

ATTACHMENT II
Text of Proposed Revisions to 19 TAC

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter C. High School

§110.46. Independent Study in English (One-Half to One Credit).

(a) Introduction.

- (1) Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple [a variety of] forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis [3] and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. [Independent Study in English students are expected to write in a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes. Writing is used as a tool for learning as students create, clarify, critique, and express appreciation for others' ideas and responses. Independent Study in English students evaluate their own written work as well as the work of others. Students continue to read extensively in increasingly difficult texts selected in multiple genres for a variety of purposes. When comprehension breaks down, students effectively and efficiently monitor and adjust their use of a variety of comprehension strategies. Students respond to texts through talking and writing in both traditional print and electronic formats. Students connect their knowledge of the world and the knowledge they gather from other texts with the text being read. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]
- (2) If this course is being used to satisfy requirements for the Distinguished Achievement Program, a student research/product must be presented before a panel of professionals or approved by the student's mentor.
- (3) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (4) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Independent Study in English are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
 - (A) read widely for further study;
 - (B) generate relevant, interesting, and researchable questions with instructor guidance and approval; and
 - (C) draw relevant questions for further study from the research findings or conclusions.
- (2) ~~(1)~~ [Writing.] The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
 - (A) produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology;
 - (B) conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill;

- ~~[(A) — use writing to formulate questions, refine topics, and clarify ideas;]~~
 - (C) ~~[(B)]~~ use writing to organize and support what is known and ~~[what]~~ needs to be learned about a topic, ~~including discovering, recording, reviewing, and learning;~~
 - ~~[(C) — compile information from primary and secondary sources using available technology;]~~
 - ~~[(D) — use writing to discover, record, review, and learn;]~~
 - ~~[(E) — organize notes from multiple sources, including primary and secondary sources, in useful and informing ways;]~~
 - ~~[(F) — link related information and ideas from a variety of sources;]~~
 - ~~[(G) — represent information in a variety of ways such as graphics, conceptual maps, and learning logs;]~~
 - (D) ~~[(H)]~~ compile written ideas and representations; ~~;~~ ~~[;]~~ interpret information ~~[empirical data]~~ into reports, summaries, or other formats; ~~;~~ ~~[;]~~ and draw conclusions; and
 - (E) ~~[(H)]~~ use writing as a tool such as to reflect, explore, or problem solve.
- ~~[(2) — Reading. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:]~~
- ~~[(A) — read widely to establish a specific area of interest for further study;]~~
 - ~~[(B) — generate relevant, interesting, and researchable questions with instructor guidance and approval;]~~
 - ~~[(C) — locate appropriate print and non-print information using text and technical resources, including databases;]~~
 - ~~[(D) — use text organizers such as overviews, headings, and graphic features to locate and categorize information;]~~
 - ~~[(E) — organize and record new information in systematic ways such as notes, charts, and graphic organizers;]~~
 - ~~[(F) — produce research projects and reports in various forms for audiences;]~~
 - ~~[(G) — draw relevant questions for further study from the research findings or conclusions; and]~~
 - ~~[(H) — conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.]~~
- ~~[(3) — Viewing/representing. The student produces visual representations that communicate with others. The student is expected to:]~~
- ~~[(A) — use a range of techniques in planning and creating media text; and]~~
 - ~~[(B) — prepare and present a research project.]~~

§110.47. Reading I, II, III (One-Half to Three Credits).

(a) Introduction.

- (1) Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, ~~[and]~~ comprehension strategies, and fluency provides ~~[vocabulary to ensure that high school]~~ students ~~[have]~~ an opportunity to read with competence, confidence, and understanding. ~~[Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions.]~~ Students learn how traditional and electronic ~~[various]~~ texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas ~~[subject fields]~~. ~~[For~~

~~high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~

~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~

~~(3) [(2)] The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section.~~

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use reference guides (e.g., [the keys and entry information in] dictionaries, glossaries, and available technology) [other sources] to determine [confirm] pronunciations [and-meanings] of unfamiliar words.

~~[(2) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:]~~

~~[(A) read silently for a sustained period of time;]~~

~~[(B) read orally at a rate that enables comprehension; and]~~

~~[(C) adjust reading rate according to purpose for reading.]~~

~~[(3) The student reads for different purposes in varied sources. The student is expected to:]~~

~~[(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and]~~

~~[(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.]~~

(2) [(4)] The student acquires [builds] an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, viewing, listening, and discussing;

(B) determine word meanings through the study of their relationships to other words and concepts (e.g., content, synonyms, antonyms, and analogies);

(C) recognize the implied meanings of words (e.g., idiomatic expressions, homonyms, puns, and connotations);

(D) apply the knowledge of roots, affixes, and word origins to infer meanings; and

(E) use available reference guides (e.g., dictionary, glossary, thesaurus, and available technology) to determine or confirm the meanings of new words and phrases.

~~[(B) determine meanings by using context;]~~

~~[(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and]~~

~~[(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.]~~

(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

(A) read functional texts to complete real-world tasks (e.g., job applications, recipes, and product assembly instructions);

(B) read to complete academic tasks;

- (C) read using test-taking skills (e.g., highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions);
 - (D) read to gain content/background knowledge as well as insight about oneself, others, or the world; and
 - (E) read for enjoyment.
- (4) The student comprehends texts using effective strategies. The student is expected to:
 - (A) use prior knowledge and experience to comprehend;
 - (B) determine and adjust purpose for reading;
 - (C) self-monitor reading and adjust when confusion occurs by using appropriate strategies;
 - (D) summarize texts by identifying main ideas and relevant details;
 - (E) construct visual images based on text descriptions;
 - (F) use study skills (e.g., previewing, highlighting, annotating, note taking, and outlining); and
 - (G) use questioning to enhance comprehension before, during, and after reading.
- (5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
 - (A) find similarities and differences across texts such as explanations, points of view, or themes;
 - (B) identify explicit and implicit meanings of texts;
 - (C) support inferences with text evidence and experience;
 - (D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and
 - (E) distinguish facts from simple assertions and opinions.
- (6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
 - (A) identify and analyze the audience, purpose, and message of the text;
 - (B) evaluate the credibility and relevance of informational sources;
 - (C) analyze the presentation of information and the strength of quality of the evidence used by the author; and
 - (D) evaluate the author's motivation, stance, or position and its effect on the validity of the text.
- (7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
 - (A) read silently or orally (e.g., paired reading or literature circles) for sustained periods of time; and
 - (B) adjust reading rate based on purposes for reading.
- (8) The student formulates and supports responses to a wide variety of texts. The student is expected to:
 - (A) respond actively to texts in both aesthetic and critical ways;
 - (B) respond to text in multiple ways (e.g., discussion, journal writing, performance, and visual/symbolic representation);

- (C) support responses with prior knowledge and experience; and
 - (D) support responses with explicit textual information.
- (9) The student reads and responds to informational texts. The student is expected to:
- (A) generate relevant and interesting questions;
 - (B) use text features and graphics to form an overview to determine where to locate information;
 - (C) analyze the use of common expository text structures (e.g., sequence, description, compare/contrast, cause/effect, and problem/solution);
 - (D) organize and record new information in systematic ways (e.g., outlines, charts, and graphic organizers); and
 - (E) communicate information gained from reading.
- ~~[(5) The student comprehends selections using a variety of strategies. The student is expected to:]~~
- ~~[(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;]~~
 - ~~[(B) use previous experience to comprehend;]~~
 - ~~[(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;]~~
 - ~~[(D) find similarities and differences across texts such as explanations, points of view, or themes;]~~
 - ~~[(E) construct images based on text descriptions;]~~
 - ~~[(F) organize, learn, and recall important ideas from texts and oral presentations such as note-taking, outlining, using learning logs, rereading, scanning, and skimming;]~~
 - ~~[(G) summarize texts by identifying main ideas and relevant details;]~~
 - ~~[(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;]~~
 - ~~[(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and]~~
 - ~~[(J) use test taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions;]~~
- ~~[(6) The student formulates and supports responses to various types of texts. The student is expected to:]~~
- ~~[(A) respond aesthetically, inquisitively, critically, and actively to texts;]~~
 - ~~[(B) respond to text through discussion, journal writing, performance, and visual representation; and]~~
 - ~~[(C) support responses by adjusting, giving evidence, and clarifying;]~~
- ~~[(7) The student reads texts to find information on self selected and assigned topics. The student is expected to:]~~
- ~~[(A) generate relevant, interesting, and researchable questions;]~~
 - ~~[(B) locate appropriate print and non print information using text and technical resources, including databases;]~~

- ~~[(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;]~~
- ~~[(D) organize and record new information such as notes, charts, and graphic organizers;]~~
- ~~[(E) communicate information gained from reading; and]~~
- ~~[(F) use compiled information and knowledge to raise additional unanswered questions;]~~
- ~~[(8) The student reads critically to evaluate texts and the credibility of sources. The student is expected to:]~~
 - ~~[(A) analyze the characteristics of well-constructed text;]~~
 - ~~[(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;]~~
 - ~~[(C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;]~~
 - ~~[(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;]~~
 - ~~[(E) apply modes of reasoning such as induction and deduction to think critically; and]~~
 - ~~[(F) recognize logical and illogical arguments in text;]~~
- (10) ~~[(9)]~~ The student reads to increase knowledge of one's ~~[his/her]~~ own culture, the culture of others, and the common elements of cultures. The student is expected to:
 - (A) compare text events with personal ~~[his/her own]~~ and other readers' experiences; and
 - (B) recognize ~~[and discuss]~~ literary themes and connections that cross cultures.

