

Language Arts Curriculum Program Structure

minutes per day

Language Arts 180 min. K

Language Arts 210 min. 1

Language Arts 210 min. 2

Language Arts 120 min. 3

Language Arts 120 min. 4

Language Arts 120 min. 5

Language Arts 120 min. 6

Language Arts 60 min. 7

Language Arts 60 min. 8

Short Story * 11-12

English I ** # 9

Mass Media * 10-12

English Literature * 11-12

English 2 ** # 10

Writing for Publications 1 * 10-12

Early American Literature * 11-12
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Communications for Life * # 11 -12
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Writing for Publications 2 * 10-12

Modern American Literature * 11-12

Speech * # 11-12

Advanced Composition * 12
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(one additional one term course must be taken to fulfill LA graduation requirement)

- * one term course - standard high school block length
- ** two term course - standard high school block length
- # required course for graduation

Language Arts Curriculum

Kindergarten -

STANDARD

Benchmark

- 2 Demonstrates competence in the styles and structures of writing
 - 2 Uses a variety of sentence structures and lengths.
- 3 Uses grammatical and mechanical conventions in written compositions
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 3 Uses prereading skills to aid in comprehension
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 3 Compares and contrasts literary works.
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 1 Follows rules of conversation
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.

First Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 2 Uses a variety of sentence structures and lengths.
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 1 Forms letters in print and spaces words and sentences.
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.

Language Arts Curriculum

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 2 Uses self-correction strategies
 - 3 Uses prereading skills to aid in comprehension
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 1 Relates new information to prior knowledge and experience.
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 1 Follows rules of conversation
 - 2 Listens and responds in order to understand.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding

Second Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 2 Uses a variety of sentence structures and lengths.
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 1 Forms letters in print and spaces words and sentences.
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 2 Uses self-correction strategies
 - 4 Identifies the literal meaning of a selection
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary

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- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 2 Knows the defining characteristics of a variety of informational texts
 - 3 Identifies and uses the various parts of a book
 - 5 Uses new information for texts to clarify or refine understanding of academic concepts.
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 1 Follows rules of conversation
 - 2 Listens and responds in order to understand.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.

Third Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 2 Uses a variety of sentence structures and lengths.
 - 3 Uses a variety of techniques to convey a personal style and voice
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 2 Writes in cursive
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions
- 4 Gathers and uses information for research purposes.
 - 3 Organizes information and ideas from multiple sources in systematic ways.
 - 5 Presents research information
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 3 Uses prereading skills to aid in comprehension
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 5 Understands the effects of the author's style on a literary text.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 2 Knows the defining characteristics of a variety of informational texts
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.

Language Arts Curriculum

Fourth Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 2 Uses a variety of sentence structures and lengths.
 - 3 Uses a variety of techniques to convey a personal style and voice
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 2 Writes in cursive
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 5 Presents research information
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 3 Uses prereading skills to aid in comprehension
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 3 Identifies and uses the various parts of a book
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.

Fifth Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 2 Uses a variety of sentence structures and lengths.
 - 3 Uses a variety of techniques to convey a personal style and voice
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing

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- 3 Uses grammatical and mechanical conventions in written compositions
 - 3 Uses parts of speech in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 8 Uses various sentence types in written compositions
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
 - 5 Presents research information
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
 - 7 Expands general and specialized reading vocabulary
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 2 Knows the defining characteristics of a variety of informational texts
 - 3 Identifies and uses the various parts of a book
 - 4 Evaluates the clarity and accuracy of information
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

Sixth Grade -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 4 Uses a variety of transitional devices
 - 5 Uses paragraph form in writing.
- 3 Uses grammatical and mechanical conventions in written compositions
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 8 Uses various sentence types in written compositions

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- 4 Gathers and uses information for research purposes.
 - 1 Uses a variety of strategies to identify topics to investigate.
 - 2 Uses a variety of sources to gather information for research topics
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 3 Uses prereading skills to aid in comprehension
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 2 Knows the defining characteristics of a variety of informational texts
 - 3 Identifies and uses the various parts of a book
 - 5 Uses new information for texts to clarify or refine understanding of academic concepts.
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 1 Follows rules of conversation
 - 2 Listens and responds in order to understand.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding

Seventh Grade - **STANDARD**

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 4 Uses a variety of transitional devices
- 3 Uses grammatical and mechanical conventions in written compositions
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 9 Uses various sentence structures in written compositions
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.

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- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 5 Understands the effects of the author's style on a literary text.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 3 Identifies and uses the various parts of a book
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

Eighth Grade - **STANDARD**

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 4 Uses a variety of transitional devices
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 3 Uses parts of speech in written compositions.
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 9 Uses various sentence structures in written compositions
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 1 Decodes words by using phonetic analysis, structural analysis, and context clues.
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 4 Evaluates the clarity and accuracy of information
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

Language Arts Curriculum

NINTH GRADE (ENGLISH 1)

COURSE RATIONALE

The purpose of English I is to provide students exposure to many areas of language arts which will permit students to develop their communication skills. This course integrates the areas of observing, speaking, listening, reading, writing, and nonverbal communication. Students will develop literal, critical, and inferential thinking skills.

