, # 1; p. 124, # 2; p. 127, # 1; p. 131, # 1, #5; p. 133, # 4; p. 137, # 3; p. 161, # 2; p. 183, # 4.</p>	<p>pp. 87–102</p>
<ul style="list-style-type: none"> interpret ambiguities in written, oral, or visual works and support their interpretation with evidence from that work 	<p>p. 46, # 2; p. 86, # 2; p. 136, # 1; p. 141, # 1; p. 153, # 1; p. 163, # 1, #3; p. 484, # 2; p. 514, # 1; p. 520, # 2; p. 538, # 2; p. 541, # 1, # 2; p. 544, # 1; p. 552, # 1; p. 569, # 1; p. 571, # 1; p. 655, # 2, #3; p. 700, # 3.</p>	<p>p. 4, # 3; p. 7, # 2, #4; p. 14, # 2; p. 17, # 2; p. 29, # 2; p. 31, # 3; p. 34, # 4; p. 47, # 2; p. 59, # 3, #4; p. 62, # 2; p. 68, # 3; p. 75, # 2, #4; p. 80, # 1, #3; p. 94, # 2; p. 112, # 2; p. 122, # 5; p. 138, # 1; p. 143, # 2; p. 168, # 3; p. 172, # 4; p. 177, # 3; p. 183, # 3; p. 192, # 2; p. 205, # 1; p. 235, # 3.</p>	<p>pp. 51–59, 74–80</p>
<ul style="list-style-type: none"> interpret details of, and draw conclusions from, information presented in a variety of specialized and complex print, graphic, and electronic formats 	<p>p. 208, # 1; p. 215, # 1; p. 223, # 2; p. 235, # 1; p. 241, # 3; p. 380, # 1; p. 429, # 2, #3, #4; p. 475, # 1; p. 611, # 3; p. 634, # 1; p. 640, # 1; p. 700, # 1.</p>	<p>p. 14, # 3; p. 38, # 1; p. 40, # 1; p. 45, # 3; p. 54, # 5; p. 64, # 3, #4; p. 75, # 2; p. 119, # 2; p. 239, # 2.</p>	<p>pp. 74–80, 87–102, 213–271</p>

Comprehend and Respond (Engagement and Personal Response)

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> demonstrate a willingness to reread selections and materials for various purposes 	<p>p. 136, # 1; p. 137, # 2; p. 141, # 3; p. 149, # 2; p. 161, # 2; p. 163, # 1, #2, #4; p. 208, # 2; p. 215, # 1; p. 255, # 1; p. 261, # 1; p. 262, # 2; p. 293, # 2; p. 299, # 2; p. 305, # 2; p. 348, # 2; p. 362, # 2; p. 421, # 2; p. 429, # 1; p. 517, # 1; p. 523, # 2; p. 559, # 1; p. 572, # 2; p. 611, # 1, #2; p. 649, # 2; p. 655, # 2, #3, #4.</p>	<p>p. 4, # 2; p. 17, # 4; p. 20, # 2; p. 22, # 4; p. 27, # 3, #4; p. 34, # 3; p. 40, # 3; p. 42, # 4; p. 44, # 2; p. 54, # 2, #3, #4; p. 59, # 4; p. 62, # 2; p. 66, # 2, #3; p. 68, # 3; p. 71, # 3; p. 73, # 3; p. 102, # 4; p. 104, # 4; p. 122, # 3; p. 146, # 1; p. 147, # 2; p. 157, # 2; p. 174, # 2; p. 179, # 4; p. 181, # 1, #2, #3; p. 183, # 1; p. 187, # 1; p. 200, # 3; p. 203, # 3, #4; p. 213, # 3; p. 215, # 2; p. 220, # 2, #4; p. 225, # 3.</p>	<p>pp. 55–59</p>
<ul style="list-style-type: none"> make connections between their own values, beliefs, and cultures and those reflected in literature and mass media 	<p>p. 35, # 3; p. 46, # 1; p. 59, # 3; p. 86, # 1; p. 117, # 1; p. 149, # 1; p. 163, # 3; p. 250, # 1; p. 255, # 1; p. 256, # 1; p. 293, # 1; p. 299, # 1; p. 366, # 2; p. 497, # 1; p. 523, # 1; p. 569, # 2; p. 607, # 1, # 2; p. 610, # 1; p. 611, # 1.</p>	<p>p. 17, # 2; p. 22, # 2; p. 40, # 2; p. 45, # 2; p. 46, # 2; p. 62, # 3; p. 73, # 5; p. 75, # 1, #5; p. 102, # 2; p. 106, # 3; p. 152, # 1; p. 170, # 3; p. 172, # 4; p. 179, # 5; p. 196, # 3; p. 198, # 2; p. 203, # 5.</p>	<p>implicit throughout; note pp. 51–55, 104–105</p>

