

# Mediapolis Community School

## Language Arts Standards (K-12)

- A. Students will understand and apply skills and strategies of the reading process. [Reading Process Standard]
- B. Students will read, comprehend and respond to written text (literary and informational) for a variety of purposes. [Reading Content Standard]
- C. Students will communicate ideas through writing for a variety of purposes and to a variety of audiences using the conventions of written language appropriately.
- D. Students will speak effectively to communicate with a variety of audiences and for different purposes.
- E. Students will effectively listen/view in order to foster learning and communication.
- F. Students will effectively do research using a variety of information resources to support reading, writing and making presentations.
- G. Students will be able to relate literature to themselves and appreciate literature that represents many viewpoints (gender, culture, race, ethnic background).

- **Reading Process Interval Benchmarks** (adapted from AEA 9 and revised for incorporation with Mediapolis Language Arts Standards in the spring of 2004)

*Reading Process Standard 1: Students will understand and apply skills and strategies of the reading process.*

\*Kindergarten-Grade 2 Interval Benchmarks

1. Students use the skills and strategies of the print-sound code when reading grade appropriate text.
2. Students demonstrate accuracy and fluency when reading grade appropriate text.
3. Students use the skills and strategies of a cueing system when reading grade appropriate text.
4. Students use a variety of comprehension processes.
5. Students use the structural features of a variety of text.

\* Grades 3-5 Interval Benchmarks

1. Students read for a variety of purposes.
2. Students use a variety of comprehension processes.
3. Students use phonetic and structural analysis and syntax to decode words, pronounce words, and determine meaning of text.
4. Students use the skills and strategies of a cueing system to demonstrate accuracy and fluency when reading grade appropriate text.
5. Students use reference materials to understand the meaning of words and text.
6. Students understand the author's purpose and the elements that help achieve that purpose.

\*Grades 6-8 Interval Benchmarks

1. Students use a variety of strategies to define and extend understanding of text.
2. Students use a variety of strategies to define and extend understanding of words.
3. Students understand devices used to support author's purpose.

\*Grades 9-12 Interval Benchmarks

1. Students use a variety of strategies to expand understanding of words and text.
2. Students understand the use of writing devices to influence the reader and accomplish an author's purpose.
3. Students understand the philosophical assumptions, perspectives, and basic beliefs underlying an author's work.

- **Reading Content Interval Benchmarks** (The K-2 interval benchmarks were adapted from AEA 9 and revised for incorporation with Mediapolis Language Arts Standards in the spring of 2004. The 3-5, 6-8 and 9-12 interval benchmarks are from the Iowa Department of Education and were used for the Iowa Technical Adequacy Project alignment checking process in the spring of 2003.)

*Reading Content Standard 2: Students will read, comprehend and respond to written text (literary and informational) for a variety of purposes.*

\*Kindergarten-Grade 2 Interval Benchmarks

1. Students begin to use reading strategies to understand a variety of fiction and informational texts.

2. Students know sequence, setting, characters, main events, and problems and solutions in literary texts.
3. Students understand the main idea in literary texts.
4. Students understand main idea and relevant facts in informational texts.
5. Students use prior knowledge and personal experience to understand literary and informational texts.
6. Students summarize /paraphrase information found in informational texts.

#### \*Grades 3-5 Interval Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

#### \*Grades 6-8 Interval Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

#### \*Grades 9-12 Interval Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the literal meaning of specific words.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters or individuals.
5. Students can make predictions based on stated information.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea, topic, or theme and make generalizations.
8. Students can distinguish among facts, opinions, and assumptions.
9. Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

## Language Arts

# Kindergarten

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Apply abilities to language arts**

- A. Think clearly and solve problems about communicating with language.
- B. Think and write clearly about language.

#### **2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
- B. Be able to use mass media (newspapers, television, CD-ROM, cassettes).
- C. Be able to connect information and events in texts to life experiences.

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/ Benchmarks** (with critical objectives/performance indicators)

#### **1. Be ready to read.**

- A. Be able to hear and manipulate the sounds in words (phonemic awareness)
  - 1) Recognize and generate rhyming words
  - 2) Recognize sound blending
  - 3) Recognize sound segmentation
  - 4) Recognize sound deletion
- B. Be able to name the capital letters in alphabetical and random order.
- C. Be able to name the lower case letters in alphabetical and random order.
- D. Be able to hear beginning consonant sounds and associate the sound with the letter.
- E. Be able to name words, which start with a specific sound.
- F. Know to read from left to right, top to bottom, and from front to back.
- G. Be able to read high frequency words in isolation and in text.

#### **2. Be able to listen to, tell, and talk about rhymes, fairy tales, and stories.**

- A. Be able to listen to nursery rhymes, fairy tales, and short stories for important details.
- B. Be able to recite a rhyme with a group and by yourself.
- C. Be able to talk about rhymes, fairy tales, and stories.
- D. Be able to identify what parts of a story could not really happen.
- E. Be able to tell a story from a picture.