§110.48. College Readiness [~~Reading Application~~] and Study Skills (One-Half Credit).

- (a) Introduction.
 - (1) High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course College Readiness [~~Reading Application~~] and Study Skills. In this course, students acquire ~~[learn]~~ techniques for learning from texts, including studying word meanings, ~~[producing effective summaries;]~~ identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. ~~[In addition, students will have opportunities to respond critically to literary texts;]~~ In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of ~~[(cross-curricular)]~~ content texts in preparation for post-secondary ~~[post-secondary]~~ schooling. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning;]~~
 - ~~(2)~~ For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
 - (3) ~~[(2)]~~ The essential knowledge and skills as well as the student expectations for College Readiness [~~Reading Application~~] and Study Skills, an elective course, are described in subsection (b) of this section.
- (b) Knowledge and skills.
 - (1) The student reads widely for a variety of ~~[different]~~ purposes from numerous ~~[in-varied]~~ sources and cultures. The student is expected to:

- (A) read self-selected and assigned texts from ~~[in such]~~ varied sources (e.g., as literature, literary non-fiction, expository, ~~diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda,~~ electronic texts, and other media) ; and
- (B) read for various purposes (e.g., to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models) for ~~[to use in his/her own]~~ writing.
- (2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
- (A) expand vocabulary through wide reading, viewing, listening, and discussion;
- ~~[(B) — rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;]~~
- (B) ~~[(C)]~~ apply knowledge ~~[meanings]~~ of affixes and ~~[prefixes,]~~ roots ~~[-, and suffixes]~~ to comprehend;
- (C) ~~[(D)]~~ investigate word origins ~~[as an aid]~~ to understand ~~[understanding]~~ meanings, derivations, and spellings;
- ~~[(E) — use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;]~~
- (D) ~~[(F)]~~ distinguish ~~[discriminate]~~ between the connotative and denotative meanings and interpret the connotative power of words; ~~[and]~~
- (E) use reference material to determine precise meaning and usage (e.g., glossary, dictionary, thesaurus, and available technology); and
- (F) use context to determine meanings of words and phrases (e.g., figurative language, idiomatic expressions, homonyms, and technical vocabulary).
- ~~[(G) — interpret the meaning of analogies in texts;]~~
- (3) The student comprehends texts ~~[selections]~~ using a variety of strategies. The student is expected to:
- (A) use self-monitoring ~~[monitor his/her own]~~ reading strategies to ~~[and]~~ make modifications when understanding breaks down ~~[such as rereading, using resources, and questioning]~~ ;
- (B) activate and draw upon prior ~~[background]~~ knowledge and experience ~~[in order to comprehend]~~ ;
- (C) establish ~~[and adjust both immediate and overarching]~~ purposes for reading (e.g., to discover, ~~[such as to find out,]~~ to understand, to interpret, to enjoy, and ~~[or]~~ to solve problems) ; ~~[and]~~
- (D) construct images based on text descriptions ; and ~~[;]~~
- (E) create graphic organizers to represent textual information.
- (4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:
- (A) analyze audience, purpose, and message of text;
- ~~[(A) — analyze the characteristics of clear text;]~~
- (B) evaluate the credibility and relevance of information sources ~~[and their appropriateness for various needs]~~ ;
- (C) evaluate the author's motivation, stance, or position and its effect on the validity of the text;
- ~~[(C) — describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone;]~~

- (D) analyze aspects of texts (e.g., organizational patterns, diction, format, and tone) [such as patterns of organization and choice of language] for their effect on audiences;
- (E) identify explicit and implicit textual information in text;
- (F) support complex inferences with text evidence and experience; and
- (G) recognize persuasive techniques in texts (e.g., bandwagon, glittering generalities, and testimonials).
- ~~[(E) — apply modes of reasoning such as induction and deduction to think critically; and]~~
- ~~[(F) — recognize logical and illogical modes of persuasion in texts.]~~
- (5) The student uses study strategies to learn from a variety of texts [text] . The student is expected to:
- (A) use effective reading strategies to [learn and] recall material [ideas and concepts] from text (e.g., [such as] previewing, skimming, scanning, rereading, and asking relevant questions) ;
- (B) summarize information from text (e.g., outlines, study guides, annotating, and two-columned note taking);
- (C) use text features and graphics (e.g., headings, tables, sidebars, photographs, and captions) to form an overview of informational texts and to determine where to locate information; and
- (D) use effective test-taking strategies for different types of tests.
- ~~[(B) — recall important information by taking notes or making marginal notations;]~~
- ~~[(C) — summarize information from text through the use of outlines, study guides, or learning logs;]~~
- ~~[(D) — determine important information in test questions by highlighting and underlining;]~~
- ~~[(E) — answer different types of questions, including test like questions such as multiple choice, open ended, literal, and interpretative;]~~
- ~~[(F) — produce summaries of texts that include main ideas and their supporting details;]~~
- ~~[(G) — draw inferences and support them with text evidence and experiences;]~~
- ~~[(H) — draw conclusions from text information; and]~~
- ~~[(I) — analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding;]~~
- ~~[(6) — The student inquires through reading and researching self-selected and assigned topics. The student is expected to:]~~
- ~~[(A) — generate relevant, interesting, and researchable questions;]~~
- ~~[(B) — locate appropriate print and non print information using text and technical resources, including databases;]~~
- ~~[(C) — use text organizers such as overviews, headings, and graphic features to locate and categorize information;]~~
- ~~[(D) — organize and record new information in systematic ways such as notes, charts, and graphic organizers;]~~
- ~~[(E) — produce research projects and reports in various formats for audiences; and]~~
- ~~[(F) — draw relevant questions for further study from the research findings or conclusions.]~~
- (6) ~~[(7)]~~ The student expresses and supports responses to various types of texts. The student is expected to:

- (A) respond to literary and informational texts through various modes of communication (e.g., ~~outlets such as~~ discussions, further reading, presentations, journals, written responses, or visual arts) ~~oral interpretations, or enactments~~ ;
- (B) formulate and defend a position with support synthesized from multiple texts; and
- ~~[(B) — respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;]~~
- ~~[(C) — negotiate, clarify, and defend responses in large and small discussion groups;]~~
- ~~[(D) — compare reviews of literature, film, and live performance with his/her own responses; and]~~
- (C) ~~[(E)]~~ evaluate personal [his/her own] responses to reading for evidence of growth [in insight, clarity, and support] .

§110.49. ~~[Analysis of]~~ Visual Media Analysis and Production (One-Half Credit).

- (a) Introduction.
 - (1) ~~[Students need to be critical viewers, consumers, and producers of media texts. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development.]~~ High school students enrolled in [Analysis of] Visual Media Analysis and Production will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
 - ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
 - ~~(3) [(2)]~~ The essential knowledge and skills as well as the student expectations for [Analysis of] Visual Media Analysis and Production, an elective course, are described in subsection (b) of this section.
- (b) Knowledge and skills.
 - (1) The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
 - (A) identify the historical development of visual media;
 - (B) distinguish the purposes of various media forms such as information, entertainment, and persuasion; and
 - (C) recognize strategies used by media to inform, persuade, entertain, and transform ~~[transmit]~~ culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
 - (2) The student analyzes and critiques the significance of visual representations. The student is expected to:
 - (A) evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols;
 - (B) compare and contrast media with other art forms;
 - (C) analyze techniques used in visual media;
 - (D) explore the emotional and intellectual effects of visual media on viewers; and
 - (E) recognize how visual and sound techniques convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.

