

LANGUAGE ARTS STANDARDS

FRESHMAN-SOPHOMORE COURSE REQUIREMENTS

ENGLISH 9 and ENGLISH 9 T

The students will:

- W. 9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

HONORS ENGLISH 9

The students will:

- RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance plot or develop the theme.
- RL 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI. 9-10.6: Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.
- W. 9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.6: Acquire and use accurately, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ENGLISH 10 and ENGLISH 10T

The students will:

- RL/RI.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

HONORS ENGLISH 10

The students will:

- RL/RI.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance plot or develop the theme.

- RL 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.6: Acquire and use accurately, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LITERATURE COURSE REQUIREMENT COURSES (Year Three)

AMERICAN LITERATURE

The students will:

- RL.11-12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

BRITISH LITERATURE

The students will:

- RL.11-12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SP. 11-12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- RL.11-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL. 11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11-12.RL.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

MYSTERY AND SUSPENSE IN LITERATURE AND FILM

The students will:

- RL. 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL. 3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).
- RL. 4 – Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

- RL. 5 – Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL. 7 – Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CONTEMPORARY WORLD LITERATURE

The students will:

- RL.11-12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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WRITING COURSE REQUIREMENT COURSES (Year Three)

COMPOSITION

The students will:

- demonstrate an ability to use and recognize writing that is effective for the selected audience.
- display the correct use of grammar and punctuation in written material.
- participate in group situations in which personal written works are discussed and evaluated.
- demonstrate the ability to combine and integrate concepts, principles, and generalizations by organizing sentences and paragraphs in a focused essay.
- develop the capacity to rewrite, revise and improve a previously written work.
- read from a set of student and professional models illustrating effective writing techniques.
- produce a polished final draft suitable for publication using MLA guidelines.
- gather research material from both personal and library sources using authentic sources and standard MLA guidelines.
- develop a series of effective essays.

GRAMMAR WRITING-(ENG: 105)

Grammar Term:

The students will:

- recognize the parts of speech and the purpose of each.
- recognize and correct faulty sentence structures.
- improve sentence construction by developing skills in the use of coordination, subordination, parallelism, and conciseness.
- incorporate rules of formal usage into writing.
- recognize and correct errors in subject-verb agreement, pronoun; antecedent, agreement, modifiers, verbs, and pronoun case forms.
- demonstrate an understanding of the rules of punctuation.

MULTICULTURAL LITERATURE

The students will:

- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- 11-12.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 11-12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 11-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELECTIVES

A.P. ENGLISH LIT (LIT: 101/ENG: 106)

The students will:

- read a wide background of mature and thoughtful literature in the major literary genres.
- actively participate in class discussions.
- strengthen and expand skills in considering complex, controversial, and emotion-laden ideas.
- develop critical writing, speaking, and reading skills.
- illustrate high standards of writing excellence, particularly with respect to literary criticism and review.
- prepare for college level testing and evaluation, including college placement tests and the tests for Advanced Placement English, through specific training in test-taking and the use of college level testing procedures.
- analyze difficult and complex course material.

FICTION WRITING

The students will:

- 11-12.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

HEROISM IN LITERATURE

The students will:

- analyze how complex characters develop over the course of a text.
- analyze how complex characters interact with other characters and advance the plot or develop the theme.
- analyze how an author draws on and transforms source material in a specific work.
- work collaboratively in small and large groups.
- research, analyze, and write about the hero trope.

NEWSPAPER WRITING

The students will:

- identify First Amendment and student rights to journalism.
- define libel and fair play in the media, examining the legal and ethical ramifications of decisions made in journalism.
- identify persuasive arguments and ways to incorporate them in writing opinion works.
- interview sources in a fair, polite, and detailed manner and use that information in a journalistic story.
- use technology to produce articles; layout and design newspaper and yearbook pages.
- write copy that meets the highest standards of journalistic style.
- develop a research methodology that locates accurate information using authentic sources.

MASS MEDIA AND CULTURE

Integration of Knowledge & Ideas RI. 11-12.7

Range of Writing WHST, 11-12.10

The students will:

- recognize sources of information in American society.
- analyze advertising by identifying persuasive techniques.
- examine the messages of mass and pop culture perpetuated through the media.
- recognize the personal, cultural, and social impact of mass media.
- research, analyze, and write about media.

