Innovative Approaches: Locally Designed Subject Area Course Application

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

State Accountability
Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201
SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY

LOCALLY DESIGNED SUBJECT AREA COURSE APPLICATION
(Core Graduation Credit)

State Board of Education Regulation 43-234 allows schools with grades 9–12 to award credit for a locally designed subject area course if the course is aligned with current state academic standards for the particular subject area and approved by the local board of trustees. The course will then be reviewed for approval by State Superintendent of Education.

South Carolina Department of Education (SCDE) approval is not required for locally designed courses for which students receive elective college preparatory credit as long as the courses are approved by the local board of trustees.

If honors credit is needed for any locally designed elective course, follow the Honors Framework Appendix A.

Email the completed Locally Designed Subject Area Course Application to Nicole Ivery at nivery@ed.sc.gov. Call her at (803) 734-6268 for questions or concerns.

An approved application is valid for three years unless new standards are written in the subject area. In such a case, another application must be completed and submitted to the SCDE.

<table>
<thead>
<tr>
<th>SCDE Assigned Course Code:</th>
<th>(SCDE use only)</th>
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<tr>
<th>Date Submitted:</th>
<th>10-16-17</th>
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<tr>
<td>District:</td>
<td>Aiken County Public Schools</td>
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**APPLICATION PREPARED AND SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Warren Wintrode</th>
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<tbody>
<tr>
<td>Position:</td>
<td>Content Interventionist</td>
</tr>
</tbody>
</table>
| Mailing Address: | 1000 Brookhaven Drive  
|                  | Aiken, SC 29803   |
| Phone Number, including area code: | (803) 641-2428 |
| E-mail address:  | wwintrode@acpsd.net |
**Locally Designed Subject Area Course for Core Credit**

<table>
<thead>
<tr>
<th>Name of Course:</th>
<th>English General Paper 8021</th>
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<tbody>
<tr>
<td>Subject Area:</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Length of Course:</td>
<td>☐ Semester ☑ Year</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>9-10</td>
</tr>
<tr>
<td>Course Beginning Date:</td>
<td>August 2019</td>
</tr>
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<td>Course Ending Date:</td>
<td>June 2020</td>
</tr>
<tr>
<td>Course Credit to be Awarded:</td>
<td>☑ one unit ☐ one-half unit</td>
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<tr>
<td>School(s) Where Course Will Be Implemented:</td>
<td>Aiken High School</td>
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**Teacher of the Locally Designed Course***

<table>
<thead>
<tr>
<th>Teacher's Name:</th>
<th>Julianna Taylor</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina Certification Identification (CID) Number:</td>
<td>255764</td>
</tr>
<tr>
<td>List all area(s) of certification/endorsement that appear on the certification:</td>
<td>04 – English, 1E – Middle Grades Language Arts</td>
</tr>
<tr>
<td>List any specific experience(s) or training(s) the teacher may have in this area of study:</td>
<td>AP English Literature endorsement</td>
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</table>

*Use a separate sheet and answer each question if more than one person will be teaching the course.*

**Complete Items 1–7:**

1. Provide a short description of the proposed course.

   English General Paper encourages students to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These skills are of great use for university level study. The topics for General Paper come from across the school curriculum, and students are able to draw upon knowledge and understanding gained from the study of other subjects.
2. Explain how the needs assessment conducted at the local level substantiates the need for the proposed course.

   This course will serve as one option students will have to fulfill subject requirements as outlined by Cambridge Assessment and to be eligible for the Advanced International Certificate of Education (AICE) diploma.

3. List the criteria for selecting students for the course, including prerequisite courses.

   English General Paper will serve as an English elective credit. Students enrolling in English General Paper should have completed Honors English 1 or have teacher recommendation.

4. List the proposed teaching methodologies to be used in the course.

   In the active learning model, teachers serve as activators of student learning. The most effective teaching methodologies for the active learning model include:
   
   - Reciprocal teaching, which students teach themselves and their peers.
   - Inquiry-based learning.
   - Student expression of understanding, both verbal and written.
   - Continuous checks for understanding with explicit feedback.
   - Development of metacognition strategies.
   - Direct instruction (explanation, demonstration, modeling) in bite-sized chunks.
   - Guided practice.
   - Establishment of learning goals with student participation.
   - Mastery learning.
   - Frequent formative assessments to guide instruction.
5. Attach a course syllabus or scope and sequence for this proposed course.

See attachment. Syllabus for Cambridge International AS Level English 8021

6. Identify the curriculum, textbooks, and materials that will be used in the course.

**Curriculum:** Cambridge International AS Level English General Paper 8021

**Textbook:** There is no textbook for this course. The students will have the opportunity to gain knowledge and understanding of issues in three broad topic areas. These topics are further elaborated in the syllabus.

1. Economic, historical, moral, political and social
2. Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
3. Literature, language, the arts, crafts, and the media

Learners consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects.

**Materials:** This is a research-based, cross-disciplinary course. Much of the material the students learn from the three broad topic areas will be information they have discovered through research and discussion. The remainder the teacher will supplement as necessary

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<th>7.</th>
<th>Demonstrate the alignment of the proposed course with SC Academic standards using the attached chart at the end of this application.</th>
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</table>

See chart. Mapping Cambridge International English General Paper (8021) to South Carolina English 3 and English 4 standards
Provide evidence via the correlation table below that the locally designed subject area course for high school credit is aligned with state academic standards. This page must be completed.

The assessment objectives (innovative course standards) for Cambridge International General Paper 8021 include:

AO1: Selection and application of information
- Demonstrate understanding of information from a variety of material.
- Identify, select, and interpret data, information and examples.
- Apply information that exemplifies ideas and opinions.

AO2: Analysis and Evaluation
- Demonstrate the ability to analyze the meaning of language as used in its context.
- Develop explanations with examples, analysis and evaluation.
- Develop, analyze and evaluate arguments and make supported judgements.

AO3: Communication using written English
- Write structured responses, using a range of appropriate language for a variety of purposes.
- Communicate information, ideas and opinions clearly and accurately.
- Construct cohesive and organized responses, linking ideas and arguments.