COURSE DESCRIPTION

English I is a year-long, co-educational, two-credit, required course available to freshmen. Through instruction in this course, the student will read and analyze a variety of literary classics, understand and identify literary elements, compose expository and persuasive essays, create stories and poems, improve their grammar/usage skills, present informative speeches. Students will be expected to be receptive to a wide variety of styles, content, and perspectives as observed through literature and from communicating with each other.

COURSE GOALS

Affective Domain:

The student appreciates the language arts through a balanced study of communication skills (i.e. reading, speaking, writing, listening).

Cognitive Domain:

The student understands the communication skills expected of a high school freshman.

Psychomotor Domain:

The student practices the skills necessary to achieving competence in communication.

COURSE OUTLINE-TIMELINE

I. ELEMENTS OF SHORT STORIES	3 weeks
A. Plot	
1. "Poison"	
B. Character	
1. "A Christmas Memory"	
C. Setting	
1. "Top Man"	
2. "A Man Called Horse"	
D. Point of View	
1. "Correspondence"	
2. "The Hat"	
3. "The Old Demon"	
E. Theme	
1. "The Scarlet Ibis"	
F. Irony	
1. "The Little Girl and the Wolf"	
2. "The Princess and the Tin Box"	
3. "The Sniper"	
4. "The Cask of Amontillado"	
5. "The Necklace"	
II. ANALYZING NONFICTION WRITING	3 weeks
A. "The Gulf of Tonkeen Resolution..."	
B. "Hippies"	
C. "The Massacre at My Lai"	
D. "A Piece of My Heart"	
E. "Law & Order Chicago Style"	
F. "Like Rolling Stone"	
G. "Woodstock Nation"	
H. "State of Emergency at 'The People's Republic of Berkley'"	
I. "The Kent State Tragedy"	

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J. "Born on the Fourth of July"	
K. "To Heal A Nation"	
III. ANALYZING POETRY	1-2 week
A. "Ballad of Green Beret"	
B. "I Feel Like I'm Fixin' to Die Rag"	
C. "Farmer Nguyen"	
D. "History"	
E. "San Francisco"	
F. "Where Have All the Flowers Gone?"	
IV. SIX PLUS ONE TRAITS OF WRITING/ AUTOBIOGRAPHY	ongoing for 9 weeks
A. Ideas	
B. Organization	
C. Word Choice	
D. Voice	
E. Sentence Fluency	
F. Conventions	
G. Presentation	
V. <u>THE MIRACLE WORKER</u>	3 weeks
VI. SHAKESPEAREAN DRAMA	5 weeks
A. Shakespeare's Life and Theatre	
B. <u>Romeo and Juliet</u>	
C. <u>West Side Story</u>	
IX. THE ELEMENTS OF A NOVEL	3 weeks
A. <u>To Kill A Mockingbird</u>	

COURSE RESOURCES

<u>Elements of Literature,</u>	Holt, Rinehart & Winston,	1989
<u>West Side Story,</u>	Dell Publishing,	1965
<u>To Kill A Mockingbird,</u>	Fawcett Popular Library,	1960
<u>Times of Change: Vietnam and the 60's,</u>	Perfection Learning,	2001

Ninth Grade (English 1) -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 3 Uses a variety of techniques to convey a personal style and voice
 - 4 Uses a variety of transitional devices
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing

- 3 Uses grammatical and mechanical conventions in written compositions
 - 9 Uses various sentence structures in written compositions

Language Arts Curriculum

- 4 Gathers and uses information for research purposes.
 - 1 Uses a variety of strategies to identify topics to investigate.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
 - 4 Cites sources used in research
 - 5 Presents research information
 - 5 Demonstrates competence in the general skills and strategies of the reading process
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
 - 6 Understands historical and cultural influences on literary works
 - 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 1 Relates new information to prior knowledge and experience.
 - 8 Demonstrates competence in speaking and listening as tools for learning.
 - 4 Makes formal presentations to the class.
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TENTH GRADE (ENGLISH 2) COURSE RATIONALE

English II provides students the opportunity to develop their communication skills through the study of literature. Students will develop literal, critical, and inferential thinking skills through a balanced study of the various literary genre (i.e. novel, short story, essay, poetry, drama). This course is also designed to expose students to increasingly difficult writing assignments throughout the two terms. This course teaches students to assume responsibility for their own progress as writers. Students learn the writing process and how to take an assignment from its inception to the final product. This course assumes that the students have already attained some proficiency in grammar, spelling, and mechanics and can apply these skills to their writing. Emphasis is placed on improving content and structure of the writing done during the editing process.