#### **3. Be able to print the alphabet, your name, and numbers.**

- A. Be able to print from left to right and from top to bottom.
- B. Be able to print capital letters.
- C. Be able to print lower-case letters.
- D. Be able to write numbers 0-20.
- E. Be able to print your name clearly using correct letter formation.

#### **4. Be able to communicate through written expression.**

- A. Be able to write (invented spelling) to express the meaning of your picture.
- B. Be able to draw a picture, which shows the sequence of a story.
- C. Be able to tell a story or an idea in sequence by drawing.

#### **5. Be able to listen for information.**

- A. Be able to look at the speaker.
- B. Be able to be quiet when someone is speaking.
- C. Be able to keep your feet and hands to yourself and not bother others.
- D. Be able to avoid interrupting.
- E. Be able to ask and answer questions in complete thoughts.

#### **6. Be able to tell your thoughts in a group discussion.**

- A. Be able to share ideas and feelings.
- B. Be able to answer and ask questions in complete thoughts.
- C. Be able to tell ideas in sequence and know when you are done.
- D. Be able to speak loud enough to be heard but not too loud.
- E. Be able to wait your turn to talk, not distract others, and look at others when they talk.

# Language Arts

## First Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

- 1. Apply abilities to language arts**
  - A. Think clearly and solve problems about communicating with language.
  - B. Think and write clearly about language.
- 2. Be able to read, write, speak, and listen for many purposes.**
  - A. Be able to read, listen to and enjoy literature (fiction, nonfiction).
  - B. Be able to use mass media (newspapers, television, CD-ROM, cassettes, Internet).
  - C. Be able to connect information and events in texts to life experiences.
- 3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

- 1. Be able to read and understand the meaning of simple words.**
  - A. Be able to hear and manipulate the sounds in words (phonemic awareness).
    - 1) Recognize and generate rhyming words
    - 2) Recognize sound blending
    - 3) Recognize sound segmentation
    - 4) Recognize sound deletion
  - B. Be able to apply basic phonetic analysis (initial and final consonants, digraphs, two letter blends, short and long vowel patterns).
  - C. Be able to read and comprehend word endings (-possessives, -ed, -ing, plurals)
  - D. Be able to read and use the sight words.
  - E. Be able to name words with opposite meanings, and simple compound words.
  - F. Be able to distinguish between naming and action words (or nouns and verbs).
  - G. Be able to use picture clues to read and understand words.
  - H. Be able to use grammar cues in reading.
- 2. Be able to read for meaning and be able to read aloud smoothly**
  - A. Be able to read from left to right, top to bottom, and front to back.
  - B. Be able to do one to one correspondence (finger pointing to words).
  - C. Be able to locate specific words in text.
  - D. Be able to choose books which interest you and which you can read.
  - E. Be able to tell fiction from nonfiction.
  - F. Be able to tell the main idea and sequence.
  - G. Be able to predict what will happen next.
  - H. Be able to tell about setting, plot and characters.
  - I. Be able to read aloud smoothly.
  - J. Be able to monitor own reading and self-correct when an incorrectly identified word does not look or sound right.
- 3. Be able to communicate with legible and complete sentences.**
  - A. Know when a group of words is a sentence.
  - B. Be able to print correctly and neatly so that others can read your printing.
  - C. Be able to write sentences, which start with a capital letter and end with a period.
  - D. Be able to write a piece using words, complete sentences, drawings and invented spelling.
  - E. Be able to write about personal experiences using proper sentences.
  - F. Be able to use the sight words in your sentences and to talk about your writing.
  - G. Be able to pay some attention to the writing process by using planning, drafting, and editing in written pieces.
- 4. Be able to discuss what you read and listen to and be able to give a brief speech about one thing or one idea.**
  - A. Be able to tell the main ideas and show something (photograph, object, drawing) to make your idea clearer.
  - B. Be able to use a sequence when you speak.
  - C. Know and be able to use correct loudness when speaking.
  - D. Be able to tell ideas about what you read or heard in a discussion or to the large group.
  - E. Be able to tell a personal experience and retell stories in sequence and know when what you tell is complete.
  - F. Be able in a discussion to wait your turn to talk, listen to others while you wait, and stay on the topic.
- 5. Be able to listen attentively and politely for main ideas and sequences.**
  - A. Be able to sit quietly without distracting others and show the speaker you are listening.
  - B. Be able to listen for main ideas and to recall sequences.
  - C. Be able to ask appropriate questions.
  - D. Be able to follow directions with one and two steps.