C2: Comprehension
- C2.A: Candidates are required to explain and interpret the information provided in the material to show understanding.
- C2.B: Candidates are required to demonstrate the ability to read for detailed understanding at word, sentence and paragraph level.
- Candidates are encouraged to read widely for general understanding and develop skills to identify relevant information from a variety of sources. Candidates should develop a wide range of vocabulary in English and the ability to understand the use of English words and phrases in context. They should understand how information is presented and how the English language is used to convey implicit as well as explicit meaning.
The South Carolina Course Standards for English 3 and English 4 are the same. The indicators for each standard varies. Course standards, with complete sets of indicators are located at the South Carolina Department of Education website (https://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf):

Inquiry-Based Learning Standards.
- Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
- Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
- Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
- Standard 4: Synthesize information to share learning and/or take action.
- Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

Reading – Literary Text
Principles of Reading (PR)
- Standard 4: Read with sufficient accuracy and fluency to support comprehension.
Meaning and Context (MC)
- Standard 5: Determine meaning and develop interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Standard 6: Summarize key details and ideas to support analysis of thematic development.
- Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
Language, Craft and Structure (LCS)
- Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
- Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
- Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.
- Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
Range and Complexity (RC)
- Standard 13: Read independently and comprehend a variety of texts for the purpose of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Reading – Information Text

Principles of Reading (PR)
- Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context (MC)
- Standard 5: Determine meaning and develop interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Standard 6: Summarize key details and ideas to support analysis of thematic development.
- Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

Language, Craft and Structure (LCS)
- Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
- Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
- Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.
- Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

Range and Complexity (RC)
- Standard 13: Read independently and comprehend a variety of texts for the purpose of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

Writing

Meaning, Context, and Craft (MCC)
- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Standard 3: Write narratives to develop real or imagined experience or events using effective techniques, well-chosen details, and well-structured event sequences.

Language (L)
- Standard 4: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Standard 5: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Range and Complexity (RC)
- Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
Communication
Meaning and Context (MC)
- Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.
- Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
- Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

Language, Craft, and Structure (LCS)
- Standard 4: Critique how a speaker addresses content and use craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
- Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

Mapping Cambridge International English General Paper (8021) to South Carolina English 3 and English 4 Standards

The syllabus sets out broad topics. The broad topics provide meaningful and stimulating contexts for skills development. These enable candidates to integrate knowledge and understanding from other subjects and to view issues from a range of perspectives. Within these broad topics there are suggested areas to develop candidates’ skills to make use of knowledge gained from studying other subjects.

The three broad topics for General Paper are:
1. Economic, historical, moral, political, and social
2. Science, including its history, philosophy, ethics, general principles, and applications; environmental issues; technology and mathematics
3. Literature, language, the arts, crafts, and the media
<table>
<thead>
<tr>
<th>South Carolina Academic Standards</th>
<th>Innovative Course Standards</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td><strong>English 3</strong></td>
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<td><strong>Innovative Course Standards</strong></td>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td><strong>Inquiry-based Literacy Standards</strong></td>
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<tr>
<td>Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</td>
<td>AO1.2 Identify, select, and interpret relevant data, information, and samples</td>
<td>Learning objectives: - Identify and summarize major issues presented in text. Summarize material from the text, reframing the message into one’s own words. - Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion. - Evaluate and choose between different opinions and points of view.</td>
</tr>
<tr>
<td>Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</td>
<td>AO1 Selection and application of information AO2 Analysis and evaluation</td>
<td>Learning objective: Analyze, interpret, and discriminate in assessing evidence, ideas, and opinions in order to formulate a reasoned conclusion. Example activity: Students think about a topic through 5 different lenses: science and technology; politics and government; environment; social/cultural; media, sports, entertainment.</td>
</tr>
<tr>
<td>Standard 3.1 Develop a plan of action by using appropriate discipline-specific strategies</td>
<td>AO1 Selection and application of information</td>
<td>Learning objectives: - Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion. - Evaluate and choose between different opinions and points of view.</td>
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<tr>
<td>Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions</td>
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<td>Example activity: Source analysis using RAVEN acronym</td>
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<tr>
<td>Standard 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</td>
<td>AO1 Selection and application of information</td>
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| **English 3**                     | Standard 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry. | AO1.2 Identify, select and interpret relevant data, information and examples.  
AO2.3 Analyze and evaluate arguments and make supported judgements.  
AO3.2 Communicate information, ideas and opinions clearly and accurately. | Learning objectives:  
- Apply appropriate knowledge in the form of evidence, carefully selecting and integrating this knowledge into an argument.  
- Identify and summarize major issues.  
Example activity: Ask students to develop an argument inspired by the unit theme and present it to the class using only photos to communicate (this means they do not talk during the presentation this time). If the class can identify the thesis, the student has effectively accomplished the task of creating a logical line of reasoning. |
| Standard 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions. | AO2.3 | Learning objective: Understand detailed information.  
Sample activity: Identify organizational structure of newspaper articles |
| Standard 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise. | | |
| Standard 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action. | AO3 Communication, construction/development of an argument using written English  
C1 Essay – Candidates assessed on essay structure in order to develop an argument, link and evaluate ideas and draw supported conclusions.  
Partial skills match. 8021 assessment provides the format required for candidates to communicate their responses, so students are not required to determine the appropriate tools. | |
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<td><strong>English 3</strong></td>
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<tr>
<td><strong>Standard 5.1</strong> Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process</td>
<td></td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. Example activity: ‘Process writing’ activity</td>
</tr>
<tr>
<td><strong>Standard 5.2</strong> Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.</td>
<td>AO2.2 Develop explanations with examples, analysis and evaluation. AO2.3 Partial skills match. In 8021, the focus is not on the process of research/inquiry but on analysis of texts and ideas and the communication of ideas and arguments</td>
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<tr>
<td><strong>Standard 5.3</strong> Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.</td>
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<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. Example activity: ‘Process writing’ activity</td>
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<td><strong>English 3</strong></td>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td><strong>Fundamentals of Reading</strong></td>
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<tr>
<td>Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.</td>
<td>AO1.1 Demonstrate understanding of information from a variety of material. AO2.1 Demonstrate the ability to analyze the meaning of language as used in its context. C2 – Comprehension C2.A Candidates are required to explain and interpret the information provided in the material to show understanding. C2.B Candidates are required to demonstrate the ability to read for detailed understanding at word, sentence and paragraph level. Very close skills match. Students develop both intensive and extensive reading skills for 8021.</td>
<td>Learning objectives: - Understand detailed information and identify key words. - Identify, select, and interpret relevant data, information and examples. Example activity: Active reading exercise</td>
</tr>
<tr>
<td>Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.</td>
<td>AO1.1 AO1.2 C2 – Comprehension C2.A C2.B</td>
<td></td>
</tr>
<tr>
<td>Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.</td>
<td>AO1.1 AO1.2 C2 – Comprehension C2.A C2.B</td>
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<tr>
<td><strong>English 3</strong></td>
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<tr>
<td>Use metacognition to monitor meaning and adjust strategies while reading.</td>
<td>AO1.1 AO1.2 C2 – Comprehension C2.A C2.B</td>
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<tr>
<td>Notice and analyze the styles and techniques authors use to help readers construct meaning.</td>
<td>AO1.1 AO1.2 C2 – Comprehension C2.A C2.B</td>
<td>Learning objective: Interpret relevant information and identify key words.</td>
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**Reading – Literary Text (RL) – Principles of Reading**