COURSE DESCRIPTION

English II is a two-term, co-educational, two-credit required course available to sophomores. Through instruction in this course the student will read, analyze and discuss a variety of literary works with particular emphasis focused on basic themes and conflicts. Students will also learn and use the writing process, which includes prewriting, editing, revising and proofreading. Students will work on descriptive, narrative, and informative writing as well as literary and persuasive. Each student will be expected to maintain a writing portfolio throughout the course which will demonstrate an increased proficiency in the student's writing skills and the ability to express his/her ideas and thoughts.

COURSE GOALS

- The student appreciates the literature through a balanced study of various genre such as the novel, the short story, poetry and drama.
- The student understands the communication skills expected of high school sophomores.
- The student practices the skills necessary to achieve competence in communication.
- The student uses writing as a means to discovering how he/she feels and expressing these feelings in writing.
- The student understands how to present facts, ideas, and opinions in a logical coherent way.
- The student produces writings that are clearly understood by others.

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COURSE OUTLINE/TIMELINE

I. Six plus one Traits of Writing	3 weeks
A. Ideas	
B. Organization	
C. Word Choice	
D. Voice	
E. Sentence Fluency	
F. Conventions	
G. Presentation	
II. Elements of Drama	2 1/2 weeks
A. "Our Town"	
B. "The Brute"	
III. Analyzing the Novel	6 weeks
A. The Adventures of Huckleberry Finn	
IV. Analyzing Short Stories	1 week
V. Analyzing Nonfiction Writing	3 weeks
VI. Analyzing Poetry	1/2 week
VII. Research Project/Oral Presentations	2 weeks

COURSE RESOURCES

<u>Elements of Literature</u>	Holt, Rinehart & Winston,	1989
<u>The Adventures of Huckleberry Finn</u>	Perfection Form Co.,	1979
<i>Supplemental Materials:</i>		
<u>Mark Twain:</u> A film directed by Ken Burns,	PBS Home Video,	2001
<u>Mark Twain:</u> An Illustrated Biography,	Alfred A. Knopf,	2001

Tenth Grade (English 2) - STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 2 Uses a variety of sentence structures and lengths.
 - 3 Uses a variety of techniques to convey a personal style and voice
 - 4 Uses a variety of transitional devices
 - 5 Uses paragraph form in writing.

- 3 Uses grammatical and mechanical conventions in written compositions
 - 8 Uses various sentence types in written compositions
 - 9 Uses various sentence structures in written compositions
 - 10 Uses standard format in written compositions

- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Organizes information and ideas from multiple sources in systematic ways.
 - 4 Cites sources used in research
 - 5 Presents research information

Language Arts Curriculum

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 7 Expands general and specialized reading vocabulary
 - 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
 - 6 Understands historical and cultural influences on literary works
 - 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 1 Relates new information to prior knowledge and experience.
 - 2 Knows the defining characteristics of a variety of informational texts
 - 3 Identifies and uses the various parts of a book
 - 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.
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ELEVENTH GRADE (Communications For Life)

COURSE RATIONALE

Communication for Life is an required course of study which provides students with practical experience in visual, oral and written communication. Students learn about how communication is used on the job (speaking, listening, responding, writing, preparing graphics, interviewing, being interviewed and presenting reports). Emphasis is placed on practical application of communication skills and higher order thinking skills, which are essential in today's world.

COURSE DESCRIPTION

Communication for Life is a semester-long, co-educational, one credit, required course available to juniors. Through instruction in this course, the student will listen and respond to messages, give instructions, describe processes and mechanisms, write memos, letters and notes, apply for a job, read and interview for information, write and present reports. The course will use a hands-on practical approach with the student actively involved in learning communication skills that will prepare him/her for other classes and for skills needed in life.

COURSE GOALS

Affective domain:

The student appreciates the importance of developing communication skills in order to succeed in today's world.

Cognitive Domain:

The student understands the types of communication skills necessary to succeed in life.

Psychomotor Domain:

The student practices the communication skills necessary to succeed in life.

Career Goal:

The student learns about possible careers in various pathways and how appropriate communication skills are integral elements in all careers.