- (3) The student produces visual representations that communicate with others. The student is expected to:
- (A) use a variety of forms and technologies to communicate specific messages;
 - (B) use a range of techniques to ~~[plan and]~~ create a media text and reflect critically on the work produced; ~~and~~
 - (C) study the relationship between subject matter and choice of media for presenting that subject ; ~~and~~
 - ~~(D) create, present, test, analyze response, and revise a project using such data gathering techniques as questionnaires, group discussions, and feedback forms.~~

§110.50. Contemporary Media [~~Literacy Speech~~] (One Credit).

(a) Introduction.

- (1) ~~[Mass media influence the way meanings and realities are created and shared in contemporary society. Students enrolled in Media Literacy will develop their skill in understanding, analyzing, using, and producing media intelligently. High school students should realize that media can be a vehicle for full participation in academic, social, and democratic processes.]~~ Students enrolled in Contemporary Media [~~Literacy~~] will understand how media influence ~~[our]~~ tastes, ~~[our]~~ behavior, ~~[our]~~ purchasing, and ~~[our]~~ voting decisions. Students who are media literate understand television, radio, film, and other visual images and auditory messages. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- (3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Contemporary Media [~~Literacy Speech~~], an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) ~~[History.]~~ The student identifies ~~[traces]~~ the history and evolution of media used for mass communication. The student is expected to:
 - ~~(A) trace the history and development of each mass medium;~~
 - (A) ~~(B)~~ examine the development of the technologies that influence each medium; and
 - (B) ~~(C)~~ analyze the historical contributions made by various media personnel.
- (2) ~~[Functions.]~~ The student recognizes the types and functions of mass media. The student is expected to:
 - ~~(A) identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music; and~~
 - (B) ~~(A)~~ analyze the roles of media as sources of information, entertainment, persuasion, and education ; ~~and~~
 - ~~(B) analyze strategies used by media to inform, persuade, entertain, and educate.]~~
- (3) ~~[Regulations.]~~ The student identifies and analyzes regulations that govern media. The student is expected to:
 - (A) identify the appropriate government agencies that regulate media; and
 - (B) analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.

- (4) ~~[Influences.]~~ The student analyzes the influence of media. The student is expected to:
- (A) analyze the influence of viewing and listening habits on individuals;
 - ~~[(B) — analyze the influence of media on consumers;]~~
 - (B) ~~[(C)]~~ analyze the influence of media in shaping ~~[various]~~ governmental decisions , social choices , and cultural norms; ~~[and]~~
 - (C) evaluate standards for "quality programming"; and
 - (D) analyze possible ways to improve mass media.
 - ~~[(D) — analyze the influence of media on the democratic processes.]~~
- (5) ~~[Production.]~~ The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
- ~~[(A) — analyze the contributions and responsibilities of various media personnel;]~~
 - ~~[(B) — analyze techniques for producing media messages for specific purposes and effects;]~~
 - (A) ~~[(C)]~~ develop skills for organizing, writing , and designing media messages for specific purposes and effects;
 - (B) ~~[(D)]~~ develop technical and communication skills needed by various media personnel ; and
 - (C) ~~[(E)]~~ plan, organize, produce, and present media messages . ~~[: and]~~
 - ~~[(F) — evaluate media messages and products.]~~
- ~~[(6) — Evaluation. The student evaluates mass media. The student is expected to:]~~
- ~~[(A) — analyze and evaluate standards for "quality programming";]~~
 - ~~[(B) — determine the contributions of media on the democratic process;]~~
 - ~~[(C) — analyze and evaluate media's efforts to address social and cultural problems;]~~
 - ~~[(D) — analyze and propose possible ways to improve mass media; and]~~
 - ~~[(E) — formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals;]~~

§110.51. Literary Genres (One-Half to One Credit).

- (a) Introduction.
- (1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to oral, written ~~[texts through such varied avenues as talk, print]~~ , and electronic text ~~[formats]~~ to connect their knowledge of the world . ~~[with the text being read. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
 - ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
 - (3) ~~[(2)]~~ The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section.
- (b) Knowledge and skills.
- (1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

- (A) expand vocabulary through wide reading, listening, and discussion;
 - (B) investigate word origins as an aid to understanding meanings, derivations, and spellings [] as well as influences on the English language; and
 - (C) discriminate between connotative and denotative meanings and interpret the connotative power of words.
- (2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
- (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;
 - (B) propose and provide examples of themes that cross texts;
 - (C) connect literature to historical context, current events, and his/her own experiences;
 - (D) analyze relevance of setting and time frame to text's meaning;
 - (E) identify basic conflicts;
 - (F) describe the development of plot and how conflicts are addressed and resolved;
 - (G) analyze characters' traits, motivations, changes, and stereotypical features;
 - (H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;
 - (I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;
 - (J) identify and analyze text structures;
 - (K) recognize archetypes, motifs, and symbols across texts [~~including heroes and beneficence of nature such as Dawn~~];
 - (L) analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry;
 - (M) identify how authors create suspense; and
 - (N) tell how points of view affect tone, characterization, and credibility.
- (3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:
- (A) analyze the characteristics of well-constructed texts;
 - (B) describe how a writer's point of view [~~motivation, stance, or position~~] may affect text credibility, structure, or tone; [~~and~~]
 - (C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences ; and []
 - (D) examine strategies that writers in different fields use to compose.
- (4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) compare text events with personal [~~his/her own~~] and other readers' experiences;
 - ~~(B) recognize distinctive and shared characteristics of cultures through wide reading; and~~
 - (B) [(C)] recognize and discuss themes and connections that cross cultures ; and []
 - (C) recognize how writers represent and reveal their cultures and traditions in texts.

- (5) The student uses writing as a tool for learning and researching literary genres [research]. The student is expected to:
- (A) use writing to discover, record, review, and learn; and
 - (B) link related information and ideas from a variety of sources.
- ~~[(6) The student communicates with writers inside and outside the classroom, including those representing different cultures. The student is expected to:]~~
- ~~[(A) examine strategies that writers in different fields use to compose; and]~~
- ~~[(B) recognize how writers represent and reveal their cultures and traditions in texts.]~~

§110.52. Creative [and Imaginative] Writing (One-Half to One Credit).

(a) Introduction.

- (1) The study of creative [and imaginative] writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative [and Imaginative] Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing [essays], short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' [student's] evaluation of their [his/her] own writing as well as the writing of others ensures [insures] that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments [apply criteria] for effective writing, and set their own goals as writers. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- ~~(3) [(2)] The essential knowledge and skills as well as the student expectations for Creative [and Imaginative] Writing, an elective course, are described in subsection (b) of this section.~~

(b) Knowledge and skills.

- (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
- (A) write expressive, informative, and persuasive literary texts effectively;
 - (B) demonstrate the distinguishing characteristics of various written forms such as fictional writing [essays], short stories, poetry, and drama in his/her own writing;
 - (C) elaborate writing when appropriate such as [by] using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;
 - (D) employ various points of view to communicate effectively;
 - (E) choose topics and forms to develop fluency and voice;
 - (F) use word choice, sentence structure, and repetition to create tone; and
 - (G) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
- (A) select and apply prewriting strategies to generate ideas, develop voice, and plan;
 - (B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

- (C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;
 - (D) use effective sequence and transitions to achieve coherence and meaning;
 - (E) revise drafts by rethinking content, organization, and style ~~[to better accomplish the task]~~ ;
 - (F) frequently refine ~~[refines]~~ selected pieces to publish for general and specific audiences; and
 - ~~[(G) proofread and edit as appropriate for the conventions of standard written English using resources as needed;]~~
 - ~~[(H) use available technology for aspects of creating, revising, editing, and publishing texts; and]~~
 - (G) ~~[(H)]~~ write both independently and ~~[and/or]~~ collaboratively.
- (3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
- ~~[(A) produce legible written work, including handwritten, word processed, and typed documents;]~~
 - (A) ~~[(B)]~~ use correct capitalization and punctuation;
 - (B) ~~[(C)]~~ spell with accuracy in the final draft; and
 - (C) ~~[(D)]~~ demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
- (4) The student evaluates his/her own writing and the writings of others. The student is expected to:
- (A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;
 - (B) generate and apply peer and self-assessment; and
 - ~~[(B) apply criteria generated by self and others to evaluate writing; and]~~
 - (C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§110.53. Research and Technical Writing (One-Half to One Credit).