Syllabus 8021 does not include an emphasis on literary texts

- **Standard 1:** Demonstrate understanding of the organization and basic features of print.
- **Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds.
- **Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

**Reading – Literary Text (RL) – Meaning and Context**

Syllabus 8021 does not include an emphasis on literary texts

- **Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating interpretations.
- **Standard 6:** Summarize key details and ideas to support analysis of thematic development.
- **Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
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<tr>
<td><strong>Standard 8:</strong> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Language, Craft, and Structure</strong></td>
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<td>Syllabus 8021 does not include an emphasis on literary texts</td>
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<td><strong>Standard 9:</strong> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</td>
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<td><strong>Standard 10:</strong> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</td>
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<td><strong>Standard 11:</strong> Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</td>
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<td><strong>Standard 12:</strong> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Range and Complexity</strong></td>
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<td><strong>Standard 13:</strong> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</td>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td><strong>Reading – Informational Text (RI) – Principles of Reading</strong></td>
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</table>
| **Standard 1:** Demonstrate understanding of the organization and basic features of print. | AO1.1   AO1.2  
C2 – Comprehension  
C2.A   C2.B | Candidates are encouraged to read widely for general understanding and develop skills to identify relevant information from a variety of sources.  
Candidates should develop a wide range of vocabulary in English and the ability to understand the use of English words and phrases in context. They should understand how information is presented and how the English language is used to convey implicit as well as explicit meaning.  
Very close skills match. Students develop both intensive and extensive reading skills for 8021, which go well beyond basic features of print. |
| **Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds. |                             | Learning objective:  
- Identify and summarize major issues in any situations that are presented in text.  
- Reframe answers using your own words.  
8021 assumes a competent standard of fundamental reading skills. |
| **Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding words. | AO1.1   AO1.2  
C2 – Comprehension  
<table>
<thead>
<tr>
<th>South Carolina Academic Standards English 3</th>
<th>Innovative Course Standards</th>
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<tr>
<td>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>AO1.1  AO1.2  C2 – Comprehension C2.A  C2.B</td>
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<tr>
<td>Reading – Informational Text (RI) – Meaning and Context</td>
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<tr>
<td>5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</td>
<td>AO1.1  AO1.2  AO1.3 Apply information that exemplifies ideas and opinions.  AO2.1 Demonstrate the ability to analyze the meaning of language as used in its context.  AO2.2 Develop explanations with examples, analysis and evaluation.  AO2.3 Analyze and evaluate arguments and make supported judgments.  C2 – Comprehension</td>
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<td>6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</td>
<td>AO1.1  AO1.2  AO1.3  AO2.1  AO2.2  AO2.3  C2 - Comprehension</td>
<td>Learning objective:  - Identify and summarize major issues in any situations that are presented in text.  - Reframe answers using your own words.</td>
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<tr>
<td>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</td>
<td>C2 - Comprehension</td>
<td>The syllabus sets out broad topics. The broad topics provide meaningful and stimulating contexts for skills development. These enable candidates to integrate knowledge and understanding from other subjects and to view issues from a range of perspectives.  The texts for C2 may come from the print(ed) media or online, for example, reports, reviews, essays, blogs, scripts, speeches and descriptions.  Some skills match, although 8021 specifically assesses candidates understanding of printed texts.</td>
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<td>South Carolina Academic Standards</td>
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<td>English 3</td>
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<td>Learning Objectives</td>
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<tr>
<th>Reading – Informational Text (RI) – Language, Craft, and Structure</th>
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<tbody>
<tr>
<td>8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</td>
</tr>
<tr>
<td>AO2.1 Demonstrate the ability to analyze the meaning of language as used in its context. C2.B – Comprehension – Candidates are required to demonstrate the ability to read for detailed understanding at word, sentence and paragraph level. C2.A may include more than one text for students to compare.</td>
</tr>
<tr>
<td>Learning objectives:</td>
</tr>
<tr>
<td>- Respond to issues in passages, by creating a reasoned argument or judgement, and reaching a supported conclusion. This includes interpreting the given material, appreciating how words are used for a particular effect and drawing inferences.</td>
</tr>
<tr>
<td>- Organize information and communicate clearly and succinctly in written English.</td>
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</table>

| 8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone. |
| AO2.1 C2.B |
| Learning objectives: |
| Example activity: |
| Familiarize students with the different ways in which a writer can offer clues as to the meaning of an unfamiliar word, e.g. examples, definitions, restatements, contrast, cause/effect. |
| Give students texts from the specimen papers. Students practice identifying unknown words by using context clues to help them. Then students write sentences using context clues to help their audience understand the meaning of these terms. |