COURSE OUTLINE/TIMELINE

	<i>Time Line</i>
I. Communication at work	5 days
II. Listening and Responding	5 days
III. Giving Instructions	5 days
IV. Summary/Magazine Analysis	5 days

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V. Reading-Speech & Comprehension	5 days
VI. Communicating Messages: Memos, Letters, & Notes (Technical Writing)	10 days
VII. Applying for a Job/Job Shadowing	10 days
VIII. Interviewing for Information	2-3 days
IX. Presenting Reports (Consumer/Progress)	2-3 days

COURSE RESOURCES

<u>Communicating for Success - An Applied Approach</u>	Southwestern Publishing Co.	1994
<u>Applied Communication</u>	AIT	1988
<u>Daily Oral Language</u>	McDougal Littell	1989

Eleventh Grade (Communications For Life) -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 2 Uses a variety of sentence structures and lengths.
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing

- 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions

- 4 Gathers and uses information for research purposes.
 - 1 Uses a variety of strategies to identify topics to investigate.
 - 2 Uses a variety of sources to gather information for research topics
 - 3 Uses prewriting strategies to plan written work.
 - 4 Uses prewriting strategies to plan written work.
 - 5 Presents research information

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 7 Expands general and specialized reading vocabulary

- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Uses strategies to edit written work.
 - 4 Uses strategies to draft and revise written work.
 - 5 Uses strategies to publish written work.

- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 4 Evaluates the clarity and accuracy of information
 - 5 Uses new information for texts to clarify or refine understanding of academic concepts.

- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

Language Arts Curriculum

ELEVENTH GRADE (*Speech*)

COURSE RATIONALE

Speech class will strengthen students verbal and nonverbal communication skills through a variety of formal and informal communication situations. Students will explore both intrapersonal and interpersonal communication in an effort to be able to express feelings and opinions as well as factual and informative materials.

COURSE DESCRIPTION

Speech is a one-semester, co-educational, one-credit, required course available to sophomores, juniors, and seniors. Through instruction in this course, the student will analyze their potential audience, examine what strategy will allow them to communicate effectively with this audience, gain experience in presenting a variety of different speeches, demonstrate proper phrasing, emphasis, enunciation for clarity in delivering, participate in a group presentation (e.g., choral reading, one-act play) for the public. Students will be expected to show improvement throughout the course and complete all assignments.

COURSE GOALS

Affective Domain:

The student appreciates the importance of strong verbal and nonverbal communication skills.

Cognitive Domain:

The student understands the communication skills expected of high school students.

Psychomotor Domain:

The student practices skills necessary to achieving competence in communication.

COURSE OUTLINE-TIMELINE

I. DEFINE COMMUNICATION	2 periods
II. INTRAPERSONAL COMMUNICATION	1 week
III. NONVERBAL COMMUNICATION	3 periods
IV. GROUP COMMUNICATION	1 week
V. INTERPERSONAL COMMUNICATION	2 weeks
A. Types of interpersonal communications	
B. Skills to improve interpersonal	
VI. FORMAL SPEAKING	5 weeks
A. Demonstrative speeches	
B. Informative speeches	
C. Persuasive speeches	
D. Oral interpretation of prose	
E. Oral interpretation of poetry	
F. Storytelling	
G. After dinner speaking	
H. Impromptu speaking	

COURSE RESOURCES

Supplemental resources from teacher's materials.

Language Arts Curriculum

Eleventh Grade (Speech) -

STANDARD

Benchmark

- 4 Gathers and uses information for research purposes.
 - 3 Organizes information and ideas from multiple sources in systematic ways.
 - 4 Cites sources used in research

- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work

- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 4 Evaluates the clarity and accuracy of information

- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 2 Listens and responds in order to understand.
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

MASS MEDIA

COURSE RATIONALE

Mass Media is an elective course which offers students the opportunity to study the various forms of media and their effect on society. Students learn how each medium has developed and how each informs, entertains, and/or persuades us. Emphasis is placed on developing student awareness of the power of the media and making each a critical consumer, which is essential in our media-oriented world.

COURSE DESCRIPTION

Mass media is a one-semester, co-educational, one-credit, elective course available to juniors and seniors. Through instruction in this course, students will conduct a critical and comparative study of how newspapers, magazines, television, advertisement, and movies inform and persuade the people with regard to what's happening, how to live, what to buy, and what to believe, in order to develop awareness and reasoning ability of each individual.

COURSE GOALS

Affective Domain:

The student develops an appreciation for the various forms of media.

Cognitive Domain:

The student learns how each medium works and how each affects society.

Psychomotor Domain:

The student practices the various techniques used in the media.

COURSE OUTLINE/TIMELINE

	<i>Time Estimate</i>
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Student Outcomes	
C. Classroom Rules and Grading Procedures	
II. Media Systems	5 Days
A. Television	
1. System Analysis	
2. Programming	
3. Effects	

Language Arts Curriculum

B. Advertising	5 Days
1. Claim Techniques	
2. Appeals	
3. Examples	
C. Films	5 Days
1. Visual Elements	
2. Meaning Through Color, Composition and Sound	
3. History	
D. Comics and Cartoons	3-4 Days
1. Language of Comics	
2. Gag Techniques	
3. Editorial Cartoons	
E. News Media	5 Days
1. Definition of News	
2. Differences in News Media	
3. Similarities in News Media	
4. News as Entertainment	
5. News Process	
6. News Coverage	
F. Magazines	3-4 Days
1. History	
2. Future	
G. Radio and Records	3-4 Days
1. History	
2. Types of Music	
III. Media Control	5 Days
A. Government and Freedom of Press	
B. Control by Sources	
C. Control by Advertisers	
D. Control by Audience	
IV. Media and Our Image of World	5 Days
A. Stereotypes	
B. Perceptual Filtering	
V. New Media and Futurecasting	3-4 Days
A. Comparison of Film and Videotape	
B. Comparison of Cable & “Over the Air” TV	
C. New Technological Innovations	

