

## American Christian Academy English Standards 2025

### **6<sup>th</sup> Grade English** **Content Standards**

- 1) Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.
- 2) Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.
- 3) Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.
- 4) Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.
- 5) Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.
- 6) Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.
- 7) Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- 8) Participate in collaborative discussions using information from a source.
- 9) Participate in collaborative discussions about literary devices and elements found in prose and poetry.
- 10) Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.
- 11) Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.
- 12) Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.
- 13) Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.
- 14) Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.
- 15) Identify the conventions of standard English grammar and usage in published texts.

- 16) Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.
- 17) Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.
- 18) Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.
- 19) Demonstrate command of standard English grammar, usage, and mechanics when writing.
- 20) Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.
- 21) Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.
- 22) Assess the relevance, reliability, and validity of information from printed and/or digital texts.
- 23) Use an audio or audio-visual source of information to obtain the answer to a question.
- 24) Write about research findings independently over short and/or extended periods of time.
- 25) Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.
- 26) Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations.
- 27) Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.
- 28) Discover word meanings through active listening in various contexts.
- 29) Use academic vocabulary in writing to communicate effectively.
- 30) Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

### **Biblical Standards**

- 1) Identify the worldview presented in various texts and compare them to Biblical worldview.
- 2) Analyze literary forms in the Bible such as poetry, prose, and parables.
- 3) Analyze Biblical themes and concepts and demonstrate their understanding through composition.

### **7<sup>th</sup> Grade – English Content Standards**

- 1) Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

- 2) Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.
- 3) Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.
- 4) Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.
- 5) Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).
- 6) Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.
- 7) Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- 8) Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.
- 9) Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.
- 10) Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.
- 11) Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.
- 12) Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.
- 13) Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.
- 14) Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.
- 15) Utilize digital tools and/or products to enhance meaning.
- 16) Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.
- 17) Identify the conventions of standard English grammar and usage in writing.
- 18) Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.
- 19) Evaluate a speaker's organizational choices to determine point of view, purpose, and effectiveness.

- 20) Identify a speaker's formality of language in order to comprehend, interpret, and respond appropriately.
- 21) Create written work using standard English grammar, usage, and mechanics.
- 22) Choose language that expresses ideas precisely and concisely.
- 23) Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.
- 24) Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.
- 25) Use active listening to acquire information and assess its relevance and credibility.
- 26) Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.
- 27) Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.
- 28) Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.
- 29) Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.
- 30) Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
- 31) Infer word meaning through active listening in various contexts for purposeful, effective communication.
- 32) Apply vocabulary in writing to convey and enhance meaning.
- 33) Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.

### **Biblical Standards**

- 1) Identify the worldview presented in various texts and compare them to Biblical worldview.
- 2) Analyze literary forms in the Bible such as poetry, prose, and parables.
- 3) Analyze Biblical themes and concepts and demonstrate their understanding through composition.

**Eighth Grade – English**  
**Content Standards**

- 1) Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.
- 2) Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.
- 3) Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.
- 4) Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.
- 5) Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.
- 6) Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.
- 7) Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.
- 8) Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- 9) Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.
- 10) Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.
- 11) Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
- 12) Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.
- 13) Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.
- 14) Utilize digital tools and/or products to enhance meaning.
- 15) Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.
- 16) Examine the use of conventions of standard English grammar and usage in writing.

- 17) Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.
- 18) Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately.
- 19) Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.
- 20) Produce writing that shows a command of standard English grammar, usage, and mechanics.
- 21) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 22) Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.
- 23) Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.
- 24) Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.
- 25) Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.
- 26) Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.
- 27) Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.
- 28) Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.
- 29) Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
- 30) Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.
- 31) Integrate effective vocabulary into writing to create specific effects and communicate purposefully.
- 32) Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.

### **Biblical Standards**

- 1) Identify the worldview presented in various texts and compare them to Biblical worldview.
- 2) Analyze literary forms in the Bible such as poetry, prose, and parables.
- 3) Analyze Biblical themes and concepts and demonstrate their understanding through composition.