(a) Introduction.

- (1) The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts ~~[such as essays, reports, proposals, and memoranda]~~ . This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their ~~[his/her]~~ own writing as well as the writing of others ensures ~~[insures]~~ that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Research and Technical Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student writes for a variety of purposes and audiences. The student is expected to:
 - (A) write informative and persuasive texts, including essays, reports, and proposals;
 - (B) use the distinguishing characteristics of various written forms, including ~~such as~~ essays, scientific reports, speeches, and memoranda;
 - (C) write in voice and style appropriate to audience and purpose; and
 - (D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
 - (A) ~~select and~~ apply prewriting strategies to generate ideas ~~develop voice,~~ and plan;
 - (B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;
 - (C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose;
 - (D) use effective sequence and transitions to achieve coherence and meaning;
 - (E) revise drafts by rethinking content, organization, and style to better accomplish the task;
 - (F) ~~proofread and~~ edit as appropriate for the conventions of standard written English;
 - (G) use resources such as texts and other people for editing;
 - (H) use available technology for aspects of creating, revising, editing, and publishing texts; and
 - (I) write both independently and collaboratively.
- (3) The student writes to investigate self-selected and assigned topics. The student is expected to:
 - (A) use writing ~~such as learning logs~~ to formulate questions, refine topics, and clarify ideas; and
 - (B) organize all types of ~~compile~~ information from multiple sources, including primary and secondary resources, ~~sources~~ using available technology such as audio, video, print, non-print, graphics, maps, and charts. ~~;~~
 - ~~[(C) — organize and link related information from multiple sources;]~~
 - ~~[(D) — represent information in a variety of ways such as graphics and conceptual maps; and]~~
 - ~~[(E) — compile written ideas, representations, and interpretations into reports, summaries, or other formats and draw conclusions.]~~
- (4) The student applies the conventions of usage and mechanics of written English. The student is expected to:
 - ~~[(A) — produce legible written work, including handwritten, word processed, and typed documents;]~~
 - (A) ~~(B)~~ use correct capitalization and punctuation;
 - (B) ~~(C)~~ use correct spelling in the final draft;
 - (C) ~~(D)~~ demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;

- (D) ~~(E)~~ use appropriate technical vocabulary; and
 - (E) ~~(F)~~ consistently use a documentation manual or form consistent with the student's field of study such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.
- (5) The student evaluates his/her own writing and the writing of others. The student is expected to:
- (A) analyze and discuss published pieces as writing models;
 - (B) apply criteria to evaluate writing; and
 - (C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§110.54. Practical Writing Skills (One-Half to One Credit).

(a) Introduction.

- (1) The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing ~~[composing business letters and requests for information, as well as for completing job applications and resués]~~. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and [the] writing [process]. Evaluation of students' own writing as well as the writing of others ensures [insures] that students completing this course are able to analyze and evaluate their writing. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Practical Writing Skills, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- ~~(1) — The student writes for a variety of audiences and purposes. The student is expected to:~~
 - ~~[(A) — compose business letters with accuracy and clarity;]~~
 - ~~[(B) — compose inquiries and requests;]~~
 - ~~[(C) — write for authentic, persuasive purposes;]~~
 - ~~[(D) — complete written tasks associated with job application such as application form, letters of application, and resués;]~~
 - ~~[(E) — complete order forms; and]~~
 - ~~[(F) — take notes.]~~
- (1) ~~(2)~~ The student uses [relies increasingly on] the conventions and mechanics of written English to communicate clearly. The student is expected to:
 - ~~[(A) — produce legible written work, including handwritten, word processed, and typed documents;]~~
 - (A) ~~(B)~~ employ written conventions appropriately such as capitalizing and punctuating for various forms [such as business letters and resués] ; [and]
 - (B) ~~(C)~~ use correct spelling ; [for final products.]

- (C) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;
- (D) use varied sentence structures to express meanings and achieve desired effect; and
- (E) use appropriate vocabulary.

~~[(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The student is expected to:]~~

- ~~[(A) produce error free writing by demonstrating control over grammatical elements such as subject verb agreement, pronoun antecedent agreement, and appropriate verb forms;]~~
- ~~[(B) use varied sentence structures to express meanings and achieve desired effect; and]~~
- ~~[(C) use appropriate vocabulary.]~~

(2) ~~[(4)]~~ The student ~~[selects and]~~ uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

- (A) ~~[select and]~~ apply prewriting strategies to generate ideas ~~[-develop voice,]~~ and plan;
- (B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;
- (C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;
- (D) use effective sequence and transitions to achieve coherency ~~[coherence and meaning]~~ ;
- (E) revise drafts by rethinking content, organization, and style to better accomplish the task;
- (F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;
- (G) use resources such as texts and other people as needed for proofreading, editing , and revising ; and

~~[(H) proofread writing; and]~~

(H) ~~[(4)]~~ use available technology for creating, revising, editing, and publishing texts.

~~[(3) The student reads and writes for a variety of audiences and purposes. The student is expected to:]~~

- ~~(A) read a variety of informational text;~~
- ~~(B) write informational text; and~~
- ~~(C) practice effective, efficient note taking.~~

(4) ~~[(5)]~~ The student evaluates his/her own writing and the writing of others. The student is expected to:

- (A) evaluate how well ~~[his/her own]~~ writing achieves its purposes;
- (B) analyze and discuss published pieces as writing models; and
- ~~[(C) apply criteria generated by self and others to evaluate writing; and]~~
- (C) ~~[(D)]~~ [accumulate and] review ~~[his/her own]~~ written work to determine its strengths and weaknesses and to set goals as a writer.

~~[(5) The student analyzes informational text. The student is expected to:]~~

- ~~(A) use effective reading strategies to determine a written work's purpose and intended audience;~~
- ~~(B) identify explicit and implicit textual information, including main ideas and author's purpose;~~
- ~~(C) draw and support complex inferences from text to distinguish facts from opinions;~~

- (D) analyze the author's quality of evidence for an argument;
 - (E) evaluate the use of both literal and figurative language;
 - (F) analyze the audience and purpose of informational and persuasive text;
 - (G) analyze how an author's use of language creates imagery and mood; and
 - (H) analyze insights gained from text to text, text to self, and text to world.
- (6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:
- (A) apply knowledge of roots and affixes to infer the meanings of new words; and
 - (B) use reference guides to confirm the meanings of new words and concepts.

§110.55. Humanities (One-Half to Two Credits) [(One Credit)] .

(a) Introduction.

- (1) Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities [~~commonalties~~] that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. [~~For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~]
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) [(2)] The essential knowledge and skills as well as the student expectations for Humanities, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student reads and views varied literary and [~~widely to recognize writing as an~~] art forms [~~form~~]. The student is expected to:
- [(A) ~~read widely to understand authors' craft and to discover models to use in his/her own writing;~~]
 - (A) [(B)] recognize the major historical and cultural movements as reflected in various art forms; and
 - [(C) ~~identify the elements common to literature and other fine arts;~~]
 - [(D) ~~read literary responses to political, social, and philosophical movements;~~]
 - [(E) ~~identify elements of literary creativity;~~]
 - [(F) ~~develop and apply criteria for evaluating literary works and other art forms; and~~]
 - (B) [(G)] read widely to see connections (commonalities [~~commonalties~~]) that literature shares with fine arts and historical and/or philosophical writings .