<ul style="list-style-type: none"> demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints 	<p>p. 34, # 1; p. 73, # 1; p. 149, # 1; p. 153, # 2; p. 163, # 2, #3; p. 256, # 1; p. 368, # 1; p. 421, # 1; p. 497, # 2; p. 506, # 1; p. 552, # 1, #2; p. 607, # 2; p. 610, # 1, #2; p. 611, # 2; p. 634, # 2; p. 700, # 4.</p>	<p>p. 4, # 3; p. 7, # 5; p. 17, # 3; p. 20, # 1; p. 40, # 5; p. 42, # 5; p. 44, # 3; p. 48, # 1; p. 59, # 3; p. 73, # 1; p. 89, # 2; p. 94, # 3, #5; p. 96, # 1; p. 117, # 2; p. 131, # 2; p. 135, # 1; p. 139, # 1; p. 142, # 3; p. 172, # 2; p. 181, # 4; p. 185, # 3; p. 189, # 4; p. 194, # 3; p. 198, # 2, #3; p. 203, # 2; p. 205, # 2; p. 215, # 2, #3, #4; p. 223, # 3; p. 229, # 4; p. 234, # 1.</p>	<p>implicit throughout; note pp. 51–55, 104–105</p>
<ul style="list-style-type: none"> support a position, interpretation, or response by citing specific details, features, and information from what they have read, viewed, or heard 	<p>p. 45, # 3; p. 60, # 2; p. 108, # 1; p. 117, # 3; p. 118, # 3; p. 141, # 2, #3; p. 153, # 2; p. 163, # 1, #2; p. 193, # 1, #2, #4; p. 215, # 2; p. 235, # 2; p. 241, # 3; p. 256, # 2; p. 261, # 1; p. 278, # 2; p. 282, # 2; p. 321, # 1; p. 335, # 1, #2; p. 380, # 2; p. 429, # 1, #4; p. 488, # 1, #2; p. 491, # 1; p. 497, # 2; p. 514, # 1; p. 544, # 1, #2; p. 559, # 1; p. 572, # 2; p. 600, # 2; p. 610, # 1, #2; p. 611, # 3; p. 655, # 1; p. 700, # 2.</p>	<p>p. 4, # 3; p. 7, # 5; p. 14, # 4; p. 22, # 4; p. 24, # 3; p. 27, # 3, #4; p. 29, # 2; p. 31, # 5; p. 42, # 5; p. 45, # 3; p. 47, # 2; p. 54, # 3, #4; p. 59, # 1; p. 62, # 2, #5; p. 64, # 2, #4; p. 66, # 1, #2; p. 68, # 4; p. 73, # 5; p. 75, # 2, #3, #4; p. 80, # 5; p. 82, # 3; p. 98, # 1; p. 104, # 3; p. 108, # 4; p. 110, # 4; p. 112, # 1; p. 122, # 5; p. 124, # 3; p. 127, # 2, #3; p. 133, # 2; p. 147, # 2, #3; p. 152, # 2, #3; p. 155, # 4; p. 161, # 3; p. 172, # 4; p. 174, # 2; p. 181, # 2; p. 189, # 5; p. 194, # 3; p. 198, # 5; p. 205, # 1; p. 211, # 5; p. 213, # 3; p. 215, # 5; p. 223, # 3; p. 225, # 2, #4, #5; p. 227, # 1, #3, #5; p. 234, # 2; p. 238, # 3.</p>	<p>pp. 51–61, 64–73, 74–79, 87–102, 219–221, 308–318</p>
<ul style="list-style-type: none"> analyse ways in which literature and mass media have dealt with issues involving personal identity and community and respond to these in terms of their own ideas, experiences, and communities 	<p>p. 222, # 1; p. 241, # 1; p. 321, # 1; p. 514, # 2; p. 541, # 1; p. 544, # 1, #2; p. 569, # 2; p. 639, # 1.</p>	<p>p. 20, # 5; p. 36, # 5; p. 40, # 5; p. 47, # 1, #3; p. 75, # 2; p. 94, # 3; p. 100, # 1; p. 110, # 1; p. 152, # 2; p. 159, # 1; p. 165, # 1; p. 168, # 3; p. 172, # 3; p. 174, # 5; p. 194, # 5; p. 198, # 2, #3; p. 205, # 1; p. 211, # 2.</p>	<p>pp. 2–4, 9–10, 36–40</p>
<ul style="list-style-type: none"> demonstrate an appreciation of the power and beauty of language, past and present 	<p>p. 161, # 2; p. 163, # 2, #3; p. 193, # 1, #2; p. 215, # 2; p. 330, # 1; p. 488, # 1; p. 493, # 2; p. 510, # 1; p. 529, # 1; p. 600, # 2; p. 700, # 3.</p>	<p>p. 20, # 3; p. 24, # 3; p. 27, # 3; p. 36, # 5; p. 42, # 3, #4; p. 46, # 2; p. 47, # 2; p. 64, # 4; p. 66, # 2; p. 68, # 2, #4; p. 82, # 2; p. 104, # 4; p. 152, # 4; p. 155, # 2; p. 163, # 4; p. 165, # 3, #4; p. 172, # 2; p. 179, # 3; p. 183, # 2; p. 185, # 2; p. 187, # 2; p. 189, # 4; p. 192, # 3; p. 194, # 3; p. 198, # 4; p. 207, # 3; p. 220, # 2, #3.</p>	<p>pp. 49–59, 106–119</p>

Comprehend and Respond (Critical Analysis)

It is expected that students will draw reasoned conclusions from information found in written, spoken, or visual communications and defend their conclusions rationally.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> develop criteria for evaluating the accuracy and objectivity of the information found in a variety of print and electronic sources, including mass media 	<p>p. 451, # 3; p. 475, # 2.</p>	<p>p. 122, # 2; p. 129, # 2; p. 136, # 1; p. 137, # 2.</p>	<p>pp. 214–215, 225–233, 235</p>

<ul style="list-style-type: none"> analyse, compare, and critique different presentations of the same ideas, information, or issues 	p. 163, # 1; p. 193, # 2; p. 322, # 2; p. 344, # 3; p. 404, # 2; p. 429, # 4; p. 451, # 2, #3; p. 475, # 2; p. 611, # 3; p. 655, # 1.	p. 4, # 4; p. 10, # 2; p. 36, # 5; p. 40, # 5; p. 62, # 4; p. 115, # 3, #5; p. 122, # 4; p. 124, # 5; p. 127, # 5; p. 129, # 3; p. 131, # 5; p. 136, # 1, #2; p. 138, # 3; p. 142, # 3; p. 163, # 5; p. 165, # 5; p. 174, # 5; p. 179, # 5; p. 189, # 4; p. 211, # 4; p. 213, # 4, #5; p. 225, # 1; p. 235, # 2.	pp. 51–55
<ul style="list-style-type: none"> explain and evaluate the effectiveness of persuasive strategies and techniques 	p. 282, # 2; p. 293, # 2; p. 299, # 2, #3; p. 305, # 2; p. 326, # 2; p. 362, # 2; p. 392, # 1; p. 394, # 1, #2; p. 404, # 2; p. 451, # 3; p. 475, # 2; p. 480, # 1, #2.	p. 7, # 5; p. 71, # 2, #4; p. 84, # 2; p. 86, # 2; p. 92, # 2, #3; p. 102, # 1; p. 122, # 4; p. 129, # 5; p. 131, # 4; p. 142, # 1; p. 144, # 2, #3; p. 146, # 1, #2; p. 177, # 2.	pp. 225–243, 262–263
<ul style="list-style-type: none"> assess the accuracy and balance of news and information presented in print and other media 	p. 250, # 1; p. 321, # 1; p. 364, # 2; p. 451, # 2, #3; p. 475, # 2.	p. 77, # 5; p. 94, # 3; p. 119, # 1; p. 122, # 2; p. 124, # 5; p. 129, # 2, #4; p. 136, # 1, #2; p. 138, # 3; p. 142, # 3; p. 174, # 5.	pp. 221–235
<ul style="list-style-type: none"> describe potential sources of bias 	p. 451, # 2, #3; p. 475, # 2.	p. 77, # 1; p. 122, # 2; p. 138, # 3; p. 142, # 3; p. 174, # 5.	pp. 213–218