**Ninth Grade – English**  
**Content Standards**

- 1) Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.
- 2) Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.
- 3) Analyze how an author's cultural perspective influences style, language, and themes.
- 4) Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 5) Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
- 6) Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.
- 7) Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
- 8) Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
- 9) Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
- 10) Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
- 11) Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.
- 12) Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
- 13) Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.
- 14) Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 15) Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

- 16) Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
- 17) Classify formality of language in order to comprehend, interpret, and respond appropriately.
- 18) Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.
- 19) Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
- 20) Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.
- 21) Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.
- 22) Use a variety of search tools and research strategies.
- 23) Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
- 24) Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
- 25) Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
- 26) Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
- 27) Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

### **Biblical Standards**

- 1) Investigate Biblical principles and God's truth revealed through thematic elements of secular texts.
- 2) Examine characters' internal and external conflicts through a Biblical worldview.
- 3) Compose reflective and analytical writing using Biblical evidence to support a student's argument or line of reasoning.



**10<sup>th</sup> Grade – English**  
**Content Standards**

- 1) Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.
- 2) Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions.
- 3) Analyze how an author's cultural perspective influences style, language, and themes.
- 4) Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 5) Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
- 6) Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.
- 7) Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
- 8) Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
- 9) Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
- 10) Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.
- 11) Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.
- 12) Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
- 13) Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.
- 14) . Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 15) Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

- 16) Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
- 17) Classify formality of language in order to comprehend, interpret, and respond appropriately.
- 18) Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.
- 19) Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
- 20) Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.
- 21) Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.
- 22) Use a variety of search tools and research strategies to locate credible sources.
- 23) Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
- 24) Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
- 25) Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
- 26) Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
- 27) Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

### **Biblical Standards**

- 4) Investigate Biblical principles and God's truth revealed through thematic elements of secular texts.
- 5) Examine characters' internal and external conflicts through a Biblical worldview.
- 6) Compose reflective and analytical writing using Biblical evidence to support a student's argument or line of reasoning.

**11<sup>th</sup> Grade – English**  
**Content Standards**

- 1) Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 2) Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
- 3) Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 4) Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 5) Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.
- 6) Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 7) Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
- 8) Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
- 9) Follow instructions in technical materials to complete a specific task.
- 10) Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
- 11) Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
- 12) Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.
- 13) Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.
- 14) Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 15) Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- 16) Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
- 17) Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

- 18) Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
- 19) Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents .
- 20) Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.
- 21) Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.
- 22) Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. a. Exhibit stylistic complexity and sophistication in writing.
- 23) Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
- 24) Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.
- 25) Use a variety of search tools and research strategies to locate credible sources.
- 26) Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
- 27) Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
- 28) Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
- 29) Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
- 30) Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

### **Biblical Standards**

- 1) Investigate Biblical principles and God's truth revealed through thematic elements of secular texts.
- 2) Examine characters' internal and external conflicts through a Biblical worldview.
- 3) Compose reflective and analytical writing using Biblical evidence to support a student's argument or line of reasoning.

### **12<sup>th</sup> Grade - English**

## **Content Standards**

- 1) Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles.
- 2) Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
- 3) Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 4) Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 5) Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.
- 6) Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 7) Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
- 8) Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
- 9) Follow instructions in technical materials to complete a specific task.
- 10) Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.
- 11) Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
- 12) Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.
- 13) Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
- 14) Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
- 15) Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- 16) . Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.

- 17) Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
- 18) Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
- 19) Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
- 20) Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.
- 21) Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.
- 22) Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
- 23) Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.
- 24) Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.
- 25) Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.
- 26) Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
- 27) Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
- 28) Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
- 29) Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
- 30) Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

### **Biblical Standards**

- 1) Investigate Biblical principles and God's truth revealed through thematic elements of secular texts.
- 2) Examine characters' internal and external conflicts through a Biblical worldview.

- 3) Compose reflective and analytical writing using Biblical evidence to support a student's argument or line of reasoning.