<p>| 9.1 Use context clues to determine meanings of words and phrases. |
| AO2.1 C2 |
| Learning objective: Interpret relevant information and identify key words. |
| Example activity: |
| Familiarize students with the different ways in which a writer can offer clues as to the meaning of an unfamiliar word, e.g. examples, definitions, restatements, contrast, cause/effect. |
| Give students texts from the specimen papers. Students practice identifying unknown words by using context clues to help them. Then students write sentences using context clues to help their audience understand the meaning of these terms. |</p>
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<th>South Carolina Academic Standards English 3</th>
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<tr>
<td>10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
<td>AO2.1 AO2.2 AO2.3 C.2B</td>
<td>Learning objective: Interpret relevant information and identify key words. Sample activity: Select a famous speech that has had an impact on your region of the world. Read the passage as a class and identify the author’s purpose, or intention, for writing it. Then ask students to determine the author’s tone in discussing the topic. Once these have been established, ask students to consider ‘how’ these aims were achieved.</td>
</tr>
<tr>
<td>11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.</td>
<td>AO2.1 AO2.2 AO2.3 C.2A C.2B</td>
<td>Learning objective: Understand detailed information and identify key words. Sample activity: Understanding organizational structure. Use the two videos recommended to open students up to the idea that organization matters. Now share with students the various ways information is typically organized. For each, provide a passage that employs these structures; or challenge students to find an advertisement or commercial that does so.</td>
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<tr>
<td>English 3</td>
<td>AO2.1</td>
<td>Learning objective: Understand detailed information in verbal form and identify key words. Example activity: Watch Jamie Oliver’s talk, “Teach Every Child about Food”. Hailed as the most convincing argument, challenge your students to figure out why. Specifically, students consider Oliver’s audience: who are they? What assumptions does Oliver have about them? What tactics does he use to reach them? Why do these work? Introduce students to the argumentative appeals of logos, pathos, ethos, and Kairos. Students pinpoint instances from his speech where these appeals surface. Now watch Ann Cooper’s talk, “What’s Wrong with School Lunches?” which features several logical fallacies. Students explain what they notice about her does she assume about them? Their values? How does she go about convincing them? When do her tactics work and when do they appear weak? Once they have made these observations on their own terms, introduce students to the more formal names of some of the common fallacies.</td>
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<tr>
<td>11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.</td>
<td>AO2.2</td>
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<td></td>
<td>AO2.3</td>
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<tr>
<td></td>
<td>C.2B</td>
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<tr>
<td>12.1 Engage in whole and small group reading with purpose and understanding.</td>
<td>C.2A</td>
<td></td>
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<td>12.2 Read independently for a sustained period.</td>
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<td>12.3 Read and respond to grade-level text to become self-directed, critical readers and thinkers.</td>
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<td><strong>Reading – Informational Text (RI) – Range and Complexity</strong></td>
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<tr>
<td><strong>Fundamentals of Writing</strong></td>
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<tr>
<td>Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</td>
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<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.</td>
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<td>Sample activity:</td>
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<td>The project to follow hereafter is a ‘process writing’ activity. It contains:</td>
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<td>- generating and structuring ideas</td>
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<td>- the introduction</td>
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<td>- supporting paragraphs</td>
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<td>- linking claims and evidence</td>
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<td>- drawing conclusions</td>
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<td>Interact and collaborate with peers and adults to develop and strengthen writing.</td>
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<td>Learning objective: Apply appropriate evidence to support an argument.</td>
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<tr>
<td>Sample activity:</td>
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<tr>
<td>Project – whole-class essay process writing. Once students have practiced this process with you and with their peers, you can then challenge students to do so independently.</td>
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<td>Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</td>
<td>AO3.1 Write structured responses, using a range of appropriate language for a variety of purposes. AO3.2 Communicate information, ideas and opinions clearly and accurately. AO3.3 Construct and develop an argument. C1 essay Candidates write an essay of 600-700 words. Candidates are assessed on how clearly they communicate their response. This includes the range, accuracy and appropriateness of vocabulary and spelling, use of register, grammar and punctuation. Candidates are assessed on how the essay is structured in order to develop an argument, link and evaluate ideas and draw supported conclusions.</td>
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<tr>
<td>Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
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<td>English 3</td>
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<td>Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument. Sample activity: Groups work together to write a complete essay around the paragraph they have previously drafted. As a group, students write the introduction together. For the body they assign various reasons to different group members. Groups should discuss the order of points. Then read each other’s work and peer edit accordingly.</td>
</tr>
<tr>
<td>Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay C2.A Candidates are required to respond by writing a persuasive text that expresses an opinion and justifies a conclusion.</td>
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<tr>
<td>Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td></td>
</tr>
<tr>
<td>Writing (W) – Meaning, Context, and Craft</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Demonstrate the ability to show what evidence means by drawing inferences, understanding the implications of a course of action. May consider other points of view.</td>
</tr>
<tr>
<td>1.1a introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Understand the Requirements of the set essay question and respond appropriately to its key words. The Inquiry Research Project brings together the complex skills needed to objectively explore an issue before judging it.</td>
</tr>
<tr>
<td>1.1b use relevant information from multiple print and multimedia source</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
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<tr>
<td>South Carolina Academic Standards English 3</td>
<td>Innovative Course Standards</td>
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| 1.1c assess the credibility and accuracy of each source | AO1.1 AO1.2 AO2.2 AO2.3 AO3.1 AO3.2 AO3.3 C1 essay | Learning objective:
Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion. Evaluate and choose between different opinions and points of view. Example activity:
Depending on which debate topic you picked in the previous activity concerning New York Times’ Room for Debate articles, ask students to consider the source of each perspective they summarized. For this activity, they will analyze the credibility of each source to determine whose perspective is most relevant and trustworthy. |
<p>| 1.1d create an organizational structure that logically sequence claim(s), counterclaims, reasons, warrants, and evidence | AO3.1 AO3.2 AO3.3 C1 essay | |
| 1.1e develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases | AO2.2 AO2.3 AO3.1 AO3.2 AO3.3 C1 essay | |
| 1.1f use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims | AO3.1 AO3.2 AO3.3 C1 essay | |</p>
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<tr>
<td>1.1g establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument. Example activity: Part of the power behind an argumentative tone lies in the verb. Meanwhile, a specific choice of noun can sharpen an argument as well: “critics claim...” “protesters insist... but they fail to recognize...” To help students strengthen their approach to argumentation, review the following parts of speech and discuss how these can impact writing: nouns, pronouns, verbs.</td>
</tr>
<tr>
<td>1.1h develop and strengthen writing as needed by planning, revising, editing, and rewriting</td>
<td></td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.</td>
</tr>
<tr>
<td>1.1i quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</td>
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<tr>
<td>1.1j avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity</td>
<td>AO2.1 AO2.3 C2.B</td>
<td></td>
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</table>
| South Carolina Academic Standards  
English 3 | Innovative Course Standards | Learning Objectives |
|----------------|-----------------------------|---------------------|
| 1.1k provide a concluding statement or section that follows from and supports the argument presented | AO3.1  
AO3.2  
AO3.3  
C1 essay | Learning objective:  
Analyze, interpret, and discriminate in assessing evidence, ideas, and opinions  
In order to formulate a reasoned conclusion.  
Example activity:  
Like any other essay, the conclusion of a discursive essay should/can do any number of things, but some of the aspects that are particularly unique to this style of essay include:  
• Briefly revisiting the various, interim conclusions drawn  
• Picking a side now that all evidence has been carefully considered  
• Consider implications of a course of action  
• Consider limits to proposed solutions  
• Suggest further research  
The final two bullet points will be the focus of this activity. |
<p>| 1.1i include a call to action |                           |                     |</p>
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<tr>
<th>South Carolina Academic Standards English 3</th>
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<tr>
<td>2.1a Write informative /explanatory texts that: introduce a topic.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Apply appropriate evidence to support an argument. Example activity: Have groups write what they think to be a good introduction first. Then students transfer their writing to a large post it, present it on a Google Slide, or place a handwritten copy under a document camera for whole-class review. Then present a mini-lecture that covers the basic elements of an introduction, and use this checklist to work through each group’s introduction with the whole class. You can record comments and suggestions on the introductions, or have groups designate a secretary to write these down. Provide students with a checklist of elements for introductions so they can write their notes on it. A sample checklist for an introduction might include: • Introduce topic using key words from the question • Define important/broad/unfamiliar terms • Offer a sense of why the issue matters (consider context) • Establish your main claim/thesis</td>
</tr>
<tr>
<td>2.1b use relevant information from multiple print and multimedia sources</td>
<td>AO1.1 AO1.2 AO1.3 C1 essay</td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. <em>Inquiry Research Project</em></td>
</tr>
<tr>
<td>2.1c organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</td>
<td>AO1.3 AO2.2 AO3.1 AO3.2 AO3.3 C1 essay</td>
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| 2.1d assess the credibility and accuracy of each source | AO1.1 AO1.2 C2.B | Learning objectives:  
- Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion.  
- Evaluate and choose between different opinions and points of view. |
| 2.1e include formatting, graphics, and multimedia to aid as needed |                             | Example activity:  
Students seek out two images from digital media:  
1) a photograph 2) a data-based graphic (i.e. data, chart, infographic, etc.). Using OPTIC, students compose a multimedia presentation that works through the various elements of OPTIC for each and students present their findings in small groups or to the whole class. |
| 2.1f develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic | AO1.1 AO1.2 AO1.3 AO2.2 AO2.3 C1 essay | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.  
*Inquiry Research Project* |
| 2.1g quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation |                             | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.  
*Process writing* activity. |
<p>| 2.1h develop and strengthen writing as needed by planning, revising, editing, rewriting |                             |                     |
| 2.1i use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concept | AO3.1 AO3.2 AO3.3 C1 essay |                     |</p>
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<tr>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td>2.1j use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay C2.B</td>
<td></td>
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<tr>
<td>2.1k establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument.</td>
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<tr>
<td>2.1l provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Analyze, interpret, and discriminate in assessing evidence, ideas, and opinions in order to formulate a reasoned conclusion.</td>
</tr>
<tr>
<td>3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</td>
<td>Syllabus 8021 does not include a focus on writing narratives.</td>
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**Writing (W) – Language**