Communicate Ideas and Information (Knowledge of Language)

It is expected that students will apply their knowledge of the conventions of language and use appropriate vocabulary to talk about them.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> use a variety of communications technologies, including telecommunications hardware and software 	p. 163, # 3, #4; p. 208, # 3; p. 228, # 3; p. 429, # 3, #4; p. 451, # 1, #3, #4; p. 475, # 4; p. 529, # 2; p. 611, # 4.	p. 17, # 5; p. 22, # 5; p. 38, # 5; p. 77, # 5; p. 82, # 5; p. 84, # 4; p. 86, # 4; p. 96, # 5; p. 127, # 4; p. 131, # 5; p. 135, # 3; p. 138, # 2; p. 139, # 3; p. 157, # 4; p. 168, # 4; p. 170, # 4; p. 177, # 5; p. 198, # 5; p. 203, # 3; p. 207, # 5; p. 223, # 4; p. 229, # 2.	pp. 41–48, 63–64, 95–96, 251–264, 300–302, 323
<ul style="list-style-type: none"> evaluate the conventions of language used in a variety of literary and non-literary forms 	p. 137, # 2; p. 255, # 2; p. 353, # 2; p. 552, # 2; p. 571, # 2; p. 603, # 2.	p. 31, # 4; p. 59, # 2; p. 66, # 3; p. 100, # 4; p. 159, # 3; p. 161, # 3; p. 163, # 5; p. 165, # 4; p. 183, # 3; p. 189, # 5; p. 205, # 4; p. 220, # 3, #5; p. 225, # 3; p. 234, # 2; p. 239, # 3.	pp. 55–57, 242–243, 248–271
<ul style="list-style-type: none"> adapt their use of language register and the sophistication of grammatical constructs for specific audiences and purposes 	p. 35, # 3; p. 59, # 3; p. 137, # 3; p. 154, # 3; p. 162, # 3; p. 163, # 1, #2, #3, #4; p. 193, # 2; p. 208, # 3; p. 255, # 2; p. 312, # 1; p. 330, # 3; p. 335, # 3; p. 429, # 2; p. 611, # 4; p. 655, # 2; p. 700, # 2, #4.	p. 4, # 3; p. 7, # 3, #4; p. 17, # 5; p. 34, # 4; p. 36, # 5; p. 38, # 4; p. 47, # 3; p. 54, # 3; p. 57, # 5; p. 59, # 2, #3, #4, #5; p. 62, # 5; p. 66, # 4; p. 75, # 3; p. 92, # 4; p. 106, # 3; p. 112, # 4; p. 133, # 3; p. 135, # 2; p. 137, # 3; p. 155, # 5; p. 161, # 4; p. 170, # 5; p. 174, # 5; p. 183, # 2; p. 207, # 4; p. 209, # 5; p. 220, # 3, #5; p. 229, # 5; p. 232, # 3; p. 234, # 3; p. 235, # 3; p. 239, # 3.	pp. 64, 162–163, 214–215, 286–290, 292–294, 300–309

Communicate Ideas and Information (Composing and Creating)