COURSE RESOURCES

Understanding Mass Media, by Schrank, National Textbook Company
Media Matters

Mass Media -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 6 Organizes ideas to achieve unity and coherence in writing

Language Arts Curriculum

- 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions
- 4 Gathers and uses information for research purposes.
 - 2 Uses a variety of sources to gather information for research topics
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 7 Expands general and specialized reading vocabulary
- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 1 Relates new information to prior knowledge and experience.
 - 4 Evaluates the clarity and accuracy of information
 - 5 Uses new information for texts to clarify or refine understanding of academic concepts.
- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

ENGLISH LITERATURE

COURSE RATIONALE

English Literature is an elective course which offers students the opportunity to study works by well-known English writers using a chronological approach. Students interpret the ideas/techniques of each work and discuss them with others, explain them in papers, and/or draw them on posters. Emphasis is placed on developing higher order thinking skills, as well as communication skills, which are essential in today's society.

COURSE DESCRIPTION

English Literature is a one-term, co-educational, one-credit, elective course available to juniors and seniors. Through instruction in this course, students will be provided an in-depth, critical study of English writers and their works from the Anglo-Saxon period to the present time. This course will prepare students for college work by providing them with the opportunity to read and discuss authors like Chaucer, Shakespeare, Milton, and Swift and to write about the basic themes of English Literature.

COURSE GOALS

Affective Domain:

The student develops an appreciation for English writers and their works.

Cognitive Domain:

The student understands the historical/cultural development of English literature and how each work relates the ideas of its time period.

Psychomotor Domain:

The student practices a variety of methods in presenting his/her ideas to others.

COURSE OUTLINE/TIMELINE

I. Orientation

- A. Course Rationale and Content Overview
- B. Teacher Expectations and Student Outcomes
- C. Classroom Rules and Grading Procedure

Time Estimate
1 Day

Language Arts Curriculum

II. Anglo-Saxon Period	5 Days
A. Background Information	
B. Selections	
III. Medieval Period	6 Days
A. Background Information	
B. Selections	
IV. Elizabethan Age	8 Days
A. Background Information	
B. Selections	
V. 17th Century	5 Days
A. Background Information	
B. Selections	
VI. 18th Century	5 Days
A. Background Information	
B. Selections	
VII. Romantic Age	4 Days
A. Background Information	
B. Selections	
VIII. Victorian Age	5 Days
A. Background Information	
B. Selections	
IX. 20th Century	5 Days
A. Background Information	
B. Selections	
X. Individual Presentations	1-2 Days

COURSE RESOURCES

Literature: English Literature, by Granner & Others, McDongall-Littell

English Literature - STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
- 2 Demonstrates competence in the styles and structures of writing
 - 6 Organizes ideas to achieve unity and coherence in writing
- 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions
- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary
- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.

Language Arts Curriculum

- 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
 - 6 Understands historical and cultural influences on literary works
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- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

SHORT STORIES

COURSE RATIONALE

Short Stories is an elective course which offers students the opportunity to read stories and learn to interpret the elements that go together to make the story. Students discuss their findings with others and, therefore, practice their communication skills as well as their reasoning skills. In order to develop higher order thinking skills, students analyze stories on their own and present them in writing, in verbal presentations and on posters.

COURSE DESCRIPTION

Short Stories is one-semester, co-education, one-credit, elective course available to juniors and seniors. Through instruction in this course, students with less reading experience will develop appreciation and enjoyment for reading, as well as a basic understanding of the material by studying various types of stories.

COURSE GOALS

Affective Domain:

The student develops an appreciation for the works of story writers.

Cognitive Domain:

The student understands the elements of a story and how they fit together.

Psychomotor Domain:

The student practices a variety of methods in presenting his/her ideas to others.