<p>| 4.1a When writing: use verb, noun, prepositional, and verbal phrases to communicate different meanings | AO3.1 C1 Essay | Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument. |
| 4.1b use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety | AO3.1 C1 Essay | Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument. |</p>
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<tr>
<td>4.1c demonstrate command of grammar and usage rules</td>
<td>AO3.1 C1 Essay</td>
<td>Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument. Example activity: Since students are first learning the basic components of an essay in this unit, it would be helpful to cover conjunctive adverbs as part of your grammar/mechanics instruction. These adverbs are the transitional words and phrases students can use to show relationships among the ideas in their essays. Also, because the expository essay relies on detail and description, it would also be useful to break down the following parts of speech with students, showing them how these can add detail and description to an explanation: Prepositional phrases, adjectives, adverbs</td>
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<td>4.1d apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested</td>
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<tr>
<td>4.1e resolve issues of complex or contested usage, consulting references as needed.</td>
<td>AO3.1 C1 Essay</td>
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<td>5.2a Use semicolon, colon, and comma sometimes</td>
<td>AO3.1 C1 Essay</td>
<td>Learning objective: Communicate information, ideas, and opinions in a clear, succinct, and accurate manner using written English. Example activity: Sentence type scramble. Take several sentences and cut them up into smaller speech units (i.e. parts of speech, phrases, clauses). Have small groups of 2-3 students arrange these into their proper order using punctuation, capitalization, syntax and other hints as a guide.</td>
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<td><strong>English 3</strong></td>
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<tr>
<td><strong>Innovative Course Standards</strong></td>
<td>C1 Essay</td>
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### Writing (W) – Range and Complexity

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<th>Writing (W) – Range and Complexity</th>
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<tr>
<td>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</td>
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<tr>
<td>Candidates should develop the skills to write in accurate English in a clear, coherent and structured way, including essays. They should also learn to write shorter responses for a variety of purposes. These might include explanation, description, summary, analysis, evaluation and persuasion.</td>
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<th>Fundamentals of Communication</th>
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<tr>
<td>Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</td>
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<tr>
<td>Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</td>
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<td>Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</td>
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<td>Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</td>
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<td>South Carolina Academic Standards English 3</td>
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<tr>
<td>Adjust speech, using Standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</td>
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<td>Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to communicate in a variety of situations and contexts.</td>
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**Communication (C) – Meaning and Context**

1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.

Example activity: Mini Debate: ‘Should bottled water be banned?’
Split the class into two halves, and assign each to one side of the debate (ban, do not ban).
Offer class time for each team to research whether or not a ban on bottled water would be beneficial.
Using the recommended debate timetable or your own, allow the sides to present their research in a modified debate format.
Determine the speaker just before the round ensues. Allow the team to ‘rally’ around the speaker to prepare him/her accordingly. (This approach usually creates an air of excitement and collaboration as opposed to nerves and uneven participation).
Consider including an audience task such as tracking each speaker’s reasons and evidence.

1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

Example activity: ‘The Situation Room’
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<th>Learning Objectives</th>
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| 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults. |  | Example activity:  
Allow students a choice between the following two questions for their photo essay:  
• Using knowledge from the text and your own, outside knowledge, explain the benefits of driverless technology.  
• Using knowledge from the text and your own, outside knowledge, explain the risks of driverless technology.  
Note: you can substitute any other form of digital technology into this question or allow students to select their own.  
Students should research information about their topic, reading for understanding. Then ask them to locate five images that depict this research. They will share these images with the class in a multimedia format of their choice (i.e. PowerPoint, Prezi, etc.), summarizing what they learned by explaining each image. |
<p>| 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. |  |  |
| 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence. |  |  |
| 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. |  |  |</p>
<table>
<thead>
<tr>
<th>South Carolina Academic Standards English 3</th>
<th>Innovative Course Standards</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Distinguish between credible and non-credible sources of information.</td>
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<tr>
<td>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
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<tr>
<td>2.4 Adapt speech to a variety of contexts and tasks, using Standard English when indicated or appropriate.</td>
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<tr>
<td>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</td>
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</table>