- (2) The student expresses and supports responses to various types of texts and compositions. The student is expected to:
- (A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments;
 - (B) use elements of text and other art forms to defend his/her own responses and interpretations;
 - (C) compare reviews of literature, film performance, and other art forms with his/her own responses; and
 - ~~[(D) — evaluate his/her own responses to text and other art forms for evidence of growth; and]~~
 - (D) ~~[(E)]~~ develop and use assessments for evaluating literary work and other ~~[identify and analyze how various]~~ art forms as ~~[are]~~ a reflection of history such as political, social, and philosophical movements.
- (3) The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:
- (A) show an in-depth understanding of creative achievements in literature and the arts through writing;
 - (B) describe how personal creativity is expressed within the requirements of an art form; and
 - (C) describe and analyze the relationship between form and expression . ~~[-and]~~
 - ~~[(D) — analyze art forms.]~~
- ~~(4) The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:~~
- ~~(A) — discuss how personal creativity is expressed within the requirements of an art form;~~
 - ~~(B) — discuss conditions that encourage creativity;~~
 - ~~(C) — discuss the relationship between form and expression; and~~
 - ~~(D) — discuss the major historical and cultural movements as reflected in various art forms.~~
- ~~[(4) — The student speaks clearly and effectively to audiences for a variety of purposes. The student is expected to:]~~
- ~~[(A) — participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:]~~
 - ~~[(i) — discuss how personal creativity is expressed within the requirements of an art form;]~~
 - ~~[(ii) — discuss conditions that encourage creativity;]~~
 - ~~[(iii) — discuss the relationship between form and expression; and]~~
 - ~~[(iv) — discuss the major historical and cultural movements as reflected in various art forms; and]~~
 - ~~[(B) — analyze art forms orally such as:]~~
 - ~~[(i) — discuss structural elements common to literature and the other fine arts;]~~
 - ~~[(ii) — discuss literary responses to political, social, and philosophical movements;]~~
 - ~~[(iii) — discuss elements of literary creativity;]~~
 - ~~[(iv) — discuss criteria for evaluating literary works and other art forms; and]~~

~~[(v) — evaluate (orally) literary works and other art forms.]~~

~~[(5) — The student understands and interprets visual representations. The student is expected to:]~~

~~[(A) — describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design;]~~

~~[(B) — identify conditions that encourage creativity; and]~~

~~[(C) — explore the relationship between form and expression.]~~

~~(5) [(6)]~~ The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) recognize and evaluate how literature and various other art forms convey messages; and

(B) examine the impact of literature and various other art forms.

§110.56. Speech Communication (One Credit.)

~~[(a) — Introduction.]~~

~~[(1) — Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~

~~[(2) — The essential knowledge and skills as well as the student expectations for Speech Communication, an elective course, are described in subsection (b) of this section.]~~

~~[(b) — Knowledge and skills:]~~

~~[(1) — Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The student is expected to:]~~

~~[(A) — explain the importance of communication in daily interaction;]~~

~~[(B) — identify and analyze the related components of the communication process as a foundation for communication skills;]~~

~~[(C) — identify characteristics of oral language and analyze standards for using oral language appropriately;]~~

~~[(D) — identify types of nonverbal communication and analyze their effects;]~~

~~[(E) — identify the components of the listening process;]~~

~~[(F) — identify and analyze standards for making communication choices considering, appropriateness for self, listener, occasion, and task;]~~

~~[(G) — explain how perceptions of self and others influence communication;]~~

~~[(H) — explain how knowledge, attitudes, needs, and priorities influence communication;]~~

~~[(I) — recognize how culture influences communication; and]~~

~~[(J) — identify and analyze responsibilities of communicators.]~~

~~[(2) — Interpersonal. The student uses appropriate interpersonal communication strategies. The student is expected to:]~~

~~[(A) — explain the importance of productive, interpersonal communication;]~~

- ~~[(B) — identify characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness;]~~
- ~~[(C) — use language appropriately in a variety of interpersonal situations;]~~
- ~~[(D) — use appropriate nonverbal communication in interpersonal situations;]~~
- ~~[(E) — use critical, reflective, and empathic listening skills to enhance interpersonal relationships;]~~
- ~~[(F) — participate appropriately in conversations for a variety of purposes;]~~
- ~~[(G) — use effective strategies for making communication decisions, solving problems, and managing conflicts; and]~~
- ~~[(H) — analyze and evaluate the appropriateness of own communication and the communication of others in interpersonal situations.]~~
- ~~[(3) — Group. The student uses appropriate communication in group situations. The student is expected to:]~~
 - ~~[(A) — explain the importance of groups in a democratic society;]~~
 - ~~[(B) — identify the purposes and functions of various types of informal and formal groups;]~~
 - ~~[(C) — demonstrate understanding of basic theories and principles of effective group dynamics;]~~
 - ~~[(D) — analyze roles assumed by group members and their influence on group effectiveness;]~~
 - ~~[(E) — use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;]~~
 - ~~[(F) — use effective strategies for problem solving, conflict management, and consensus building in groups;]~~
 - ~~[(G) — use parliamentary procedure effectively;]~~
 - ~~[(H) — prepare, organize, and present group discussions for an audience;]~~
 - ~~[(I) — make appropriate impromptu contributions and/or speeches in group decision making; and]~~
 - ~~[(J) — evaluate group effectiveness;]~~
- ~~[(4) — Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:]~~
 - ~~[(A) — analyze audience, purpose, and occasion;]~~
 - ~~[(B) — apply appropriate criteria for choosing and limiting topics;]~~
 - ~~[(C) — choose and limit purposes for speeches;]~~
 - ~~[(D) — research topics for speeches using a variety of primary, secondary, and electronic sources;]~~
 - ~~[(E) — organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;]~~
 - ~~[(F) — use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;]~~
 - ~~[(G) — organize and develop outlines to reflect logical speech form;]~~
 - ~~[(H) — use appropriate logical, ethical, and emotional proofs to support and clarify points;]~~
 - ~~[(I) — choose appropriate devices for introductions and conclusions;]~~

- ~~[(J) — use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity;]~~
- ~~[(K) — make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity;]~~
- ~~[(L) — write manuscripts for speeches to enhance oral style and facilitate memory; and]~~
- ~~[(M) — produce and use concise notes and/or visual aids appropriately.]~~
- ~~[(5) — Speech form. The student analyzes speech form. The student is expected to:]~~
 - ~~[(A) — explain the importance of public dialogue in a democratic society;]~~
 - ~~[(B) — identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions;]~~
 - ~~[(C) — analyze the characteristics of speeches to inform, persuade, or inspire; and]~~
 - ~~[(D) — analyze oral and written models of speeches as a basis for developing speech skills.]~~
- ~~[(6) — Speech presentation. The student uses appropriate strategies to rehearse and present. The student is expected to:]~~
 - ~~[(A) — use appropriate techniques and strategies to overcome communication apprehension, build self confidence, gain command of ideas and information, and revise speeches;]~~
 - ~~[(B) — use language clearly and appropriately;]~~
 - ~~[(C) — use nonverbal strategies appropriately;]~~
 - ~~[(D) — use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and]~~
 - ~~[(E) — demonstrate a lively sense of interaction with audiences.]~~
- ~~[(7) — Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:]~~
 - ~~[(A) — analyze and evaluate oral and written speech models;]~~
 - ~~[(B) — use critical listening skills to evaluate speeches; and]~~
 - ~~[(C) — provide oral or written critiques of his/her own and others' speeches.]~~

§110.57. Public Speaking I, II, III (One-Half to One Credit).

(a) Introduction.

- (1) In order to have full participation in the civic ~~[democratic]~~ process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- ~~(3) [(2)] The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.~~

(b) Knowledge and skills.

- (1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

- (A) recognize the influence of classical rhetoric in shaping Western thought;
 - (B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;
 - (C) analyze how modern public address influences public opinion and policy in a democratic republic [~~democracy~~];
 - (D) analyze the ethical responsibilities that accompany freedom of speech;
 - (E) develop and use critical, deliberative, [~~evaluative,~~] empathic, and appreciative listening skills to analyze and evaluate speeches; and
 - (F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.
- (2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:
- (A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;
 - (B) identify and analyze logical patterns of organization for specific speech forms;
 - (C) identify and analyze the characteristics of a speech to inform;
 - (D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;
 - (E) identify and analyze characteristics of speeches for special occasions; and
 - (F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.
- (3) Invention. The student plans speeches. The student is expected to:
- (A) identify and analyze the audience and occasion as a basis for choosing speech strategies;
 - (B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic;
 - (C) select and limit purposes for speeches;
 - (D) research topics using primary and secondary sources, including electronic technology; and
 - (E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.
- (4) Organization. The student organizes speeches. The student is expected to:
- (A) apply knowledge of speech form to organize and design speeches;
 - (B) organize speeches effectively for specific topics, [~~and~~] purposes, audiences, and occasions;
 - (C) choose logical patterns of organization for bodies of speech;
 - (D) prepare outlines reflecting logical organization; and
 - (E) analyze and evaluate the organization of oral or written speech models.
- (5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:
- (A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;

- (B) choose logical proofs and appeals that meet standard tests of evidence;
 - (C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches;
 - (D) choose proofs and appeals that enhance a specific topic, purpose, and tone;
 - (E) choose and develop appropriate devices for introductions and conclusions;
 - (F) choose or produce effective visual supports; and
 - (G) analyze and evaluate the proofs and appeals used in oral or written speech models.
- (6) Style. The student develops skills in using oral language in public speeches. The student is expected to:
- (A) distinguish between oral and written language styles;
 - (B) write manuscripts to facilitate language choices and enhance oral style;
 - (C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;
 - (D) use informal, standard, and technical language appropriately;
 - (E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and
 - (F) evaluate a speaker's style in oral or written speech models.
- (7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
- (A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;
 - (B) rehearse and employ a variety of delivery strategies;
 - (C) develop verbal, vocal, and physical skills to enhance presentations;
 - (D) use notes, manuscripts, rostrum, [~~microphone,~~] visual aids, and/or electronic devices; and
 - (E) interact with audiences appropriately.
 - ~~(E) maintain a lively sense of interaction with an audience.~~
- (8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:
- (A) use critical, deliberative, and appreciative listening skills to evaluate speeches; and
 - (B) critique speeches using knowledge of rhetorical principles.