COURSE OUTLINE

	<i>Time Estimate</i>
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Student Outcomes	
C. Classroom Rules and Grading Procedures	
II. Conflict Between Good and Evil	3 weeks
A. Introduction of Theme	
B. Selections	
1. "Most Dangerous Game"	
2. "Hop Frog"	
3. "Old Mother Hubbard"	
4. "Animals' Fair"	
5. "Lady or Tiger?"	
6. "Boscombe Valley Mystery"	
7. "Lord of the Flies"	
8. Individual Choices	
III. Struggle for Survival in a Hostile World	3 weeks
A. Introduction	
B. Selections	
1. "To Build A Fire"	
2. "The Birds"	
3. "Enemy Territory"	
4. "By the Waters of Babylon"	
5. The Hobbit	
6. Individual Choices	

Language Arts Curriculum

<p>IV. Question of Free Will and Escape from Authority</p> <p style="margin-left: 20px;">A. Introduction</p> <p style="margin-left: 20px;">B. Selections</p> <p style="margin-left: 40px;">1. “Antaeus”</p> <p style="margin-left: 40px;">2. “Secret Life of Walter Mitty”</p> <p style="margin-left: 40px;">3. “Harrison Bergeron”</p> <p style="margin-left: 40px;">4. “The Fatalist”</p> <p style="margin-left: 40px;">5. Individual Choices</p> <p>V. Coming of Age, End of Childhood</p> <p style="margin-left: 20px;">A. Introduction</p> <p style="margin-left: 20px;">B. Selections</p> <p style="margin-left: 40px;">1. “The Bridge”</p> <p style="margin-left: 40px;">2. “Peter Two”</p> <p style="margin-left: 40px;">3. “Red Dress”</p> <p style="margin-left: 40px;">4. “Sunrise on the Veld”</p> <p style="margin-left: 40px;">5. Individual Choices</p> <p>VI. Quest for Values</p> <p style="margin-left: 20px;">A. Introduction</p> <p style="margin-left: 20px;">B. Selections</p> <p style="margin-left: 40px;">1. “Raymond’s Run”</p> <p style="margin-left: 40px;">2. “All Summer in a Day”</p> <p style="margin-left: 40px;">4. “Bad Characters”</p> <p style="margin-left: 40px;">5. “A Slander”</p> <p style="margin-left: 40px;">6. Individual Choices</p>	<p>1 week</p> <p>1 week</p> <p>1 week</p>
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COURSE RESOURCES

<p><u>Short Stories: Characters in Conflict,</u></p> <p><u>The Hobbit,</u></p> <p><u>Lord of the Flies,</u></p>	<p>Harcourt Brace Jovanovich, Inc.</p> <p>JRR. Tolkein</p> <p>William Golding</p>	<p>1981</p>
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Short Stories - **STANDARD**

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 5 Uses paragraph form in writing.

- 3 Uses grammatical and mechanical conventions in written compositions
 - 10 Uses standard format in written compositions

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 4 Identifies the literal meaning of a selection
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary

Language Arts Curriculum

- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
 - 6 Understands historical and cultural influences on literary works

- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

EARLY AMERICAN LITERATURE

COURSE RATIONALE

Early American literature is an elective course which offers students the opportunity to study works by American authors from the early history of America to the beginnings of the modern age following a chronological approach. Students interpret the ideas & techniques of each work and discuss them with others, explain them in papers, and/or present them visually. Emphasis is placed on developing higher order thinking skills, as well as communication skills, which are essential in today's society.

COURSE DESCRIPTION

Early American Literature is a one-term, co-educational, one-credit, elective course available to juniors and seniors. Through instruction in this course, students will gain an in-depth, critical understanding of American writers and their works from the country's early history to the beginnings of the modern age following a chronological approach. This course is intended to prepare students for college work by providing them with the opportunity to read and discuss authors such as Edwards, Poe, Hawthorne, Whitman, Dickinson, and Twain. It will also prepare them to write about the basic themes of American Literature.

COURSE GOALS

Affective Domain:

The student develops an appreciation for American writers and their works.

Cognitive Domain:

The student understands the important themes in American literature and how they are developed in a writing.

Psychomotor Domain:

The student practices a variety of methods in presenting his/her ideas to others.

COURSE OUTLINE/TIMELINE

	<i>Time Estimate</i>
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Standards/Benchmarks	
C. Classroom Rules and Grading Procedures	
II. From the Earliest Days: Prehistory to 1750	4-5 Days
A. Introduction	
B. Theme 1: Beginnings and Change	
C. Theme 1: Selections	
III. A New Nation	9-10 Days
A. Introduction	
B. Theme 2: Breaking Free	
C. Theme 2: Selections	
D. Theme 3: Gaining Insight	
E. Theme 3: Selections	

Language Arts Curriculum

IV. The Civil War and Its Aftermath	9-10 Days
A. Introduction	
B. Theme 4: The Union is Tested	
C. Theme 4: Selections	
D. Theme 5: Two New American Voices	
E. Theme 5: Selections	
V. Regionalism and Realism	9-10 Days
A. Introduction	
B. Theme 6: The Energy of the Everyday	
C. Theme 6: Selections	
VI. Individual Selections/Literary Circles	2-3 Days

COURSE RESOURCES

Literature: The Reader's Choice --- American Literature, Glencoe McGraw-Hill

MODERN AMERICAN LITERATURE

COURSE RATIONALE

Modern American literature is an elective course which offers students the opportunity to study works by American authors from the early history of America to the beginnings of the modern age to the twenty-first century following a chronological approach. Students interpret the ideas & techniques of each work and discuss them with others, explain them in papers, and/or present them visually. Emphasis is placed on developing higher order thinking skills, as well as communication skills, which are essential in today's society.