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> independently develop questions about challenging or abstract issues to suit specific presentation forms, purposes, and audiences 	<p>p. 163, # 3; p. 429, # 1; p. 451, # 3, #4; p. 475, # 1, #3, #4; p. 611, # 3; p. 654, # 3.</p>	<p>p. 10, # 4; p. 17, # 5; p. 29, # 2; p. 71, # 5; p. 73, # 4; p. 89, # 5; p. 119, # 5; p. 155, # 5; p. 172, # 5; p. 232, # 5.</p>	<p>pp. 4–48, 87–90, 309–310</p>
<ul style="list-style-type: none"> use a variety of planning tools, including outlines, webs, flow charts, and diagrams to communicate their plans to others 	<p>p. 163, # 2, #3, #4; p. 223, # 2; p. 344, # 2; p. 429, # 3, #4; p. 451, # 3, #4; p. 475, # 4; p. 611, # 4; p. 655, # 3, #4.</p>	<p>p. 7, # 5; p. 10, # 2, #4; p. 17, # 5; p. 22, # 3; p. 34, # 3; p. 36, # 2, #4; p. 46, # 1; p. 59, # 2; p. 71, # 5; p. 73, # 4; p. 89, # 5; p. 124, # 4; p. 133, # 5; p. 142, # 2, #5; p. 163, # 5; p. 168, # 4; p. 192, # 5; p. 205, # 5; p. 207, # 5; p. 223, # 4.</p>	<p>pp. 21–25, 33–35, 60–61, 91–94</p>
<ul style="list-style-type: none"> describe and evaluate alternative approaches to presentations for specific audiences and purposes 	<p>p. 149, # 3; p. 162, # 3; p. 344, # 2; p. 429, # 2, #3, #4; p. 451, # 1, #3, #4; p. 475, # 4; p. 611, # 4; p. 654, # 2; p. 700, # 1, #2, #3.</p>	<p>p. 7, # 5; p. 10, # 5; p. 17, # 5; p. 22, # 5; p. 34, # 5; p. 73, # 4; p. 86, # 4; p. 98, # 4; p. 104, # 5; p. 119, # 5; p. 124, # 4; p. 133, # 5; p. 136, # 3; p. 174, # 5; p. 187, # 5; p. 223, # 4.</p>	<p>implicit throughout</p>
<ul style="list-style-type: none"> use a variety of resources to locate, access, evaluate, and select relevant information for specific presentations 	<p>p. 163, # 3; p. 193, # 1, #4; p. 228, # 3; p. 262, # 3; p. 299, # 3; p. 322, # 3; p. 363, # 3; p. 404, # 3; p. 421, # 2; p. 429, # 1, #2, #3; p. 451, # 1, #4; p. 475, # 1, #3, #4; p. 611, # 2, #3, #4; p. 655, # 1; p. 700, # 4.</p>	<p>p. 4, # 3, #5; p. 7, # 4, #5; p. 10, # 3; p. 12, # 5; p. 17, # 5; p. 20, # 5; p. 27, # 5; p. 36, # 5; p. 54, # 5; p. 62, # 5; p. 64, # 5; p. 73, # 4, #5; p. 77, # 5; p. 84, # 4; p. 86, # 3, #4; p. 89, # 4, #5; p. 96, # 5; p. 100, # 5; p. 102, # 4; p. 110, # 2, #5; p. 112, # 5; p. 115, # 1; p. 117, # 3; p. 129, # 5; p. 131, # 5; p. 133, # 1; p. 136, # 3; p. 137, # 3; p. 138, # 1; p. 157, # 1; p. 159, # 5; p. 161, # 5; p. 172, # 5; p. 177, # 5; p. 183, # 5; p. 196, # 5; p. 207, # 5; p. 223, # 4, #5; p. 237, # 3; p. 238, # 2; p. 239, # 2.</p>	<p>pp. 4–48, 87–90, 309–310</p>
<ul style="list-style-type: none"> select, synthesize, organize, and document information that is appropriate for particular purposes, modes of presentation, and audiences 	<p>p. 163, # 1, #2, #3; p. 193, # 1, #4; p. 215, # 3; p. 299, # 3; p. 353, # 3; p. 363, # 3; p. 421, # 2; p. 429, # 1, #3; p. 451, # 4; p. 475, # 1, #3, #4; p. 611, # 2, #3, #4; p. 700, # 4.</p>	<p>p. 4, # 4; p. 7, # 5; p. 10, # 4; p. 20, # 5; p. 27, # 5; p. 31, # 4; p. 40, # 4; p. 54, # 5; p. 62, # 5; p. 64, # 5; p. 73, # 4, #5; p. 75, # 3; p. 80, # 5; p. 84, # 4; p. 86, # 3, #5; p. 89, # 5; p. 102, # 4; p. 112, # 5; p. 122, # 3; p. 157, # 5; p. 161, # 5; p. 170, # 3; p. 172, # 5; p. 177, # 2, #5; p. 183, # 4; p. 189, # 4; p. 194, # 5; p. 196, # 5; p. 207, # 5; p. 213, # 5; p. 215, # 5; p. 234, # 3; p. 237, # 3; p. 239, # 2.</p>	<p>pp. 60–61, 69–70, 87–102</p>

<ul style="list-style-type: none"> apply various strategies to generate and shape ideas 	<p>p. 95, # 2; p. 163, # 1, #2; p. 255, # 3; p. 278, # 3; p. 282, # 3; p. 330, # 3; p. 547, # 2; p. 600, # 2; p. 603, # 2; p. 611, # 4.</p>	<p>p. 4, # 2; p. 10, # 5; p. 12, # 4; p. 14, # 4; p. 31, # 1; p. 59, # 2; p. 66, # 4; p. 68, # 5; p. 71, # 3, #4, #5; p. 73, # 3; p. 77, # 2, #4; p. 80, # 4; p. 82, # 3, #4; p. 92, # 4; p. 115, # 1; p. 119, # 5; p. 139, # 2; p. 142, # 2; p. 144, # 1; p. 155, # 5; p. 161, # 1; p. 168, # 4, #5; p. 177, # 4; p. 179, # 3; p. 181, # 5; p. 187, # 1, #3; p. 205, # 5; p. 207, # 5; p. 209, # 4; p. 220, # 1; p. 232, # 3, #4.</p>	<p>all writing activities, including those on pp. 33–36, 61, 91–92, 166–169, 182, 322</p>
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Communicate Ideas and Information (Improving Communications)

