

High School Curriculum: English Language Arts

English Language Arts (Grades 9-10)

Adopted Instructional Resources: *SVVSD Secondary Language Arts Curriculum*

| Expectations for 9th-10th Grade Students: | Throughout 9th-10th Grade You May Find Students: |
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| <ul style="list-style-type: none"> ● Oral Expression and Listening: <ul style="list-style-type: none"> ○ <i>In 9th grade</i>, students speak and make strategic use of multimedia to strengthen claims and add interest while delivering information, findings, and supporting evidence clearly, concisely, and logically; evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any deceptive reasoning or exaggerated evidence; evaluate the credibility of sources; collaborate in discussions by using credible resources, asking questions, and giving feedback to group members. ○ <i>In 10th grade</i>, students speak and make strategic use of multimedia to present information with a clear claim, supporting evidence, precise vocabulary, and a logical structure that is easy to follow; demonstrate credibility; evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify deceptive reasoning or exaggerated evidence and source credibility; contribute to collaborative discussions; listen actively to other group members and pose questions, build on ideas, and demonstrate leadership in group settings. ● Reading for All Purposes: <ul style="list-style-type: none"> ○ <i>In 9th grade</i>, students read a variety of literary, informational, and argumentative texts; analyze themes, complex | <p>9th Grade:</p> <ul style="list-style-type: none"> ● Engaging in inquiry around a question such as “What contributes to the effectiveness of a piece of writing and what gets in the way of effectiveness?”; reading relevant works of literature along with nonfiction writing to explore a complex issue; using collaborative groups (literature circles) to increase comprehension of complex texts; writing a literary analysis as part of a class “literary magazine” devoted to a theme or topic. ● Using close reading strategies (questioning, summarizing, making connections) to deepen understanding of challenging works of world literature; participating in discussions (Socratic seminar) that rely on inquiry and the use of textual evidence to foster thoughtful analysis. ● Studying a Shakespearean play and writing an analysis comparing themes, tone, or the language of the original against a contemporary interpretation. <p>10th Grade:</p> <ul style="list-style-type: none"> ● Reading and analyzing historical documents (speeches, laws, news accounts) as they relate to specific literary works written either during or about the time-period; working collaboratively |

characters, plots, and central ideas, people, and events; analyze the meaning and impact of words on an author's tone or message; examine how an author's choice in sequencing a narrative creates suspense or tension; analyze how a text is structured to convey meaning; understand how a particular point of view is reflected in works of world literature; examine how different versions of an event or topic may be represented in different forms (drama, screen versions, visual arts).

- ***In 10th grade***, students read a variety of literary and nonfiction texts; summarize and analyze themes and central ideas by exploring complex characters, plots, and ideas; examine how an author's sequencing creates mystery or tension; determine the meaning of words and phrases and their impact on understanding the text; articulate how a particular point of view is reflected in literary and nonfiction texts; explain how rhetoric and structure are used; analyze how different versions or interpretations of an event (or subject) may be presented through different forms (films, visual art, drama); use evidence from a text to support an analysis.

- **Writing and Composition:**

- ***In 9th grade***, students use technology to produce, publish, and update grammatically correct and organized writing that makes an argument or explains complex ideas supported by well-chosen facts and quotations; address counterarguments or opposing views; write narratives of real or imagined experiences by depicting a problem or observation, establishing one or multiple points of view, and using narrative techniques like multiple plot lines, flashbacks, and effective figurative language.
- ***In 10th grade***, students write for authentic, targeted audiences using technology to produce and publish a written piece that makes an effective argument or explains a complex idea; organize content around important

to deepen their understanding of a text through group discussions (Socratic seminar, literature circles).

- Reading multiple texts by one author to examine how an author draws on personal experiences and cultural influences to write about contemporary themes and topics in a variety of ways (autobiographical, poetic, and fictional).
- Developing multimedia presentations to convey experiences or to express understandings of the world around them.
- Talking with peers and others about a draft piece of personal writing and revising their writing based on ideas and feedback from that conversation.

connections and distinctions and use well-chosen facts and quotations; write narratives conveying real or imagined experiences by presenting a problem or observation, establishing one or multiple points of view, and using techniques like multiple plot lines.

- **Research Inquiry and Design:**

- ***In 9th grade***, students conduct short research projects to answer a question and generate additional focus questions; gather information from several sources; use search terms effectively; assess the credibility of sources; follow a standard format for citation; evaluate the soundness of reasoning and the relevance/sufficiency of evidence.
- ***In 10th grade***, students conduct short and long research projects to answer a question or solve a problem; use advanced search to find a variety of evidence (expert testimony, analogies, anecdotes, statistics) that has been evaluated for reliability and validity; avoid plagiarizing by following a standard format for citation; analyze the logic (including assumptions and beliefs) and the use of evidence by two or more authors who are presenting similar or opposing arguments.