COURSE DESCRIPTION

Modern American Literature is a one-term, co-educational, one-credit, elective course available to juniors and seniors. Through instruction in this course, students will gain an in-depth, critical understanding of American writers and their works from the country's early history to the beginnings of the modern age following a chronological approach. This course is intended to prepare students for college work by providing them with the opportunity to read and discuss authors such as Eliot, Porter, Frost, Cummings, Sandburg, Hemingway, Hughes, White, Steinbeck, Faulkner, Miller, and Updike. It will also prepare them to write about the basic themes of American Literature.

COURSE GOALS

Affective Domain:

The student develops an appreciation for American writers and their works.

Cognitive Domain:

The student understands the important themes in American literature and how they are developed in a writing.

Psychomotor Domain:

The student practices a variety of methods in presenting his/her ideas to others.

COURSE OUTLINE/TIMELINE

	<i>Time Estimate</i>
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Standards/Benchmarks	
C. Classroom Rules and Grading Procedures	
II. Beginnings of the Modern Age	12-13 Days
A. Introduction	
B. Theme 7: New Directions	
C. Theme 7: Selections	
D. Theme 8: The Harlem Renaissance	
E. Theme 8: Selections	

Language Arts Curriculum

III. Mid-century Voices	12-13 Days
A. Introduction	
B. Theme 9: Personal Discoveries	
C. Theme 9: Selections	
D. Theme 10: Acting on an Idea	
E. Theme 10: Selections	
IV. Toward the twenty-first Century	12-13 Days
A. Introduction	
B. Theme 11: Generations	
C. Theme 11: Selections	
D. Theme 12: Variety is Richness	
E. Theme 12: Selections	
VII. Individual Selections/Literary Circles	2-3 Days

COURSE RESOURCES

American Literature: Themes and Writers by Carlsen & Others, McGraw & Hill

American Literature (Early & Modern)- **STANDARD**

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.
 - 2 Demonstrates competence in the styles and structures of writing
 - 6 Organizes ideas to achieve unity and coherence in writing
 - 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions
 - 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 5 Identifies the inferential meaning of a selection.
 - 6 Determines the critical meanings of a selection.
 - 7 Expands general and specialized reading vocabulary
 - 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 1 Relates selections to personal experiences.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.
 - 3 Compares and contrasts literary works.
 - 4 Understands the effects of complex literary devices and techniques on the overall quality of a work
 - 5 Understands the effects of the author's style on a literary text.
 - 6 Understands historical and cultural influences on literary works
 - 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 4 Makes formal presentations to the class.
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.
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Language Arts Curriculum

ADVANCED COMPOSITION

COURSE RATIONALE

Advanced composition is an elective course which offers students the opportunity to develop their writing skills and their higher order thinking skills. Students make career plans based on their interests and abilities, check what type of education/training they will need and set their goals. To prepare them for college work, students review study skills and then spend the majority of the time applying the steps of the writing process to writing letters, essays, literary analyses and research papers. In this way students improve their skills and gain confidence in their writing ability.

COURSE DESCRIPTION

Advanced Composition is a one term, co-educational, one-credit, elective course available to seniors. Through instruction in this course, students will gain a critical, in-depth study of writing for those individuals who intend to go to college. Students will learn to write business letters and resumes, as well as descriptive, narrative, expository and persuasive papers. Emphasis will be placed on organizational, developmental and mechanical skills. Students will write a research paper and critique their own and other's papers.

COURSE GOALS

Affective

The student develops an appreciation for the importance of writing as a fundamental skill in life.

Cognitive

The student learns to write effective papers for a variety of purposes.

Psychomotor

The student practices the writing process.

Career

The student learns how writing skills are essential in all careers.

COURSE OUTLINE

	<i>Time Estimate</i>
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Student Outcomes	
C. Classroom Rules and Grading Procedures	
II. Preparing for Success	5 Days
A. Movers and Shapers	
B. Goals	
C. <u>Success is a Choice</u> by Pitino	
III. Process and Structure	5-8 Days
A. Writing and Thinking - Process	
B. Understanding Paragraph Structure	
C. Understanding Composition Structure	
IV. Aims for Writing	15-20 Days
A. Writing to Describe (Expressive/Creative)	
B. Writing to Inform/Explain/Explore	
C. Writing to Persuade	
D. Writing a Research Paper	
E. Writing in a Career	
V. Language and Style	5 Days
A. Writing Clear Sentences	
B. Combining Sentences	
C. Improving Sentence Style	
VI. Grammar, Usage, Mechanics, Vocabulary	5-10 Days