**Communication (C) – Language, Craft, and Structure**

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<thead>
<tr>
<th>Communication (C) – Language, Craft, and Structure</th>
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</thead>
<tbody>
<tr>
<td>4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
<td>Example activity: Select a famous speech that has had an impact on your region of the world. Read the passage as a class and identify the author’s purpose, or intention, for writing it. Then ask students to determine the author’s tone in discussing the topic.</td>
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<tr>
<td>4.2 Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</td>
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<td>4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</td>
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<tr>
<td>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</td>
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<td>South Carolina Academic Standards</td>
<td>Innovative Course Standards</td>
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<tr>
<td><strong>Innovative Course Standards</strong></td>
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<td><strong>Learning Objectives</strong></td>
<td></td>
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<tr>
<td><strong>Inquiry-based Literary Standards (I)</strong></td>
<td></td>
</tr>
<tr>
<td>Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</td>
<td>AO1.2 Identify, select, and interpret relevant data, information, and samples</td>
</tr>
<tr>
<td>Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</td>
<td>AO1 Selection and application of information AO2 Analysis and evaluation</td>
</tr>
<tr>
<td>Standard 3.1 Develop a plan of action by using appropriate discipline-specific strategies.</td>
<td>AO1</td>
</tr>
<tr>
<td>Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions</td>
<td>AO1</td>
</tr>
<tr>
<td>Standard 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias</td>
<td>AO1 Close skills match, but 2019 does not include primary sources.</td>
</tr>
<tr>
<td>South Carolina Academic Standards English 4</td>
<td>Innovative Course Standards</td>
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</tbody>
</table>
| Standard 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry. | AO1.2 AO2.3 AO3.2 | Learning objectives:  
- Apply appropriate knowledge in the form of evidence, carefully selecting and integrating this knowledge into an argument.  
- Identify and summarize major issues.  
Example activity:  
Ask students to develop an argument inspired by the unit theme and present it to the class using only photos to communicate (this means they do not talk during the presentation this time). If the class can identify the thesis, the student has effectively accomplished the task of creating a logical line of reasoning. |
| 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions. | AO2.3 | Example activity:  
Read several, theme-related news articles together. Ask students to annotate the organizational structure of points:  
• use a (+) and (-) sign to distinguish the different perspectives in favor and against the issue  
• circle transitional phrases used to move between dueling perspectives  
What kind of an approach does the author take in organizing the range of perspectives that appear in the article? How does he/she use transitions to maneuver between perspectives? Students discuss these observations as a class or in small groups. |
<p>| 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise. | | |</p>
<table>
<thead>
<tr>
<th>South Carolina Academic Standards English 4</th>
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</thead>
</table>
| 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action. | AO3  
C1 Essay  
Partial skills match. 8021 assessment provides the format required for candidates to communicate their responses, so students are not required to determine the appropriate tools. | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. ‘Process writing’ activity. |
| 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process. | | |
| 5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action. | AO2.2  
AO2.3 | |
| 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. | | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. ‘Process writing’ activity. |

**Fundamentals of Reading**

| AO1.1  
AO2.1  
C2 – Comprehension  
C2.A  
C2.B |
| AO1.1  
AO2.1  
C2 – Comprehension  
C2.A  
C2.B |

Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.

Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>English 4</strong></td>
<td>AO1.1</td>
<td>Learning objectives:</td>
</tr>
<tr>
<td>Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.</td>
<td>AO2.1</td>
<td>- Understand detailed information and identify key words.</td>
</tr>
<tr>
<td></td>
<td>C2 – Comprehension</td>
<td>- Identify, select, and interpret relevant data, information and examples.</td>
</tr>
<tr>
<td></td>
<td>C2.A</td>
<td>Example activity: Active reading strategies</td>
</tr>
<tr>
<td></td>
<td>C2.B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AO1.1</td>
<td>Learning objective:</td>
</tr>
<tr>
<td>Use metacognition to monitor meaning and adjust strategies while reading.</td>
<td>AO2.1</td>
<td>Interpret relevant information and identify key words.</td>
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<td></td>
<td>C2 – Comprehension</td>
<td>Example activity:</td>
</tr>
<tr>
<td></td>
<td>C2.A</td>
<td>Read the passage as a class and identify the author’s purpose, or intention, for writing it. Then ask students to determine the author’s tone in discussing the topic. Once these have been established, ask students to consider ‘how’ these aims were achieved. What words does the author use to accomplish this purpose and effect?</td>
</tr>
<tr>
<td></td>
<td>C2.B</td>
<td></td>
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<tr>
<td>Notice and analyze the styles and techniques authors use to help readers construct meaning.</td>
<td>AO1.1</td>
<td></td>
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<td></td>
<td>AO2.1</td>
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<td></td>
<td>C2 – Comprehension</td>
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<td></td>
<td>C2.A</td>
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<td></td>
<td>C2.B</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Principles of Reading</strong></td>
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<tr>
<td>Syllabus 8021 does not include an emphasis on literary texts</td>
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<tr>
<td><strong>Standard 1:</strong> Demonstrate understanding of the organization and basic features of print.</td>
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<td><strong>Standard 2:</strong> Demonstrate understanding of spoken words, syllables, and sounds.</td>
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<tr>
<td><strong>Standard 3:</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td><strong>Innovative Course Standards</strong></td>
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<tr>
<td>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Meaning and Context</strong></td>
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<tr>
<td>Syllabus 8021 does not include an emphasis on literary texts</td>
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<td>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating interpretations.</td>
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<td>Standard 6: Summarize key details and ideas to support analysis of thematic development.</td>
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<td>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</td>
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<tr>
<td>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Language, Craft, and Structure</strong></td>
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<tr>
<td>Syllabus 8021 does not include an emphasis on literary texts</td>
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<tr>
<td>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</td>
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<tr>
<td>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</td>
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<td>English 4</td>
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<tr>
<td>Standard 11: Analyze and provide</td>
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<td>evidence of how the author’s choice</td>
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<td>of point of view, perspective, and</td>
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<td>purpose shape content, meaning, and</td>
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<tr>
<td>style.</td>
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<td>Standard 12: Analyze and critique</td>
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<td>how the author uses structures in</td>
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<td>print and multimedia texts to</td>
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<td>shape meaning and impact the reader.</td>
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<tr>
<td><strong>Reading – Literary Text (RL) – Range and Complexity</strong></td>
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<tr>
<td>Syllabus 8021 does not include an emphasis on literary texts</td>
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<td>Standard 13: Read independently and</td>
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<td>comprehend a variety of texts for</td>
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<td>the purposes of reading for</td>
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<td>enjoyment, acquiring new learning,</td>
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<td>and building stamina; reflect on</td>
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<td>and respond to increasingly</td>
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<td>complex text over time.</td>
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<tr>
<td><strong>Reading – Informational Text (RI) – Principles of Reading</strong></td>
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<tr>
<td>Standard 1: Demonstrate understanding of</td>
<td>AO1.1</td>
<td></td>
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<tr>
<td>the organization and basic features</td>
<td>AO2.1</td>
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<tr>
<td>of print.</td>
<td>C2 – Comprehension</td>
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<td></td>
<td>C2.A</td>
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<td></td>
<td>C2.B</td>
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<tr>
<td>Standard 2: Demonstrate understanding of</td>
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<tr>
<td>spoken words, syllables, and sounds.</td>
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<td>Learning objective:</td>
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<td></td>
<td>- Identify and summarize major issues in any</td>
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<td>situations that are presented in text.</td>
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<td>- Reframe answers using your own words.</td>
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<td>8021 assumes a competent standard of</td>
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<td></td>
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<td>fundamental reading skills.</td>
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<td>Standard 3: Know and apply grade-level</td>
<td>AO1.1</td>
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<tr>
<td>phonics and word analysis skills in</td>
<td>AO1.2</td>
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<tr>
<td>decoding words.</td>
<td>C2 – Comprehension</td>
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<td></td>
<td>C2.A</td>
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<td></td>
<td>C2.B</td>
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<td>South Carolina Academic Standards English 4</td>
<td>Innovative Course Standards</td>
<td>Learning Objectives</td>
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</table>
| **Standard 4:** Read with sufficient accuracy and fluency to support comprehension. | AO1.1  
AO1.2  
C2 – Comprehension  
C2.A  
C2.B | |