§110.58. Communication Applications (One-Half Credit).

(a) Introduction.

- (1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving [~~problem solving~~] processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. [~~For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~]

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
 - (A) explain the importance of effective communication skills in professional and social contexts;
 - (B) identify the components of the communication process and their functions;
 - (C) identify standards for making appropriate communication choices for self, listener, occasion, and task;
 - (D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
 - (E) identify types of nonverbal communication and their effects;
 - (F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;
 - (G) identify the components of the listening process;
 - (H) identify specific kinds of listening such as critical, deliberative, and empathic;
 - (I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
 - (J) identify and analyze ethical and social responsibilities of communicators; and
 - (K) recognize and analyze appropriate channels of communication in organizations.
- (2) Interpersonal. The student uses appropriate interpersonal communication [~~interpersonal communication~~] strategies in professional and social contexts. The student is expected to:
 - (A) identify types of professional and social relationships, their importance, and the purposes they serve;
 - (B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
 - (C) use communication management [~~communication management~~] skills to [~~build confidence and~~] develop appropriate assertiveness, tact, and courtesy;
 - (D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
 - (E) send [~~make~~] clear and appropriate requests, provide [~~give~~] clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;
 - (F) participate appropriately in conversations;
 - (G) communicate effectively in interviews;
 - (H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
 - (I) analyze and evaluate the effectiveness of one's own and others' communication.

- (3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
- (A) identify kinds of groups, their importance, and the purposes they serve;
 - (B) analyze group dynamics and processes for participating effectively in groups [~~committees, or teams~~];
 - (C) identify and analyze the roles of group members and their influence on group dynamics;
 - ~~(D) demonstrate understanding of group roles and their impact on group effectiveness;~~
 - ~~[(D) demonstrate skills for assuming productive roles in groups;]~~
 - (E) use appropriate verbal, nonverbal, and listening skills [~~strategies~~] to promote group effectiveness;
 - (F) identify and analyze leadership styles;
 - (G) use effective communication strategies in leadership roles;
 - (H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
 - (I) analyze the participation and contributions of group members and evaluate group effectiveness.
- (4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
- (A) analyze the audience, occasion, and purpose when designing presentations;
 - (B) determine specific topics and purposes for presentations;
 - (C) research topics using primary and secondary sources, including electronic technology;
 - (D) use effective strategies to organize and outline presentations;
 - (E) use information effectively to support and clarify points in presentations;
 - (F) prepare scripts or notes for presentations;
 - (G) prepare and use visual or auditory aids, including technology, to enhance presentations;
 - (H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
 - (I) use effective verbal and nonverbal strategies in presentations;
 - ~~(J) make group presentations to inform, persuade, or motivate an audience;~~
 - ~~[(J) prepare, organize, and participate in an informative or persuasive group discussion for an audience;]~~
 - (K) make individual presentations to inform, persuade, or motivate an audience;
 - (L) participate in question-and-answer [~~question and answer~~] sessions following presentations;
 - (M) apply critical-listening strategies to evaluate presentations; and
 - (N) evaluate effectiveness of his/her own presentation.

§110.59. Oral Interpretation I, II, III (One to Three Credits).

- (a) Introduction.

- (1) Literature and its presentation are integral to understanding the cultural aspects of a society. [~~In Oral Interpretation, students study the oral reading or performance of a literary text as a communication art.~~] Students [enrolled] in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art . Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. [For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Oral Interpretation I, II, III, elective courses, are described in subsection (b) of this section.
- (b) Knowledge and skills.
- (1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:
- (A) explain [contemporary] definitions and theories of oral interpretation as a communication art;
 - (B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience; and
 - (C) develop and use a workable theory of interpretation as a basis for performance choices.
- (2) Selection. The student selects literature for performance. The student is expected to:
- (A) select literature appropriate for the reader, the audience, and the occasion;
 - (B) apply standards of literary merit when selecting literature for individual or group performance;
 - (C) choose literature that can be appropriately adapted; and
 - (D) select performance materials from a variety of literary genre.
- (3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:
- (A) read the text to grasp the author's meaning, theme, tone, and purpose; and
 - (B) research the author, author's works, literary criticism, allusions in the text, and definitions [definition] and pronunciations of words to enhance understanding and appreciation of the chosen text.
- (4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:
- (A) identify and analyze the literary form or genre;
 - (B) identify and analyze structural elements in the chosen text;
 - (C) identify and analyze the narrative voice and/or other speakers such as ~~(f)~~ personae ~~(g)~~ in the literature;
 - (D) identify and analyze the time, place, and atmosphere [locus] ;
 - (E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking , where they are speaking , when they are speaking , and for what reason they are speaking ;

- (F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity;
 - (G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;
 - (H) trace the emotional progression of the text; and
 - (I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.
- (5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:
- (A) maintain ethical responsibility to author, text, and audience when adapting literature;
 - (B) apply appropriate criteria for lifting scenes and cutting literary selections;
 - (C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment; and
 - (D) write appropriate introductions, transitions, and/or conclusions to supplement the text.
- (6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
- (A) justify the use or nonuse of manuscript or other aids;
 - (B) justify strategies for the use of focus, gesture, and movement;
 - (C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;
 - (D) justify the use of dialect, pronunciation, enunciation, or articulation; and
 - (E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.
- (7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:
- (A) use effective rehearsal strategies to promote internalization and visualization of the text;
 - (B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;
 - (C) participate in effective group decision-making processes to prepare and present group performances; and
 - (D) present individual and group performances.
- (8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:
- (A) listen critically and appreciatively and respond appropriately to the performances [~~performance~~] of others;
 - (B) analyze and evaluate various performance styles;
 - (C) use a variety of techniques to evaluate and critique one's own and others' performances; and
 - (D) set goals for future performances based on evaluation.

§110.60. Debate I, II, III (One to Three Credits).

- (a) Introduction.

- (1) Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. ~~[and clashes of opinion. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
 - (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
 - (3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Debate I, II, III, elective courses, are described in subsection (b) of this section.
- (b) Knowledge and skills.
- (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:
 - (A) identify the historical and contemporary use of debate in social, political, and religious arenas;
 - (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and
 - (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.
 - (2) Analysis of issues. The student analyzes controversial issues. The student is expected to:
 - (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;
 - (B) accurately phrase and define debatable propositions;
 - (C) analyze and evaluate propositions and related issues presented in academic and public settings; and
 - (D) recognize, analyze, and use various debate formats to support propositions.
 - (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:
 - (A) explain the concept of a value as it applies to a debate;
 - (B) analyze the role of value assumptions in formulating and evaluating argument;
 - (C) analyze the works of classical and contemporary philosophers;
 - (D) apply various standards for evaluating propositions of value;
 - (E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;
 - (F) develop and use valid approaches to construct affirmative and negative cases;
 - (G) use valid proofs appropriately to support claims in propositions of value;
 - (H) construct briefs for value propositions; and
 - (I) apply voting criteria to value propositions.
 - (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to:

- (A) evaluate implications of stock issues in affirmative and negative case construction and refutation;
 - (B) use and evaluate a variety of valid ~~[affirmative and negative]~~ strategies to construct affirmative and negative cases;
 - (C) construct debate briefs for policy propositions; and
 - (D) analyze and adapt approaches to accommodate a variety of judging paradigms.
- (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to:
- (A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;
 - (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and
 - (C) analyze the role of value assumptions in personal, social, and political conflicts.
- (6) Proof. The student utilizes research and proof in debate. The student is expected to:
- (A) locate and use a variety of reliable technological and print sources;
 - (B) identify and apply standard tests of evidence for choosing appropriate logical proofs;
 - (C) demonstrate skill in recording and organizing information; and
 - (D) utilize ~~[observe]~~ ethical guidelines for debate research and use of evidence.
- (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:
- (A) identify the roles and responsibilities of the affirmative and negative positions;
 - (B) explain and apply the distinctive approaches to prima facie case construction; and
 - (C) use a variety of approaches to construct logical affirmative and negative cases.
- (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:
- (A) listen critically to formulate responses;
 - (B) take accurate notes during argumentation such as [ç] flow a debate [ç] ;
 - (C) analyze and apply a variety of approaches for refuting and defending arguments;
 - (D) recognize and use effective cross-examination strategies; and
 - (E) extend cross-examination responses into refutation.
- (9) Delivery. The student uses effective communication skills in debating. The student is expected to:
- (A) use precise language and effective verbal skills in argumentation and debate;
 - (B) use effective nonverbal communication in argumentation and debate;
 - (C) use effective critical-listening strategies in argumentation and debate;
 - (D) demonstrate ethical behavior and courtesy during debate; and
 - (E) develop extemporaneous speaking skills.
- (10) Evaluation. The student evaluates and critiques debates. The student is expected to:
- (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and

- (B) provide valid and constructive written and/or oral critiques of debates.