COURSE RESOURCES

Elements of Writing
Success is a Choice
Game of Life
Write for College

James Kinneavy & John Warriner
Rick Pitino (book/tapes)
Dick Vitale (video)
Patrick Sebranek, Verne Meyer, & Dave Kemper

Language Arts Curriculum

Advanced Composition -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 2 Uses a variety of sentence structures and lengths.
 - 4 Uses a variety of transitional devices
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing

- 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions

- 4 Gathers and uses information for research purposes.
 - 1 Uses a variety of strategies to identify topics to investigate.
 - 2 Uses a variety of sources to gather information for research topics
 - 4 Cites sources used in research
 - 5 Presents research informatio

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 7 Expands general and specialized reading vocabulary

- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 4 Evaluates the clarity and accuracy of information
 - 5 Uses new information for texts to clarify or refine understanding of academic concepts.

- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding
 - 5 Evaluates own and others' effectiveness in group discussions and in formal presentations.

WRITING FOR PUBLICATIONS 1&2

COURSE RATIONALE

Writing for Publication is an elective course which offers students the opportunity to develop their writing skills and their higher order thinking skills. Students learn newspaper terminology and techniques and then apply the steps of the writing process to writing news stories, features, editorials, columns and reviews, which are published in the student newspaper. In this way students improve their skills and gain confidence in their writing ability.

COURSE DESCRIPTION

Writing for Publication is a full-year, co-educational, two-credit, elective course available to sophomores, juniors, and seniors. Through instruction in this course, students will develop their journalistic skills, including the gathering of information and reporting the 5 W's + H. They will also develop interviewing techniques and conduct surveys in order to write new stories, editorials and feature stories for the "Black and Gold". Editing techniques, headline writing, and layout design are also covered.

Language Arts Curriculum

COURSE GOALS

Affective Domain:

The student develops an appreciation for his/her writing ability and potential.

Cognitive Domain:

The student learns to write effective news stories, features, editorials, columns and reviews.

Psychomotor Domain:

The student practices the writing process.

COURSE OUTLINE (Bauler)

	Time Estimate
I. Orientation	1 Day
A. Course Rationale and Content Overview	
B. Teacher Expectations and Student Outcomes	
C. Classroom Rules and Grading Procedures	
II. The Writing Process	Ongoing Throug
A. Explanation	
B. Application	
1. Newspaper Style	
2. Writing Leads	
3. Continuing News Coverage	
4. Gathering News	
5. Reporting Speeches	
6. Features	
7. Editorials	
8. Columns and Reviews	
9. Headlines	
10. Articles for "Black & Gold"	
III. The Editing Process	1 Day Per Week
A. Tools	
B. Marks	
C. Application	

COURSE OUTLINE (Vannatta)

I. Advertising (outside of class)	1 week
II. Book Sales	2 weeks
III. Theme Development	2 weeks
IV. Book Evaluation	2 days
V. Photography Skills	1 week
VI. Copy Writing	1 week
VII. Layout and Design	2 weeks
VIII. Using the Computer Program	1 week
IX. Fund Raising	(ongoing)
X. Create the Yearbook	27 weeks

COURSE RESOURCES

Writing & Editing School News by Harwood,
In Print.

Clark Publishing Company
Walsworth Publishing, Inc,

1991

Teacher Created Handouts

Language Arts Curriculum

Writing For Publications 1 & 2 -

STANDARD

Benchmark

- 1 Demonstrates competence in the general skills and the writing process.
 - 1 Uses prewriting strategies to plan written work.
 - 2 Uses strategies to draft and revise written work.
 - 3 Uses strategies to edit written work.
 - 4 Uses strategies to publish written work.
 - 5 Uses strategies of the writing process to write compositions that fulfill different purposes.

- 2 Demonstrates competence in the styles and structures of writing
 - 1 Uses appropriate word choices to convey or enhance ideas.
 - 5 Uses paragraph form in writing.
 - 6 Organizes ideas to achieve unity and coherence in writing

- 3 Uses grammatical and mechanical conventions in written compositions
 - 4 Uses conventions of spelling in written compositions.
 - 5 Uses conventions of capitalization in written compositions
 - 6 Uses conventions of punctuation in written compositions.
 - 7 Follows usage rules correctly to construct sentences.
 - 10 Uses standard format in written compositions

- 5 Demonstrates competence in the general skills and strategies of the reading process
 - 3 Uses prereading skills to aid in comprehension
 - 7 Expands general and specialized reading vocabulary

- 6 Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
 - 2 Knows the defining characteristics of a variety of literary forms and genres.

- 7 Demonstrates competence in the general skills and strategies for reading a variety of informational texts
 - 4 Evaluates the clarity and accuracy of information

- 8 Demonstrates competence in speaking and listening as tools for learning.
 - 3 Asks and responds to questions as a way to broaden and enrich understanding