### Reading – Informational Text (RI) – Meaning and Context

| 5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations. | AO1.1  
AO1.2  
AO1.3  
AO2.1  
AO2.2  
AO2.3  
C.2B | |

| 6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text. | AO1.1  
AO1.2  
AO1.3  
AO2.1  
AO2.2  
AO2.3  
C - Comprehension | Learning objective:  
- Identify and summarize major issues in any situations that are presented in text.  
- Reframe answers using your own words. |

### Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

|  | C2 - Comprehension | |

### Reading – Informational Text (RI) – Language, Craft, and Structure

| 8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text. | AO2.1.  
C2.B –  
C2.A | |
<table>
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<tr>
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<td><strong>English 4</strong></td>
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</table>
| 8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone. | AO2.1 C2.B | Learning objectives:  
- Respond to issues in passages, by creating a reasoned argument or judgement, and reaching a supported conclusion. This includes interpreting the given material, appreciating how words are used for a particular effect and drawing inferences.  
- Organize information and communicate clearly and succinctly in written English. |
| 9.1 Use context clues to determine meanings of words and phrases. | AO2.1 C2 | Learning objective:  
Interpret relevant information and identify key words. |
| 10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | AO2.1 AO2.2 AO2.3 C2A C2B | Learning objective:  
Interpret relevant information and identify key words. |
| 11.1 Compare and contrast the effectiveness of author’s uses of text features and structures to support similar claims. | AO2.1 AO2.2 AO2.3 C2A C2B | Learning objective:  
Interpret relevant information and identify key words. |
| 11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing. | AO2.1 AO2.2 AO2.3 C2B | Learning objective:  
Understand detailed information in verbal form and identify key words. |

**Reading – Informational Text (RI) – Range and Complexity**

<p>| 12.1 Engage in whole and small group reading with purpose and understanding. | Candidates are encouraged to read widely for general understanding and develop skills to identify relevant information from a variety of sources. |
| 12.2 Read independently for a sustained period. | | |</p>
<table>
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<tr>
<td>English 4</td>
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<tr>
<td>12.3 Read and respond to grade-level text to become self-directed, critical readers and thinkers.</td>
<td>C.2A</td>
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</table>