English Language Arts (Grades 11-12)

Adopted Instructional Resources: ***SVVSD Secondary Language Arts Curriculum***

| Expectations for 11th-12th Grade Students: | Throughout 11th-12th Grade You May Find Students: |
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| <ul style="list-style-type: none"> ● Oral Expression and Listening: <ul style="list-style-type: none"> ○ <i>In 11th grade</i>, students speak and make strategic use of multimedia to clarify information, strengthen claims, and add interest; present a distinct perspective so that listeners can follow the reasoning, build their understanding, and consider responses to alternative or opposing perspectives; accurately evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric; assess the ideas, word choice, points of emphasis, tone, credibility and accuracy of a speaker's sources; participate in group discussions by being prepared, actively listening, and contributing to the discussion. ○ <i>In 12th grade</i>, students develop and deliver a speech for a specific purpose and audience (making strategic use of multimedia and appropriate technical/specialized language); deliver information expressing a central idea, addressing opposing or alternate viewpoints, and conveying a clear and well- reasoned perspective; evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric; participate with peers in civil, democratic discussions to make decisions, set goals, and establish roles for group success. ● Reading for All Purposes: <ul style="list-style-type: none"> ○ <i>In 11th grade</i>, students read a variety of texts, including foundational literary and historical texts from the 18th, 19th, and 20th centuries; summarize and analyze themes and central ideas; examine the impact of an author's choices regarding complex story elements; determine the meaning of | <p>11th Grade:</p> <ul style="list-style-type: none"> ● Comparing past and contemporary author's use of setting and characters to understand how societal influences impact an author's writing. ● Using a variety of sources (academic, literary, historical) to research and evaluate claims made by others on a major social issue, such as censorship, in order to write a commentary that argues a specific stance; using evidence from research to support an argument, and using examples from past and/or current events and works of literature to illustrate and clarify an argument. ● Working with partners to develop texts (a class literary magazine, blog, video) to present multiple perspectives on an issue or theme. <p>12th Grade:</p> <ul style="list-style-type: none"> ● Creating digital portfolios that analyze and critique various works (poetry, visual art, editorials, historical and literary documents significant in U.S. history); producing original compositions of various genres or types of writing on a specific topic or theme relevant to various literature. ● Researching topics of personal relevance and interest and presenting findings to school or community audiences or to an online audience (via Prezi, VoiceThread, or other platforms). |

words and their impact on tone and message; understand an author's point of view by determining what is stated (and meant) and by analyzing multiple versions of the text; analyze and evaluate reasoning in nonfiction and argumentative texts, explaining how an author's use of structure and evidence contributes to the writing.

- ***In 12th grade***, students read a variety of texts, including important texts from the 18th, 19th, and 20th centuries; summarize and analyze themes, plots, and characters in literature or central ideas, events, and people in nonfiction; compare/contrast text characteristics and authors' perspectives in different texts; examine the impact of an author's choices regarding story elements; evaluate how literary components impact meaning (symbolism, irony, extended metaphor); analyze argumentative and informational texts to understand how style, rhetoric, and content contribute to the text's power and persuasiveness.

- **Writing and Composition:**

- ***In 11th grade***, students write for authentic, targeted audiences and respond to ongoing feedback; make an effective argument or explain complex ideas; organize content and make important connections supported by significant facts, definitions, details, and quotations; use simile, metaphor and analogy to increase impact; write narratives to express real or imagined experiences and using narrative techniques to create an engaging story.
- ***In 12th grade***, students write for targeted audiences, using technology and a range of elaboration techniques (questioning, comparing, connecting, interpreting, analyzing, or describing); argue a position by providing a sophisticated claim, addressing counter-arguments, developing a logical structure, and providing relevant evidence, facts, quotations, and examples; write narratives that develop context, character/narrator motivation, problem/conflict and

- Working as a member of a collaborative team to analyze various literary and nonfiction works and to develop a whole-class presentation demonstrating multiple perspectives on a topic or theme; working in a team to generate a discussion forum (Socratic seminar, round-table discussion, debate teams) round relevant themes or topics.

resolution, and provide descriptive details to support and express a theme; manipulate elements of imagery, tone, and point of view.

- **Research Inquiry and Design:**

- ***In 11th grade***, students conduct short and long research projects to answer a question or solve a problem; demonstrate understanding by bringing together authoritative sources through the use of advanced searches and by assessing the strengths and weaknesses of each source; integrate important information into a research project; avoid plagiarism and overreliance on one source; follow a standard format for citation; examine the reasoning in significant U.S. texts, including the application of constitutional principles and the use of argument and legal reasoning in works of public advocacy.
- ***In 12th grade***, students define, narrow, and design research projects; bring together authoritative sources through the use of advanced searches (evaluating the strengths and weaknesses of each source); selectively integrate and synthesize information, avoid plagiarism and the over-reliance on one source, and follow a standard format for citation.