It is expected that students will enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> assess their own and others' work for sentence clarity, precision of language, and variety and artistry of expression 	<p>p. 86, # 3; p. 161, # 2; p. 163, # 1, #2, #4; p. 193, # 2, #3, #4; p. 204, # 1, #2; p. 215, # 2; p. 235, # 3; p. 255, # 2, #3; p. 293, # 3; p. 312, # 2, #3; p. 330, # 3; p. 335, # 3; p. 353, # 2; p. 491, # 2; p. 493, # 2; p. 502, # 2; p. 510, # 2; p. 526, # 2; p. 571, # 2; p. 610, # 2; p. 611, # 1, #3, #4.</p>	<p>p. 17, # 4; p. 20, # 3; p. 24, # 5; p. 40, # 3; p. 42, # 3, #4; p. 48, # 2; p. 66, # 2; p. 68, # 2, #5; p. 77, # 3, #4; p. 80, # 3; p. 82, # 2; p. 84, # 4; p. 98, # 5; p. 102, # 3; p. 104, # 4; p. 124, # 3; p. 133, # 3; p. 135, # 2; p. 146, # 2; p. 147, # 2; p. 152, # 3; p. 161, # 4; p. 163, # 3, #4; p. 165, # 4; p. 170, # 5; p. 172, # 2; p. 173, # 3; p. 177, # 4; p. 179, # 4; p. 183, # 2; p. 185, # 5; p. 187, # 1; p. 198, # 5; p. 205, # 5; p. 220, # 2, #3; p. 225, # 3; p. 234, # 2; p. 239, # 3.</p>	<p>pp. 62–63, 342–372</p>
<ul style="list-style-type: none"> critique, defend, and appraise the effectiveness and organization of their own and others' work 	<p>p. 95, # 2, #3; p. 108, # 2; p. 149, # 3; p. 154, # 3; p. 163, # 1; p. 193, # 4; p. 250, # 2; p. 255, # 3; p. 262, # 2, #3; p. 278, # 2; p. 282, # 2; p. 293, # 2, #3; p. 299, # 2; p. 429, # 1, #3; p. 475, # 1; p. 497, # 2; p. 526, # 2; p. 538, # 2; p. 639, # 2.</p>	<p>p. 7, # 5; p. 10, # 4; p. 12, # 2, #3; p. 24, # 5; p. 44, # 2; p. 45, # 1; p. 54, # 2, #3; p. 59, # 2; p. 64, # 5; p. 66, # 2, #3; p. 71, # 2, #5; p. 73, # 2; p. 84, # 5; p. 86, # 3; p. 89, # 5; p. 96, # 3; p. 100, # 3; p. 106, # 2, #3; p. 108, # 5; p. 119, # 4; p. 135, # 2; p. 136, # 1; p. 152, # 5; p. 172, # 3; p. 174, # 5; p. 185, # 5; p. 207, # 5; p. 209, # 4; p. 211, # 4, #5; p. 223, # 4.</p>	<p>pp. 60–64, 73–87, 326–330</p>
<ul style="list-style-type: none"> critique, defend, and appraise the effectiveness of their own and others' use of language and presentation forms relative to the specific purpose and audience 	<p>p. 59, # 2; p. 73, # 3; p. 117, # 3; p. 149, # 3; p. 154, # 3; p. 163, # 3, #4; p. 193, # 3; p. 250, # 3; p. 255, # 3; p. 335, # 2; p. 370, # 2; p. 380, # 2; p. 429, # 4; p. 451, # 2; p. 475, # 2; p. 480, # 2; p. 547, # 2; p. 571, # 2; p. 655, # 4.</p>	<p>p. 10, # 3, #4; p. 40, # 2; p. 42, # 4; p. 47, # 3; p. 48, # 2; p. 57, # 4; p. 59, # 4; p. 66, # 2; p. 68, # 4, #5; p. 77, # 3; p. 98, # 3; p. 104, # 2, #3; p. 106, # 3, #4, #5; p. 108, # 4, #5; p. 124, # 3; p. 152, # 5; p. 155, # 3; p. 157, # 4; p. 170, # 4; p. 203, # 3; p. 220, # 3, #5.</p>	<p>pp. 62–64, 73–87, 326–330</p>

<ul style="list-style-type: none"> demonstrate a willingness to accept and provide constructive criticism and feedback to revise and edit communications for clarity, meaning, and style 	<p>p. 95, # 3; p. 117, # 2; p. 154, # 3; p. 163, # 1, #4; p. 193, # 3, #4; p. 312, # 2; p. 326, # 3; p. 330, # 3; p. 348, # 3; p. 363, # 3; p. 380, # 2; p. 389, # 2; p. 429, # 1, #4; p. 451, # 4; p. 475, # 4; p. 498, # 1; p. 611, # 1; p. 655, # 2, #4; p. 700, # 3.</p>	<p>p. 10, # 4; p. 24, # 5; p. 31, # 5; p. 38, # 5; p. 47, # 3; p. 59, # 2, #4; p. 68, # 5; p. 84, # 5; p. 96, # 4; p. 102, # 5; p. 108, # 5; p. 127, # 4; p. 135, # 2; p. 136, # 3; p. 139, # 3; p. 142, # 2; p. 143, # 3; p. 152, # 5; p. 157, # 3; p. 161, # 4; p. 165, # 5; p. 170, # 5; p. 173, # 3; p. 174, # 4; p. 177, # 4; p. 181, # 5; p. 187, # 4; p. 194, # 2; p. 207, # 5; p. 220, # 5; p. 225, # 3; p. 232, # 3.</p>	<p>implicit throughout; note pp. 62–63, 219–221</p>
<ul style="list-style-type: none"> monitor their own spelling, grammar, mechanics, and syntax using strategies and techniques including the use of electronic technology 	<p>p. 95, # 2; p. 163, # 1, #3, #4; p. 193, # 3, #4; p. 204, # 3; p. 293, # 3; p. 312, # 3; p. 429, # 1, #2, #3, #4; p. 451, # 2; p. 475, # 1, #2; p. 611, # 3, #4; p. 655, # 1; p. 700, # 2, #4.</p>	<p>p. 10, # 4; p. 12, # 4, #5; p. 24, # 5; p. 27, # 4; p. 40, # 4; p. 47, # 3; p. 59, # 2, #4; p. 62, # 5; p. 64, # 5; p. 66, # 4; p. 68, # 4, #5; p. 71, # 5; p. 73, # 5; p. 75, # 3; p. 135, # 2; p. 137, # 3; p. 143, # 3; p. 155, # 3; p. 168, # 4; p. 172, # 5; p. 177, # 2; p. 179, # 5; p. 183, # 5; p. 187, # 3; p. 194, # 2; p. 196, # 5; p. 203, # 5; p. 209, # 4, #5.</p>	<p>pp. 62–63, 342–372</p>

Communicate Ideas and Information (Presenting and Valuing)