POPULAR ADULT LITERATURE

The students will:

- use standard literary terms in the analysis of literature in writing and conferencing.
- develop a self-directed study of modern authors and titles.
- research and present information.
- share reading interests and insights with class on an informal basis.
- demonstrate understanding of modern novels through discussion

YEARBOOK/NEWSPAPER

The students will:

- meet deadlines and manage time as independent workers.
- accept responsibility as reporters, photographers, and editors.
- recognize and use effective and appropriate layout and graphic designs.
- attend all school events to take photographs, using the highest standards of photo composition.
- write copy that meets editorial and journalistic standards of writing that is fair, accurate, objective, and balanced.
- work cooperatively with other students to develop newspaper story ideas and yearbook theme ideas.
- develop a research methodology that locates accurate and complete information using authentic sources.
- edit stories, layouts, and page design using proofreaders' symbols.
- develop skills in computer and computer application usage and graphic design.
- follow and maintain ethical journalism standards in photographing, interviewing, writing, and designing pages.

INTERPERSONAL COMMUNICATIONS

The students will:

- read nonfiction in order to understand the nature of interpersonal communication.
- recognize and evaluate the effectiveness of daily interpersonal communication.
- demonstrate in writing an understanding of the transactional communication model.
- identify and display an ability to fulfill a variety of effective roles within a group.
- recognize the importance of nonverbal communication in daily communication.
- practice verbal skills to effectively convey needs, emotions, and desires.
- use perception process and foster the ability to question the accuracy of personal perceptions.
- demonstrate the ability to be an active listener.
- demonstrate the ability to listen and respond appropriately in five different ways: evaluating, analyzing, probing, supporting, and paraphrasing.
- develop the ability to identify and express emotions effectively.
- analyze and explore how one's self-concept has developed, question its accuracy, and plan for further development.
- identify personal defense mechanisms and recognize how they can damage a relationship.
- apply various resolution strategies to interpersonal conflicts.
- show an understanding of interpersonal communication and self by sharing a personal portfolio

ADVANCED JOURNALISM

The students will:

*write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

*write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above) (W.11-12.4) (DOK 3,4).

*develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12) (W.11-12.5) (DOK 1,2,3,4).

*use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6) (DOK 1,2)

*conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (DOK 2,3,4)

*gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8) (DOK 1,2,3,4)

*draw evidence from literary or informational texts to support analysis, reflection, and research.

*write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10) (DOK 1,2,3,4)

SPEAKING COURSES

DEBATE

Students will:

- Demonstrate usage of the five canons of rhetoric in the preparation and delivery of extemporaneous speeches.
- Demonstrate critical thinking and listening skills.
- Construct and utilize argumentation for formal debate settings.
- Develop and organize argumentation to refute opposing points of view.
- Identify and employ strategies for persuasion.

SPEECH

Students will:

- Analyze various models of communication.
- Apply strategies to manage speech anxiety effectively.
- Construct and utilize appropriate presentational aids.
- Develop and organize content for informative and persuasive speaking situations.
- Demonstrate effective vocal and physical speech delivery.

SPC:112: PUBLIC SPEAKING

Students will:

- Analyze various models of communication.
- Demonstrate critical thinking and listening skills.
- Apply strategies to manage speech anxiety effectively.
- Construct and utilize appropriate presentational aids.
- Formulate topic selection through audience analysis.
- Develop and organize content for informative and persuasive speaking situations.

- Identify and employ strategies for persuasion.
- Demonstrate effective vocal and physical speech delivery.
- Cultivate an understanding or awareness of social diversity.
- Enrich their knowledge of cultural diversity.

FUNDAMENTALS OF ACTING

The student will:

- develop time allocation and organizational skills.
- identify theatre terms and expand vocabulary necessary to communicate with fellow actors.
- enhance characterization skills.
- recognize the works of noted playwrights.
- *give multiple performances reflecting understanding of character and emotional expression.

ADVANCED ACTING

The student will:

- understand the basic principles associated with multiple acting techniques.
- read text and apply the principles of varying acting techniques through presentation of text
- create a thorough character analysis through the process of script analysis
- present monologues, dialogues, and one-act plays