§110.61. Independent Study in Speech (One-Half to One Credit).

(a) Introduction.

- (1) Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided with opportunities [~~an opportunity~~] to extend their knowledge and expand their skills in more advanced study. Independent Study [study] in Speech [speech] provides opportunities [~~opportunity~~] for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. [~~For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~]
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) [(2)] The essential knowledge and skills as well as the student expectations for Independent Study in Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) Propose [~~Proposal~~]. The student plans and designs an independent study project. The student is expected to:
- (A) select a topic and define a purpose for an independent study project focused on a specific aspect of communication;
- (B) review the research related to the topics identified;
- (C) develop a formal proposal for the project; and
- (D) plan the format and develop the timelines for production and presentation.
- (2) Research. The student conducts research to support and develop the approved project. The student is expected to:
- (A) locate and gather information from a variety of primary and [and] secondary sources, including [~~and~~] electronic technology [~~sources~~];
- (B) use systematic strategies to organize and record information; and
- (C) analyze the research data and develop conclusions to provide a basis for the project.
- (3) Produce. The student produces the final product for the project. The student is expected to:
- (A) limit [~~and focus~~] the chosen topic, purpose, and format for the presentation;
- (B) develop systematic strategies to document the project;
- (C) develop appropriate evaluation strategies for each aspect of the production and presentation of the project;
- (D) organize and outline the text for the presentation;
- (E) choose appropriate proofs, literary texts, and/or scenes to develop and support the text;
- (F) produce a written text of superior quality; and
- (G) review and revise plans, outlines, and scripts with the teacher.
- (4) Rehearse and present. The student presents the final product. The student is expected to:
- (A) use rehearsal strategies to gain command of the text and enhance the communication and staging of the presentation;

- (B) demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation;
 - (C) use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation; and
 - (D) document ~~[present documentation of]~~ the progress of the project and submit the final written text or script.
- (5) Evaluate. The student and designated individuals evaluate the project. The student is expected to:
- (A) use ~~[designated]~~ strategies to evaluate the project and the presentation; and
 - (B) analyze problems related to the project and assess implications for future projects.

§110.62. Journalism (One-Half to One Credit).

(a) Introduction.

- (1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists [Writing], technology, and visual [½] and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. [For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- ~~(3) [(2)]~~ The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:
 - (A) identify the history and development of American journalism through people and events;
 - ~~(B) identify the foundations of press law, including copyright law, the fair use exemption, and the ownership of intellectual property;~~
 - ~~(C) [(B)]~~ identify the foundations of journalistic ethics; ~~[and]~~
 - ~~(D) [(C)]~~ distinguish between responsible and irresponsible media action ; ~~and [½]~~
 - ~~(E) understand the consequences of plagiarism.~~
- ~~(2) The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:

 - ~~(A) distinguish the similarities and differences of print, broadcast, and online media; and~~
 - ~~(B) distinguish the similarities and differences of news, feature, and opinion writing.~~~~
- ~~(3) [(2)]~~ The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
 - ~~(A) demonstrate an understanding of the elements of news;~~

- (B) select the most appropriate journalistic format to present content;
- (C) [~~(A)~~] locate information sources such as persons, databases, reports, and past interviews; gather [~~gathers~~] background information; and research [~~researches~~] to prepare for an interview or investigate a topic;
- (D) [~~(B)~~] plan and write relevant questions for an interview or in-depth research;
- (E) gather information through interviews (in person or telephone);
- (F) [~~(C)~~] evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;
- (G) [~~(D)~~] write copy synthesizing [~~incorporate~~] direct and indirect quotes and other research [~~to write in copy~~];
- (H) use journalistic style to write copy;
- (I) [~~(E)~~] revise and edit copy using appropriate copy editing [~~copyreading and proofreading~~] symbols;
- (J) rewrite copy;
- (K) [~~(F)~~] create [~~use~~] different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;
- [~~(G)~~—demonstrate an understanding of the elements of news through writing;]
- [~~(H)~~—select the most appropriate journalistic format of present content;]
- [~~(I)~~—use journalistic style;]
- [~~(J)~~—gather information through interviews (in person or telephone);]
- (L) [~~(K)~~] write captions; and
- (M) [~~(L)~~] demonstrate an understanding of the function of headlines through the writing of headlines ; [~~and~~]
- [~~(M)~~—rewrite copy;]
- (4) [~~(3)~~] The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to:
- (A) identify the appropriate form [~~variety~~] of journalistic publication to present content [~~publications and products~~] such as newspapers, newsmagazines, online media, broadcasts, and newsletters;
- (B) design elements into an acceptable presentation;
- (C) use illustrations or photographs that have been cropped [~~to~~] to communicate and emphasize a topic;
- (D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic; and
- (E) prepare a layout for publication ; [~~and~~]
- [~~(F)~~—design an advertisement for a particular audience;]
- (5) [~~(4)~~] The student demonstrates an understanding of the economics of publishing. The student is expected to:
- (A) understand general salesmanship in selling professional or student-produced publications;
- (B) [~~(A)~~] differentiate between advertising appeals and propaganda;

- (C) ~~[(B)]~~ differentiate between the various types ~~[demonstrate understanding of the type]~~ of advertising such as classified, display, ~~[or]~~ public service, and online advertising; and
- (D) design an advertisement for a particular audience.
- ~~[(C) — understand general salesmanship in selling student produced publications.]~~

§110.63. Independent Study in Journalism (One-Half to One Credit).

(a) Introduction.

- (1) Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of ~~[using]~~ the conventions and mechanics of written English ~~[correctly]~~. Students will become analytical consumers of media and technology to enhance their communication skills. ~~Published work of professional journalists [Writing],~~ technology, and visual ~~[v]~~ and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- ~~(3) [(2)]~~ The essential knowledge and skills as well as the student expectations for Independent Study in Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student refines and enhances journalistic skills. The student is expected to:
- (A) formulate questions, refine topics, and clarify ideas;
- (B) organize and support what is known and what needs to be learned about a topic;
- (C) compile information from primary and secondary sources using available technology;
- (D) organize information from multiple sources, including primary and secondary sources;
- (E) link related information and ideas from a variety of sources; ~~[and]~~
- ~~(F) evaluate product based on journalistic standards;~~
- ~~(G) understand and apply press law and journalistic ethics, including copyright law, the fair use exemption, and the ownership of intellectual property; and~~
- ~~(H) understand the consequences of plagiarism.~~
- ~~[(F) — access appropriate print and non-print information using text and technical resources, including databases.]~~
- (2) The student produces visual representations that communicate with others. The student is expected to:
- (A) conduct a research project(s) with instructor guidance and produce an original work in print or another medium demonstrating advanced skill; and
- (B) use a range of techniques in planning and creating projects.

§110.64. Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).

(a) Introduction.