It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of written, oral, visual, and electronic forms 	<p>p. 137, # 3; p. 163, # 3, #4; p. 193, # 1, #4; p. 255, # 3; p. 429, # 4; p. 498, # 1; p. 600, # 2; p. 611, # 1, #3; p. 649, # 3.</p>	<p>p. 4, # 2; p. 7, # 5; p. 12, # 4; p. 38, # 4, #5; p. 62, # 1; p. 66, # 5; p. 71, # 5; p. 80, # 4; p. 84, # 2; p. 117, # 2; p. 152, # 4; p. 170, # 4; p. 172, # 3; p. 174, # 5; p. 177, # 5; p. 181, # 5.</p>	<p>pp. 1–4, 273–277</p>
<ul style="list-style-type: none"> create presentations in forms that are appropriate to a variety of subjects, audiences, and purposes, including informing, persuading, and entertaining 	<p>p. 95, # 3; p. 149, # 3; p. 162, # 3; p. 163, # 2, #3, #4; p. 193, # 1, #2; p. 208, # 3; p. 228, # 3; p. 235, # 3; p. 250, # 3; p. 282, # 3; p. 321, # 1; p. 326, # 3; p. 330, # 2; p. 344, # 2; p. 363, # 3; p. 364, # 2; p. 370, # 1; p. 429, # 4; p. 506, # 2; p. 510, # 1; p. 600, # 2; p. 611, # 1, #2, #3, #4; p. 633, # 1; p. 639, # 3; p. 640, # 2; p. 655, # 2, #3, #4; p. 700, # 2, #3.</p>	<p>p. 7, # 4, #5; p. 10, # 5; p. 17, # 4, #5; p. 20, # 5; p. 22, # 5; p. 24, # 4; p. 29, # 5; p. 34, # 5; p. 36, # 5; p. 38, # 4, #5; p. 57, # 5; p. 59, # 3; p. 64, # 5; p. 73, # 3; p. 84, # 5; p. 86, # 4, #5; p. 89, # 4; p. 96, # 4; p. 100, # 5; p. 108, # 1, #5; p. 110, # 3; p. 112, # 3; p. 117, # 3; p. 119, # 3, #4, #5; p. 127, # 4; p. 131, # 5; p. 133, # 5; p. 136, # 3; p. 138, # 2; p. 152, # 4; p. 155, # 5; p. 157, # 5; p. 159, # 4; p. 170, # 4, #5; p. 172, # 3; p. 174, # 3, #4; p. 177, # 4; p. 181, # 5; p. 183, # 4, #5; p. 187, # 4, #5; p. 192, # 5; p. 200, # 5; p. 203, # 3, #4; p. 205, # 5; p. 207, # 4; p. 211, # 3; p. 220, # 4, #5; p. 223, # 4; p. 225, # 3; p. 227, # 4, #5; p. 229, # 4, #5; p. 232, # 3, #4, #5; p. 238, # 2.</p>	<p>throughout; e.g., pp. 64–102, 113–160, 174–187, 190–212, 213–272, 335–338</p>

<ul style="list-style-type: none"> create a variety of academic, technical, and personal communications, including personal and formal essays, documented research reports, multimedia presentations, panels or debates, summaries, explanations, instructions, letters, and real and invented narratives 	<p>p. 45, # 3; p. 108, # 3; p. 137, # 3; p. 141, # 3; p. 149, # 3; p. 154, # 3; p. 162, # 3; p. 163, # 1, #3, #4; p. 193, # 3, #4; p. 204, # 3; p. 215, # 3; p. 223, # 3; p. 228, # 3; p. 241, # 3; p. 255, # 3; p. 271, # 3; p. 282, # 2; p. 293, # 2, #3; p. 299, # 3; p. 312, # 1, #3; p. 330, # 3; p. 335, # 3; p. 348, # 2, #3; p. 353, # 3; p. 389, # 2; p. 392, # 2; p. 404, # 2, #3; p. 421, # 2; p. 429, # 1, #2, #3; p. 451, # 1, #2, #3, #4; p. 475, # 1, #2, #3, #4; p. 480, # 2; p. 498, # 1; p. 502, # 2; p. 611, # 3; p. 655, # 1; p. 700, # 4.</p>	<p>p. 4, # 2, #3, #4, #5; p. 7, # 3, #5; p. 10, # 4; p. 12, # 4, #5; p. 14, # 5; p. 22, # 4; p. 24, # 1, #5; p. 27, # 4; p. 29, # 3; p. 31, # 5; p. 34, # 4; p. 36, # 2, #4; p. 45, # 3; p. 46, # 3; p. 47, # 1, #2; p. 54, # 4; p. 57, # 3, #5; p. 59, # 2, #3, #4, #5; p. 62, # 5; p. 64, # 5; p. 66, # 4; p. 68, # 4, #5; p. 71, # 5; p. 73, # 4, #5; p. 75, # 3, #5; p. 77, # 5; p. 80, # 4, #5; p. 82, # 5; p. 86, # 3, #4; p. 89, # 5; p. 92, # 4, #5; p. 94, # 5; p. 98, # 4, #5; p. 102, # 3, #5; p. 104, # 5; p. 108, # 2; p. 110, # 2; p. 117, # 3, #5; p. 124, # 4; p. 127, # 2, #3, #5; p. 129, # 4, #5; p. 135, # 2, #3; p. 137, # 3; p. 139, # 2, #3; p. 143, # 3; p. 144, # 3; p. 145, # 1, #3; p. 152, # 5; p. 155, # 3, #5; p. 161, # 1, #4; p. 163, # 1, #3; p. 165, # 5; p. 170, # 3; p. 172, # 4; p. 177, # 2, #5; p. 179, # 3, #5; p. 185, # 3, #5; p. 187, # 1, #3; p. 189, # 1, #4; p. 192, # 4; p. 194, # 1; p. 196, # 4, #5; p. 198, # 5; p. 200, # 3; p. 203, # 5; p. 209, # 4, #5; p. 211, # 4, #5; p. 213, # 3, #5; p. 215, # 5; p. 220, # 5; p. 229, # 5; p. 234, # 3; p. 236, # 3; p. 237, # 3; p. 238, # 3; p. 239, # 3.</p>	<p>throughout; e.g., pp. 64–102, 113–160, 174–187, 190–212, 213–272, 335–338</p>
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Self and Society (Personal Awareness)