**Fundamentals of Writing**

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
  - Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. ‘Process writing’ activity
- Interact and collaborate with peers and adults to develop and strengthen writing.
  - Learning objective: Apply appropriate evidence to support an argument.
    - Sample activity: Project-whole-class essay
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
  - AO3.1
  - AO3.2
  - AO3.3
  - C1 essay
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
  - AO3.1
  - AO3.2
  - AO3.3
  - C1 essay
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
  - Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument.
- Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.
  - AO3.1
  - AO3.2
  - AO3.3
  - C1 essay
  - C2.A
<table>
<thead>
<tr>
<th>South Carolina Academic Standards</th>
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<tbody>
<tr>
<td><strong>Writing (W) – Meaning, Context, and Craft</strong></td>
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<tr>
<td>1.1a introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims.</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Demonstrate the ability to show what evidence means by drawing inferences, understanding the implications of a course of action. May consider other points of view.</td>
</tr>
<tr>
<td>1.1b use relevant information from multiple print and multimedia source</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. <em>The Inquiry Research Project</em></td>
</tr>
</tbody>
</table>
| 1.1c assess the credibility and accuracy of each source                                           | AO1.1 AO1.2 C.2B             | Learning objective:  
- Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion.  
- Evaluate and choose between different opinions and points of view. |
<p>| 1.1d create an organizational structure that logically sequence claim(s), counterclaims, reasons, warrants, and evidence | AO3.1 AO3.2 AO3.3 C1 essay   |                                                                                                                                                      |
| 1.1e develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases | AO2.2 AO2.3 AO3.1 AO3.2 AO3.3 C1 essay |                                                                                                                                                      |
| 1.1f use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships … | AO3.1 AO3.2 AO3.3 C1 essay   |                                                                                                                                                      |</p>
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<tr>
<td>1.1g establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline</td>
<td>AO3.1&lt;br&gt;AO3.2&lt;br&gt;AO3.3&lt;br&gt;C1 essay</td>
<td>Learning objective: Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument</td>
</tr>
<tr>
<td>1.1h develop and strengthen writing as needed by planning, revising, editing, and rewriting</td>
<td></td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.</td>
</tr>
<tr>
<td>1.1i quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</td>
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<tr>
<td>1.1j avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity</td>
<td>AO2.1&lt;br&gt;AO2.3&lt;br&gt;C2.B</td>
<td></td>
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<tr>
<td>1.1k provide a concluding statement or section that follows from and supports the argument presented</td>
<td>AO3.1&lt;br&gt;AO3.2&lt;br&gt;AO3.3&lt;br&gt;C1 essay</td>
<td>Learning objective: Analyze, interpret, and discriminate in assessing evidence, ideas, and opinions to formulate a reasoned conclusion.</td>
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<td>1.1l include a call to action</td>
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<tr>
<td>2.1a Write informative/explanatory texts that introduce a topic.</td>
<td>AO3.1&lt;br&gt;AO3.2&lt;br&gt;AO3.3&lt;br&gt;C1 essay</td>
<td>Learning objective: Apply appropriate evidence to support an argument.</td>
</tr>
<tr>
<td>2.1b use relevant information from multiple print and multimedia sources</td>
<td>AO1.1&lt;br&gt;AO1.2&lt;br&gt;AO1.3&lt;br&gt;C1 essay</td>
<td>Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words. Inquiry Research Project</td>
</tr>
<tr>
<td>2.1c organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</td>
<td>AO1.3&lt;br&gt;AO2.2&lt;br&gt;AO3.1&lt;br&gt;AO3.2&lt;br&gt;AO3.3&lt;br&gt;C1 essay</td>
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| **2.1d** assess the credibility and accuracy of each source. | AO1.1  AO1.2  C2.B | Learning objectives:  
- Analyze data and respond to issues in passages by creating a reasoned argument or judgment, and reaching a supported conclusion.  
- Evaluate and choose between different opinions and points of view.  
Sample activity: New York Times Room Debate |
| **2.1e** include formatting, graphics, and multimedia as needed | | Learning objective: Identify, select and interpret data.  
Sample activity: OPTIC multimedia presentation |
| **2.1f** develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic | AO1.1  AO1.2  AO1.3  AO2.2  AO2.3  C1 essay | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.  
Sample activity: *Inquiry Research Project* |
| **2.1g** quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation | | |
| **2.1h** develop and strengthen writing as needed by planning, revising, editing, rewriting | AO3.1  AO3.2  AO3.3  C1 essay | Learning objective: Understand the requirements of the set essay question and respond appropriately to its key words.  
Example activity: ‘Process writing’ activity |
<p>| <strong>2.1i</strong> use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts | AO3.1  AO3.2  AO3.3  C1 essay | |
| <strong>2.1j</strong> use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; | AO3.1  AO3.2  AO3.3  C1 essay  C2.B | |</p>
<table>
<thead>
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<tr>
<td>2.1k establish and maintain a</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective:</td>
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<tr>
<td>consistent style and objective</td>
<td></td>
<td>Communicate</td>
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<td>tone while attending to the</td>
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<td>information, ideas</td>
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<td>norms and conventions of the</td>
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<td>and opinions in a</td>
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<td>discipline;</td>
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<td>clear, succinct,</td>
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<td>and accurate</td>
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<td>written English)</td>
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<td>well-structured</td>
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<td>argument.</td>
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<td>2.1i provide a concluding</td>
<td>AO3.1 AO3.2 AO3.3 C1 essay</td>
<td>Learning objective:</td>
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<td>statement or section that</td>
<td></td>
<td>Analyze, interpret,</td>
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<td>and discriminate in</td>
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<td>information or explanation</td>
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<td>presented.</td>
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<td>ideas, and opinions</td>
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<td>in order to</td>
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<td>formulate a reasoned</td>
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<td>conclusion.</td>
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<td>Standard 3: Write narratives to</td>
<td>Syllabus 8021 does not</td>
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<td>develop real or imagined</td>
<td>include a focus on</td>
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<td>experiences or events using</td>
<td>writing narratives.</td>
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<td>effective techniques, well-</td>
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<tr>
<td>chosen details, and well-</td>
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<td>structured event sequences.</td>
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**Writing (W) – Language**

| Standard 4: Demonstrate command| AO3.1 C1 Essay | Learning objective:  |
| of the conventions of standard  |                             | Communicate          |
| English grammar and usage when  |                             | information, ideas   |
| writing or speaking.            |                             | and opinions in a    |
| 5.2 Demonstrate command of the  |                             | clear, succinct,     |
| conventions of standard         |                             | and accurate         |
| English capitalization,         |                             | manner using         |
| punctuation, and spelling.      |                             | written English.     |
|                                 |                             | Example activity:    |
|                                 |                             | Sentence type        |
|                                 |                             | scramble.            |

**Writing (W) – Range and Complexity**

<p>| 6.1 Write routinely and persevere| Candidates should develop the skills to write in accurate English in a clear, coherent and structured way, including essays. They should also learn to write shorter responses for a variety of purposes. These might include explanation, description, summary, analysis, evaluation and persuasion. | Learning objective:  |
| in writing tasks over short and  |                             | Communicate          |
| extended time frames, for a      |                             | information, ideas   |
| range of domain-specific tasks, |                             | and opinions in a    |
| and for a variety of purposes   |                             | clear, succinct,     |
| and audiences.                  |                             | and accurate         |
|                                 |                             | manner using         |
|                                 |                             | written English.     |
|                                 |                             | Example activity:    |
|                                 |                             | Sentence type        |
|                                 |                             | scramble.            |</p>
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<td><strong>6.4</strong></td>
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<td>Demonstrate effective keyboarding</td>
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<td>skills.</td>
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**Fundamentals of Communication**

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.
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<tr>
<td><strong>Communication (C) – Meaning and Context</strong></td>
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<tr>
<td>1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.</td>
<td></td>
<td>Example activity: Mini Debate - ‘Should bottled water be banned?’</td>
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<tr>
<td>1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</td>
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<td>Example activity: ‘The Situation Room’ game</td>
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<td>1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</td>
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<td>1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</td>
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<td>1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</td>
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<td>1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.</td>
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<tr>
<td>2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td></td>
<td>Example activity: Benefits and risks of driverless technology photo essay</td>
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<tr>
<td>2.2 Distinguish between credible and non-credible sources of information.</td>
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<tr>
<td>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
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<td>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</td>
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<td>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</td>
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<tr>
<td>Communication (C) – Language, Craft, and Structure</td>
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<td>4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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<td>Example activity: Discuss purpose, tone, and aims of a famous speech</td>
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<tr>
<td>4.2 Evaluate the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</td>
<td></td>
<td>Example activity: Jamie Oliver and Ann Cooper’s speeches logic exercise</td>
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<tr>
<td>4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</td>
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<tr>
<td>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</td>
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REQUIRED SIGNATURES

I certify that this locally designed honor course for elective high school credit will be taught by a properly certified teacher, is aligned with the state-adopted academic standards, is consistent with the UGP, and was approved by the local board of trustees.*

______________________________________________ Date
Signature of the Teacher of the locally designed course for high school credit

______________________________________________ Print Name

______________________________________________ Date
Signature of the second Teacher, if applicable

______________________________________________ Print Name

______________________________________________ Date
Principal/Director of School where the course will be offered

______________________________________________ Print Name

______________________________________________ Date
District Superintendent or Designee

______________________________________________ Print Name

______________________________________________ Date
District Board of Trustees, Chairperson

______________________________________________ Print Name

*Use additional signature sheets, if necessary, and attach it to this application.