- (1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- (2) ~~For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- (3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.
- (b) Knowledge and skills.
- (1) The student demonstrates an understanding [knowledge] of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience [journalism] . The student is expected to:
- (A) identify the historical development of broadcasting from early radio to present-day formats, including radio, [present-day] television , and online media ;
- (B) identify the function and role in society of broadcast media , including [] radio, television , and online broadcasts [] in society ;
- (C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property;
- (D) ~~(C)~~ understand and apply [evaluate the laws and] ethical considerations affecting broadcast journalism;
- (E) understand the consequences of plagiarism;
- (F) ~~(D)~~ explore the impact of broadcast formats [radio and television] on society;
- (G) seek viewer opinions on the broadcast to determine its impact on future programming;
and
- ~~(E)~~ identify the role of broadcast media consumers; and]
- (H) ~~(F)~~ identify the strategies of broadcasting to reach certain audiences, including programming decisions.
- (2) The student understands [recognizes] how broadcast productions are created and disseminated. The student is expected to:
- (A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;
- ~~(B)~~ identify technical elements of broadcast production used to create and deliver news such as equipment, camera basics, editing, and captions;]
- (B) ~~(C)~~ understand the economics of broadcasting such as advertising and public funds;
[and]
- (C) consider finances in making decisions, including air time, length of program, and content;
- (D) create and execute a financial plan for programming; and
- (E) identify technical elements of broadcast production used to create and deliver broadcast programming such as school cable systems and live web streaming.

- ~~[(D) demonstrate understanding of how media content is produced by creating and presenting a broadcast journalism product such as a news report, or an interview.]~~
- (3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:
- (A) determine which events and issues are newsworthy for an audience and write appropriate copy for the content;
 - (B) select the most appropriate journalistic format to present content such as school cable systems and websites;
 - (C) apply pre-production skills such as storyboarding, scriptwriting, and scheduling;
 - (D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;
 - (E) create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;
 - (F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate;
 - (G) deliver content that demonstrates the development of a professional identity in the community;
 - (H) apply post-production skills such as editing, voice-overs, and transitions;
 - (I) demonstrate knowledge of new and emerging technologies that may affect the field; and
 - (J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques.
- (4) The student demonstrates leadership and teamwork abilities. The student is expected to:
- (A) determine roles for which different team members will assume responsibility;
 - (B) work cooperatively and collaboratively through a variety of staff assignments;
 - (C) listen actively and critically and then respond appropriately to team members;
 - (D) develop a deadline schedule and a regular means of monitoring progress;
 - (E) submit work for editing and critiquing and make appropriate revisions; and
 - (F) edit and critique work of others.

§110.65. Photojournalism (One-Half to One Credit).

(a) Introduction.

- (1) Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and [Technology,] visual [ἡ] and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and [ἡ] plan, prepare, and produce photographs for a journalistic publication , whether print, digital, or online media . [For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) ~~(2)~~ The essential knowledge and skills as well as the student expectations for Photojournalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student interprets/critiques visual representations. The student is expected to:
 - (A) recognize the major events in the development of modern-day ~~[modern-day]~~ photography;
 - (B) recognize composition principles and their impact on photography;
 - (C) recognize and apply ethical and legal standards to all aspects of photojournalism including copyright law, the fair use exemption, and the ownership of intellectual property ; ~~[and]~~
 - (D) recognize the impact of electronic technology and future trends in digital imaging on the traditional field of photojournalism; and ~~[photo journalism]~~
 - (E) understand the consequences of plagiarism.
- (2) The student produces visual representations that communicate with others. The student is expected to:
 - (A) identify the basic parts of a camera and their functions;
 - (B) manipulate shutter speed, ISO, and aperture/F-stop to produce different effects in photos;
 - ~~[(B) identify different types of film and determine their appropriate uses;]~~
 - (C) produce a properly exposed photo ~~[print]~~ where the subject is sharply focused ~~[and demonstrate the use of the elements or principles of design]~~ ;
 - (D) produce photos that apply the composition principles;
 - ~~[(D)]~~ use lighting and be aware of its qualities such as direction, intensity, color, and the use of artificial light;
 - ~~[(E)]~~ stop action by determining appropriate shutter speed or use panning or hand holding with slower shutter speeds;
 - ~~[(F)]~~ evaluate technical qualities of photos;
 - ~~[(G) practice safety in handling and disposing of chemicals when operating in a darkroom;]~~
 - ~~[(H) learn the theory of film developing by understanding the latent image, film structure, and method of development;]~~
 - ~~[(I)]~~ use appropriate equipment to download images ~~[process film]~~ and make prints or upload images ~~[and make contact sheets]~~ ; and
 - ~~[(J) create digitized images using technology to complete the process; and]~~
 - ~~[(K)]~~ improve photo ~~[print]~~ quality by using appropriate ~~[equipment or]~~ technology.
- (3) The student incorporates photographs into journalistic publications ~~[publication]~~ . The student is expected to:
 - (A) plan photo layouts;
 - (B) illustrate events with appropriate photos and captions;
 - (C) plan photographs in relation to assignments from an editor; ~~[and]~~
 - (D) create a system for organizing deadlines and camera equipment and for filing photos for publication;
 - (E) create and publish slideshow packages using available technology; and

(F) publish photos in both print and online formats.

~~[(D) set up or follow a system for keeping track of negatives, photo images, contact sheets, and meeting deadlines.]~~

§110.66. Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine (One-Half to One Credit).

(a) Introduction.

- (1) Students enrolled in Advanced Journalism: Yearbook I, II, ~~III~~ , III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply ~~learn~~ journalistic ethics and standards. Published works of professional journalists ~~Writing~~, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media . ~~[For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.]~~
- ~~(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.~~
- ~~(3) ~~(2)~~~~ The essential knowledge and skills as well as the student expectations for Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The student is expected to:
 - (A) understand the role and responsibilities of each staff member and the purpose of the publication;
 - (B) use the skills necessary to plan and produce a publication;
 - (C) read ~~[other publications.]~~ both professional publications and other student-produced publications to ~~;~~and generate story and design ideas for the local publication ~~[of interest or of need to the publication's audience]~~ ;
 - (D) conduct research using a variety of sources such as [firsthand] interviews with primary sources, databases, or published reports [and other means available, including the ~~Internet~~] ; and
 - (E) conceive coverage ideas for packaged ~~[and create multifaceted]~~ presentations of material, including , but not limited to, copy ~~[standard story form]~~ , infographics, sidebars, photos, [and] art , and multimedia components .
- (2) The student understands media law and journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to:
 - (A) find a variety of credible sources to provide balanced ~~[balance to]~~ coverage;
 - (B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;

- (C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;
 - (D) critique the publication to find its strengths and weaknesses to improve products ~~[and work toward an improved product]~~ based on those critiques; ~~[and]~~
 - (E) seek ~~[actively seeks]~~ non-staff opinion on the publication to ~~[and]~~ determine its impact on future publications; ~~[whether that opinion should affect the publication.]~~
 - (F) understand the consequences of plagiarism; and
 - (G) understand and apply copyright law, the fair use exemption, and the ownership of intellectual property.
- (3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:
- (A) identify elements used to create publications;
 - ~~[(A) — report and write for publications;]~~
 - ~~[(B) — write and design headlines for publications;]~~
 - ~~[(C) — research and write captions for publications;]~~
 - ~~[(D) — plan and produce photographs for publications;]~~
 - ~~[(E) — design publications;]~~
 - (B) ~~[(F)]~~ create and execute [follow] a financial plan for supporting publications such as ~~[including]~~ sales and advertising; and
 - (C) ~~[(G)]~~ consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, and number of copies for print publications .
- (4) The student produces publications. The student is expected to:
- (A) determine which events and issues are newsworthy for the audience ~~[a readership]~~ ;
 - (B) select the most appropriate journalistic format to present content;
 - (C) ~~[(B)]~~ apply ~~[use]~~ skills in reporting and writing to produce publications;
 - ~~[(C) — select the most appropriate journalistic format to present content;]~~
 - (D) design ~~[create]~~ pages for publications;
 - (E) plan and produce photographs for publications;
 - (F) ~~[(E)]~~ incorporate ~~[photographs with captions or]~~ graphics into publications;
 - (G) write and design headlines for publications;
 - (H) research and write captions for publications;
 - (I) ~~[(F)]~~ ~~[use available technology to]~~ produce publications using available technology ; and
 - (J) ~~[(G)]~~ evaluate stories and coverage ~~[stories/coverage]~~ for balance and readability.
- (5) The student demonstrates leadership and teamwork abilities. The student is expected to:
- (A) determine roles for which different team members will assume responsibility;
 - (B) work cooperatively and collaboratively through a variety of staff assignments;
 - (C) ~~[(B)]~~ determine coverage and concepts for publications;
 - (D) ~~[(C)]~~ develop a deadline schedule and a regular means of monitoring progress;
 - (E) listen actively and critically and then respond appropriately to team members;

(F) [~~(D)~~] submit work for editing and critiquing and make appropriate revisions; and

(G) [~~(E)~~] edit and critique work of others ; [~~and~~]

[~~(F) — work cooperatively and collaboratively through a variety of staff assignments.~~]