It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> demonstrate confidence in their abilities to communicate effectively in a variety of school, community, and work contexts 	<p>p. 154, # 3; p. 163, # 1, #2, #3, #4; p. 193, # 1; p. 208, # 3; p. 215, # 3; p. 235, # 3; p. 278, # 3; p. 282, # 3; p. 353, # 1; p. 368, # 2; p. 451, # 2, #4; p. 475, # 3; p. 488, # 1, #2; p. 506, # 2; p. 510, # 2; p. 600, # 2; p. 607, # 2; p. 611, # 1, #3, #4; p. 640, # 2; p. 655, # 2; p. 700, # 2, #3.</p>	<p>p. 4, # 3; p. 7, # 5; p. 10, # 4, #5; p. 14, # 4; p. 17, # 1; p. 24, # 2, #4; p. 38, # 5; p. 42, # 5; p. 59, # 4; p. 62, # 1; p. 68, # 5; p. 75, # 5; p. 84, # 5; p. 89, # 2, #4; p. 94, # 5; p. 96, # 5; p. 98, # 4; p. 102, # 5; p. 108, # 1; p. 117, # 2; p. 138, # 2; p. 145, # 1; p. 157, # 4, #5; p. 159, # 4; p. 165, # 2; p. 172, # 1; p. 174, # 3; p. 177, # 1, #3; p. 187, # 5; p. 205, # 2, #5; p. 211, # 1, #2; p. 213, # 2, #4; p. 220, # 5; p. 227, # 1, #2; p. 236, # 3; p. 238, # 2.</p>	<p>pp. 25–26, 73–102, 110–113, 119–121, 161–188, 219–221, 318–325</p>
<ul style="list-style-type: none"> assess their own communication skills, interests, and attitudes in the light of personal and career plans 	<p>p. 163, # 3; p. 208, # 3; p. 389, # 1; p. 404, # 3.</p>	<p>p. 4, # 3; p. 10, # 4, #5; p. 14, # 4; p. 36, # 3; p. 44, # 1; p. 84, # 5; p. 157, # 4; p. 174, # 3.</p>	<p>pp. 273–277, 283–284</p>

<ul style="list-style-type: none"> develop communication goals and monitor their action plans 	<p>p. 149, # 1; p. 163, # 1, #3, # 4; p. 312, # 3; p. 404, # 3; p. 571, # 2; p. 611, # 3.</p>	<p>p. 4, # 3; p. 12, # 1, #4; p. 14, # 4; p. 22, # 2; p. 24, # 4; p. 36, # 3; p. 42, # 1; p. 44, # 1; p. 62, # 1; p. 71, # 1; p. 96, # 4; p. 104, # 5; p. 135, # 3; p. 205, # 5.</p>	<p>pp. 1–87</p>
<ul style="list-style-type: none"> demonstrate their understanding of themselves as self-directed, curious, self-appraising, and open-minded learners 	<p>p. 163, # 2; p. 312, # 3; p. 504, # 2; p. 506, # 1.</p>	<p>p. 4, # 3; p. 12, # 1; p. 14, # 4; p. 24, # 4; p. 36, # 3; p. 42, # 1; p. 44, # 1; p. 62, # 1; p. 71, # 1; p. 152, # 4; p. 154, # 1.</p>	<p>through performance in all communications activities; resources for self-improvement; pp. 342–372</p>

Self and Society (Working Together)

It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> evaluate and adjust their own roles to reflect the group's purpose 	<p>p. 163, # 2, #4; p. 228, # 1; p. 451, # 3, #4; p. 475, # 4; p. 569, # 2; p. 607, # 2; p. 611, # 2, #4; p. 655, # 3; p. 700, # 3.</p>	<p>p. 20, # 1; p. 22, # 5; p. 92, # 5; p. 115, # 2; p. 124, # 5; p. 131, # 1; p. 133, # 1; p. 136, # 3; p. 137, # 2; p. 138, # 2; p. 139, # 3; p. 147, # 3; p. 157, # 1; p. 161, # 2; p. 165, # 3; p. 174, # 3; p. 181, # 4; p. 183, # 1; p. 187, # 5; p. 205, # 2; p. 220, # 1; p. 223, # 1, #2; p. 225, # 4; p. 232, # 4.</p>	<p>pp. 14–15, 54–55, 219–221, 319–320</p>
<ul style="list-style-type: none"> apply a variety of strategies including formal decision-making techniques and consensus-building skills to solve problems and achieve group goals 	<p>p. 151, # 3; p. 163, # 4; p. 228, # 1; p. 262, # 2; p. 282, # 3; p. 344, # 2; p. 451, # 3, #4; p. 475, # 4; p. 488, # 2; p. 502, # 1; p. 506, # 1; p. 538, # 2; p. 607, # 2; p. 611, # 2, #4; p. 655, # 3; p. 700, # 3.</p>	<p>p. 10, # 4; p. 17, # 1; p. 20, # 1; p. 22, # 5; p. 29, # 2, #4; p. 75, # 1; p. 86, # 5; p. 89, # 4; p. 92, # 1, #5; p. 124, # 5; p. 131, # 1; p. 133, # 1; p. 136, # 3; p. 137, # 2; p. 138, # 2; p. 139, # 3; p. 147, # 3; p. 157, # 3; p. 165, # 2; p. 174, # 3; p. 181, # 4; p. 183, # 1; p. 187, # 5; p. 196, # 2; p. 203, # 2; p. 215, # 3; p. 220, # 1; p. 223, # 5; p. 225, # 4; p. 227, # 2.</p>	<p>pp. 14–15, 54–55, 219–221, 319–320</p>
<ul style="list-style-type: none"> use a variety of resources and technologies when working with others 	<p>p. 163, # 4; p. 262, # 2; p. 475, # 4; p. 611, # 2, #4; p. 700, # 3.</p>	<p>p. 22, # 5; p. 86, # 5; p. 89, # 4; p. 124, # 5; p. 133, # 5; p. 136, # 3; p. 138, # 2; p. 139, # 3; p. 147, # 3; p. 152, # 4; p. 157, # 1; p. 161, # 2; p. 207, # 5; p. 223, # 5.</p>	<p>pp. 44–48, 89–90, 309–310, 323, 335–338</p>
<ul style="list-style-type: none"> assess the value, limitations, and ethical issues associated with collaborative work 	<p>p. 163, # 2, #4; p. 282, # 3; p. 451, # 4; p. 475, # 4; p. 506, # 2; p. 611, # 4; p. 655, # 3.</p>	<p>p. 22, # 5; p. 24, # 4; p. 57, # 1; p. 73, # 5; p. 86, # 5; p. 124, # 5; p. 131, # 1; p. 133, # 1; p. 136, # 3; p. 137, # 2; p. 138, # 2; p. 139, # 3; p. 157, # 3; p. 165, # 2; p. 187, # 5; p. 225, # 4.</p>	<p>pp. 54–55</p>
<ul style="list-style-type: none"> establish and use criteria to evaluate group process and their own roles and contributions to the group process 	<p>p. 73, # 3; p. 163, # 4; p. 475, # 4; p. 611, # 4; p. 655, # 3; p. 700, # 3.</p>	<p>p. 22, # 5; p. 29, # 4; p. 73, # 5; p. 86, # 5; p. 124, # 5; p. 131, # 1; p. 138, # 2; p. 152, # 4; p. 165, # 2; p. 174, # 3; p. 183, # 1.</p>	<p>pp. 4–6</p>

