

**California Content Standard Alignment:  
Hoopoe Teaching Stories:  
Dende Maro  
English Standards  
Grades Nine & Ten**

	Making Predictions	Vocabulary & Word Study	Making Inferences (Reading & Discussion)	Making Inferences (Compare & Contrast)	Drawing & Retelling Story	Earliest Writing & About Africa & Rock Art	Personal Response Journals (II & III)	Creating a Book	Determining Important Ideas	Writing a Story, Poem, or Rap (Retelling)	Connecting Story to Life (Thinking Analogically)
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.		X	X								
<b><i>Vocabulary and Concept Development</i></b>											
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.		X					X				
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.		X	X								
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>(Recommended Literature, Kindergarten Through Grade Twelve)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.											
<b><i>Structural Features of Informational Materials</i></b>											
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.											
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.											
<b><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></b>											
2.3 Generate relevant questions about readings on issues that can be researched.	X					X					
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.											
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.											

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2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).											
<b>Expository Critique</b>											
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.											
2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text. (e.g., in professional journals, editorials, political speeches, primary source material).											
<b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct indepth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	X			X							X
<b>Structural Features of Literature</b>											
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).										X	
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.								X	X		
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>											
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.			X	X							X
3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.			X								X
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.								X			

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3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).											
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.										X	
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.											
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.											
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.											
<b>Literary Criticism</b>											
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.(Aesthetic approach)										X	
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	X		X	X	X						X
<b>WRITING</b> <b>1.0 Writing Strategies</b> Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed.							X			X	X
<b>Organization and Focus</b>											
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.										X	
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.											
<b>Research and Technology</b>											
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.						X			X		
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).								X			

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1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).											X
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.											
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i> ).											
1.8 Design and publish documents by using advanced publishing software and graphic programs.											
<b>Evaluation and Revision</b>											
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.										X	
<b>2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</b>							X		X	X	
<b>Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:</b>							X		X	X	
2.1 Write biographical or autobiographical narratives or short stories:							X			X	
a. Relate a sequence of events and communicate the significance of the events to the audience.							X			X	
b. Locate scenes and incidents in specific places.							X			X	
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.					X		X			X	
d. Pace the presentation of actions to accommodate changes in time and mood.											
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.					X						

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2.2 Write responses to literature:							X			X	
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.							X		X	X	
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.							X		X	X	
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.							X		X	X	
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.							X			X	X
2.3 Write expository compositions, including analytical essays and research reports:											
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.											
b. Convey information and ideas from primary and secondary sources accurately and coherently.											
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.											
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.				X	X						
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.											
f. Use technical terms and notations accurately.											
2.4 Write persuasive compositions:											
a. Structure ideas and arguments in a sustained and logical fashion.									X		
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).											
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.											
d. Address readers' concerns, counterclaims, biases, and expectations.											
2.5 Write business letters:											
a. Provide clear and purposeful information and address the intended audience appropriately.											

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b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.											
c. Highlight central ideas or images.											
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.											
2.6 Write technical documents:											
a. Report information and convey ideas logically and correctly.											
b. Offer detailed and accurate specifications.											
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).											
d. Anticipate readers' problems, mistakes, and misunderstandings.											
<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.									X	X	
<b>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</b>									X	X	
<b>Grammar and Mechanics of Writing</b>											
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).									X	X	
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).											
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.		X							X	X	
<b>Manuscript Form</b>											
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.									X	X	
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.							X				

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<b>LISTENING AND SPEAKING</b>		X		X	X	X				X		X
<b>1.0 Listening and Speaking Strategies</b> Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.												
<b>Comprehension</b>												
	1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	X		X	X	X				X		X
	1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.											
<b>Organization and Delivery of Oral Communication</b>												
	1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.					X				X	X	
	1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).											
	1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.			X	X	X					X	
	1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.											
	1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.					X						
	1.8 Produce concise notes for extemporaneous delivery.											
	1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.											
<b>Analysis and Evaluation of Oral and Media Communications</b>												
	1.10 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.											

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1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.											
1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.											
1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.											
1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.											
<b>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b>	X	X	X	X	X				X		
<i>Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:</i>	X	X	X	X	X				X		
2.1 Deliver narrative presentations:											
a. Narrate a sequence of events and communicate their significance to the audience.					X				X		
b. Locate scenes and incidents in specific places.					X	X					
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.											
d. Pace the presentation of actions to accommodate time or mood changes.											
2.2 Deliver expository presentations:	X		X	X	X				X		X
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	X		X	X					X		X
b. Convey information and ideas from primary and secondary sources accurately and coherently.											
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.	X		X	X	X	X			X		X
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.						X					
e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.											
f. Use technical terms and notations accurately.											



