

**Wisconsin Content Standards**

**APPENDIX C**

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.

| <p><b>In this column, list the Wisconsin Content Standards that are included in this course. The Standards for each content area are found in the Wisconsin Content Standards document.</b></p>   | <p><b>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</b></p>   |
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| <p>The English Literature and Composition teacher will demonstrate knowledge of and skill in:</p>   |  |
| <p>1. The interrelatedness of the language arts: speaking, listening, creating media, responding to media, reading and writing.</p>   | <p>Students must engage in a "public project," a making public of their research into an author from the period or a relevant topic. Projects could include bulletin boards, brochures, web presentations. Students are graded and possess hard copy or photographs to document the project.</p> |
| <p>2. Using language to fit a variety of audiences and purposes.</p>  | <p>Students are graded on their ability to perform the scholarly language demanded by a research paper.</p>  |
| <p>3. The developmental processes whereby individuals acquire, understand, and use oral, visual, and written language.</p>  |  |
| <p>4. The structure and history of the English language including traditional and modern grammars and the integration of these studies within the English Language Arts program.</p>  |  |
| <p>5. A breadth of literary expression by female and male authors, both classic and contemporary, including a representative body of:</p> <ul style="list-style-type: none"> <li>● American literature encompassing works of diverse cultural and ethnic groups.</li> <li>● Literature of the British Isles and of other English speaking countries.</li> <li>● International literature.</li> <li>● Young adult literature.</li> </ul> | <p>Students write papers and take tests assessing their familiarity with American literary works, including those from diverse cultural and ethnic groups.</p>   |
| <p>6. Historic and recent rhetorical theories regarding aims and modes of written and oral discourse, cultural and situational factors, and considerations of audience.</p>   |  |
| <p>7. Strategies for formulating questions and conducting research using a variety of sources and reporting findings in a variety of formats and media.</p>   | <p>Course papers requiring the development of a research question; exploration of print and electronic cultural, historical, and literary secondary sources.</p>   |
| <p>8. Representative works of major writers, including Shakespeare.</p>   | <p>Students are assessed on papers and exams on Poe, Dickinson, Stowe, Hawthorne, Melville, Whitman, Thoreau, and/or Emerson.</p>  |

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| 9. The function and variety of literary forms, including fiction, nonfiction, drama, and poetry.  | The students are graded in their term paper on the appropriateness of their analysis with respect to the function of the literary form of the piece(s) they write about.  |
| 10. Approaches to analyzing, interpreting, evaluating and appreciating print and non-print texts, reflecting interactions among reader, text and context.   | The students are graded in their term paper on the appropriateness of their analysis, interpretation, and evaluation of the text(s) they write about.   |
| 11. Writing as a recursive thinking process including prewriting, drafting, revising, editing, publishing and presenting.   | Students do the research and hand in work to be graded for their term paper in stages; their grades on the preliminary work reflect the quality of the final written product and thus emphasize the recursive thinking process that writing involves. |
| 12. Writing, speaking, and creating media for a variety of audiences including technical and professional.  |   |
| 13. A wide repertoire of strategies for teaching reading.   |   |
| 14. Effective listening and viewing in a variety of contexts, including interpersonal, media-related and social.  |   |
| 15. Various approaches to assessing oral, visual, and written communication such as analytical, holistic, and trait scoring, peer evaluation, self-evaluation, portfolios and conferences.                        |   |
| 16. Designing curriculum and instruction within the framework of Wisconsin's Model Academic Standards in English Language Arts and implementing local and state assessment activities based upon those standards. |   |