Self and Society (Building Community)

It is expected that students will use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

Outcomes	Viewpoints 12	Teacher Resource	Reference Points
<ul style="list-style-type: none"> interact purposefully, confidently, and ethically in a variety of interpersonal and electronic school, community, and career-related contexts 	<p>p. 59, # 2; p. 154, # 3; p. 163, # 2, #3, #4; p. 215, # 3; p. 235, # 3;</p> <p>p. 255, # 2; p. 256, # 1; p. 261, # 1; p. 278, # 1; p. 282, # 3; p. 293, # 2; p. 299, # 3; p. 305, # 3; p. 322, # 3; p. 362, # 1; p. 392, # 1; p. 394, # 2; p. 429, # 4; p. 451, # 3, #4; p. 475, # 3, #4; p. 484, # 1; p. 488, # 1, #2; p. 504, # 2; p. 538, # 2; p. 547, # 1, #2; p. 607, # 2; p. 611, # 1, #2;</p> <p>p. 634, # 2; p. 655, # 3, #4.</p>	<p>p. 7, # 5; p. 10, # 4, #5; p. 17, # 1; p. 20, # 1; p. 24, # 2, #3; p. 29, # 2, #5; p. 40, # 1, #5; p. 44, # 3; p. 54, # 3; p. 57, # 1; p. 64, # 3; p. 66, # 1; p. 73, # 1, #2; p. 75, # 1; p. 82, # 3; p. 84, # 1, #2, #5; p. 89, # 1, #2, #4; p. 92, # 1, #5; p. 96, # 2, #5; p. 106, # 4, #5; p. 108, # 5; p. 110, # 5; p. 115, # 2; p. 119, # 2; p. 122, # 1; p. 129, # 3; p. 131, # 4; p. 135, # 3; p. 138, # 2; p. 145, # 1; p. 157, # 1; p. 172, # 1; p. 174, # 3; p. 177, # 1, #3; p. 179, # 1; p. 183, # 1; p. 187, # 3, #5; p. 198, # 1; p. 209, # 2; p. 211, # 1, #2; p. 220, # 1; p. 223, # 1, #2; p. 225, # 4, #5; p. 232, # 1, #4; p. 235, # 2; p. 237, # 1; p. 238, # 1.</p>	<p>pp. 14–15, 44–48, 54–55, 89–90, 219–221, 309–310, 319–320, 323, 335–338</p>
<ul style="list-style-type: none"> demonstrate respect for the ways in which individuals and communities use and respond to language 	<p>p. 305, # 3; p. 529, # 2.</p>	<p>p. 20, # 1, #2, #3, #5; p. 22, # 3; p. 36, # 5; p. 45, # 2; p. 89, # 4; p. 177, # 1, #3; p. 187, # 5; p. 194, # 4; p. 225, # 5; p. 232, # 1.</p>	<p>pp. 205–212; also, students engage thoughtfully with works by writers of diverse communities</p>
<ul style="list-style-type: none"> demonstrate a willingness to present, seek out, and consider diverse, contrary, or innovative views 	<p>p. 149, # 1; p. 163, # 2, #3; p. 261, # 1; p. 370, # 1; p. 429, # 3; p. 451, # 3, #4; p. 475, # 3; p. 493, # 1; p. 504, # 1; p. 607, # 2; p. 611, # 3.</p>	<p>p. 4, # 3; p. 7, # 5; p. 14, # 3, #4; p. 17, # 1; p. 40, # 5; p. 48, # 1; p. 64, # 3; p. 86, # 5; p. 89, # 2; p. 110, # 2; p. 161, # 1; p. 172, # 1; p. 174, # 5; p. 177, # 1; p. 187, # 3; p. 198, # 1, #3; p. 220, # 1; p. 223, # 1, #2; p. 225, # 5; p. 234, # 1; p. 236, # 3.</p>	<p>pp. 4–15, 54–55, 219–221</p>
<ul style="list-style-type: none"> assess personal, classroom, and community interactions 	<p>p. 163, # 2, #4; p. 282, # 3; p. 299, # 3; p. 475, # 3; p. 504, # 2; p. 611, # 4; p. 700, # 3.</p>	<p>p. 4, # 3; p. 7, # 5; p. 10, # 4, #5; p. 24, # 4; p. 29, # 2; p. 96, # 2; p. 108, # 2; p. 115, # 2; p. 136, # 3; p. 165, # 2; p. 168, # 5; p. 181, # 4; p. 194, # 1; p. 236, # 3.</p>	<p>pp. 4–14, 219–220, 320</p>
<ul style="list-style-type: none"> demonstrate a willingness to contribute to language activities that celebrate school and community values, events, or accomplishments 	<p>p. 235, # 3; p. 368, # 2; p. 475, # 3; p. 611, # 4.</p>	<p>p. 10, # 4, #5; p. 22, # 5; p. 66, # 4; p. 136, # 3.</p>	<p>pp. 194–195</p>