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2.3 Apply appropriate interviewing techniques											
2.4 Deliver oral responses to literature:											
a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).	X		X	X					X		X
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	X								X		X
c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.			X	X						X	
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.											
2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):											
a. Structure ideas and arguments in a coherent, logical fashion.											
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).											
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.											
d. Anticipate and address the listener’s concerns and counterarguments.											
2.6 Deliver descriptive presentations:											
a. Establish clearly the speaker’s point of view on the subject of the presentation.											
b. Establish clearly the speaker’s relationship with that subject (e.g., dispassionate observation, personal involvement).											
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.					X						

*California Content Standards for English Language Gr. 11-12 follows.*

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<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.		X	X	X							X
<b><i>Vocabulary and Concept Development</i></b>											
1.1 Trace the etymology of significant terms used in political science and history.											
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.											
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.		X	X	X			X		X		X
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>(Recommended Literature, Kindergarten Through Grade Twelve)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.						X					
<b><i>Structural Features of Informational Materials</i></b>											
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.											
<b><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></b>											
2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.									X		
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.											
2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.			X	X							
2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.											

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<b><i>Expository Critique</i></b>											
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).											
<b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct indepth analyses of recurrent patterns and themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.	X		X	X	X				X	X	X
<b><i>Structural Features of Literature</i></b>											
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.										X	
<b><i>Narrative Analysis of Grade-Level-Appropriate Text</i></b>											
3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.			X	X							X
3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.											
3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.											
3.5 Analyze recognized works of American literature representing a variety of genres and traditions.											
3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.	X										
3.7 Analyze recognized works of world literature from a variety of authors.											
<b><i>Literary Criticism</i></b>											
3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)											

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3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	X		X	X	X				X		X
<b>WRITING 1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</b>							X			X	
<b>Organization and Focus</b>											
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.										X	
1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.											
1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.											
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.					X	X				X	X
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.										X	
<b>Research and Technology</b>											
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).											
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).											
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.											
<b>Evaluation and Revision</b>											
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.							X			X	

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<b>2.0 Writing Applications (Genres and Their Characteristics)</b> Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.							X		X	X	
<i>Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:</i>							X		X	X	
2.1 Write fictional, autobiographical, or biographical narratives:							X			X	
a. Narrate a sequence of events and communicate their significance to the audience.					X		X			X	
b. Locate scenes and incidents in specific places.					X	X	X			X	
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.							X			X	
d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.											
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.					X	X					
2.2 Write responses to literature:							X			X	
a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.							X		X	X	
b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.							X		X	X	
c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.							X		X	X	
d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.							X			X	
e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.											
2.3 Write reflective compositions:											
a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).							X				X
b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.							X		X		X

**California Content Standard Alignment:  
Hoopoe Teaching Stories:  
Dende Maro  
English Standards  
Grades Eleven & Twelve**

	Making Predictions	Vocabulary & Word Study	Making Inferences (Reading & Discussion)	Making Inferences (Compare & Contrast)	Drawing & Retelling Story	Earliest Writing & About Africa & Rock Art	Personal Resonse Journals (II & III)	Creating a Book	Determining Important Ideas	Writing a Story, Poem, or Rap (Retelling)	Connecting Story to Life (Thinking Analogically)
c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.										X	X
2.4 Write historical investigation reports:											
a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.											
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.											
c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.											
d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.											
e. Include a formal bibliography.											
2.5 Write job applications and resumes											
2.6 Deliver multimedia presentations:											
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).											
b. Select an appropriate medium for each element of the presentation.											
c. Use the selected media skillfully, editing appropriately and monitoring for quality.											
d. Test the audience’s response and revise the presentation accordingly.											
<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b> <b>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</b>		X							X	X	
<b>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</b>		X							X	X	
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.		X							X	X	
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.						X				X	
1.3 Reflect appropriate manuscript requirements in writing.										X	

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<b>LISTENING AND SPEAKING 1.0 Listening and Speaking Strategies</b> Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.	X		X	X	X				X		X
<b>Comprehension</b>											
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	X								X		X
1.2 Analyze the impact of the media on the democratic process at the local, state, and national levels.											
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers.					X						
<b>Organization and Delivery of Oral Communication</b>											
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.											
1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:											
a. Inductive and deductive reasoning			X	X	X						
b. Syllogisms and analogies											
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.											
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.											
1.8 Use effective and interesting language, including:											
a. Informal expressions for effect											
b. Standard American English for clarity										X	
c. Technical language for specificity											
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.											
1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.											

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<b>Analysis and Evaluation of Oral and Media Communications</b>												
	1.11 Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.											
	1.12 Identify logical fallacies used in oral addresses.											
	1.13 Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.											
	1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.											
<b>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b>		X		X	X	X				X		
<b>Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:</b>		X		X	X	X				X		
	2.1 Deliver reflective presentations:											
	a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).					X						X
	b. Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.											X
	c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.											X
	2.2 Deliver oral reports on historical investigations:											
	a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.											
	b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.											
	c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.											
	d. Include information on all relevant perspectives and consider the validity and reliability of sources.											



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2.3 Deliver oral responses to literature:											
a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).	X								X		X
b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).											
c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	X								X		X
d. Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created.			X	X							
e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.											
2.4 Deliver multimedia presentations:											
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.											
b. Select an appropriate medium for each element of the presentation.											
c. Use the selected media skillfully, editing appropriately and monitoring for quality.											
d. Test the audience’s response and revise the presentation accordingly.											
2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet’s soliloquy “To Be or Not to Be”).											

*California Content Standards for English Language Learners Gr. 9-12 follows.*