# Language Arts

## Second Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Apply abilities to language arts**

- A. Think clearly and solve problems about language (classify, decode, solve, compare).
- B. Think and write clearly about language (present, persuade, collaborate, explain, recommend, summarize).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to read and enjoy literature (realistic fiction, fantasy, nonfiction).
- B. Be able to use mass media (newspapers, radio, television, movies, CD-ROM, cassettes, Internet).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - 1) listen/read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
  - 2) technology: word processing, Internet, AV production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to read and understand the meaning of simple words.**

- A. Be able to apply short and long vowel patterns.
- B. Be able to apply common non-exceptional phonetic analysis (blends, medial consonants, final digraphs, r-controlled vowels, silent e, and double vowels/diphthongs).
- C. Be able to identify and know meanings in content of compound words, contractions, appropriate prefixes/suffixes (-ly, -ful) and word endings (-er, -est).
- D. Be able to read and use sight words in text.
- E. Be able to use nouns, verbs, descriptive words, and pronouns.
- F. Be able to identify and use opposites, rhyming words, and synonyms.
- G. Be able to alphabetize to the second letter.

#### **2. Be able to read for meaning (main idea, sequences, details) and be able to read aloud smoothly.**

- A. Be able to choose books which interest you and which you can read.
- B. Be able to distinguish between and talk about realistic fiction, fantasy, and nonfiction.
- C. Be able to tell the main idea, sequence, and important details.
- D. Be able to predict outcomes and draw conclusions.
- E. Be able to tell about setting, plot, and characters.
- F. Be able to read aloud smoothly and expressively with proper phrasing.
- G. Be able to summarize story.

#### **3. Be able to communicate with a sequence of legible and complete sentences.**

- A. Be able to print correctly and neatly so that others can read your printing.
- B. Be able in the final draft to use proper spelling, capital letters at the beginning, and ending punctuation.
- C. Be able to use the writing process of planning, drafting, analyzing, revising context, and editing mechanics.
- D. Be able to write with imagination a sequence of proper sentences about what you read, imagine, and experience.
- E. Be able to use sight words and spelling words in your sentences and to talk about your writing.

#### **4. Be able to discuss and give a brief speech using description and stating facts and opinions about one thing or idea.**

- A. Be able to make eye contact, enunciate clearly, and speak with correct loudness for both small and large groups.
- B. Be able to tell the main idea.
- C. Be able to use a sequence when you speak.
- D. Be able to tell an appropriate personal experience and retell something you have read and know when what you tell is complete.
- E. Be able to tell facts from opinions.
- F. Be able to use description when speaking.
- G. Be able to add good ideas in small and large group discussion when it is your turn.
- H. Be able to answer questions briefly and clearly.

#### **5. Be able to listen to gain information and follow multi-step directions.**

- A. Be able to sit quietly without distracting others and show the speaker you are listening.
- B. Be able to listen to distinguish realistic fiction from fantasy from nonfiction.
- C. Be able to listen for main ideas, to recall sequences, and to recall important details.
- D. Be able to ask appropriate questions.
- E. Be able to follow multi-step directions.

# Language Arts

## Third Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (classify, predict, decide, solve, compare)
- B. Communication (present, persuade, collaborate, explain, recommend, summarize)
- C. Goal setting/attainment (brainstorm, plan, organize)
- D. The quality process (plan, draft, analyze, and revise when producing products)

#### **2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to read and enjoy literature (realistic fiction, fantasy, fables, nonfiction)
- B. Be able to use mass media (newspapers, magazines, television, movies, Internet, CD-ROM)
- C. Be able to conduct research (locate, observe)
- D. Possess technical skills:
  - 1) read/write/present: instructions, chart, thank you letter, letter of request, letter of response, research report, summary
  - 2) technology: word processing, Internet

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to understand, use and pronounce, vocabulary from all subjects.**

- A. Be able to use letter-sound correspondence knowledge and structural analysis to decode words.
- B. Be able to infer word meaning from taught roots, prefixes, and suffixes.
- C. Be able to break words into syllables.
- D. Be able to use opposites, rhyming words, synonyms, compound words, and common homonyms.
- E. Be able to apply dictionary skills (alphabetizing to the third letter, entry word, pronunciation key).

#### **2. Be able to read for meaning (main idea, sequences, details, summarization) and aloud in groups.**

- A. Be able to read aloud with fluency and comprehension any text that is appropriate.
- B. Be able to read and comprehend both fiction and nonfiction.
- C. Be able to choose appropriate level reading selections for a particular purpose (pleasure, information, research).
- D. Be able to identify topic, events in sequence, and important details.
- E. Be able to follow directions, predict next step and outcome, and draw conclusions.
- F. Be able to tell about setting, plot, characters, and resolution and relate stories to yourself.
- G. Be able to participate in group oral reading of descriptions, poetry, and summaries.

#### **3. Be able to write a sequence of several proper and legible sentences organized around a theme.**

- A. Be able to print and use cursive writing correctly and neatly so that others can read it.
- B. Be able in the final draft to use correct usage, spelling, capital letters, end punctuation, and words, which communicate clearly.
- C. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.
- D. Be able to clearly communicate a main idea, proper details, and a correct sequence.
- E. Be able to write an imaginative story.
- F. Be able to write clear, correct, organized, and brief summaries.
- G. Be able to write complete and correct descriptions with sensory details.

#### **4. Be able to organize thoughts before speaking or discussion, use visual supports, and speak in complete sentences.**

- A. Be able to stand straight, face group, keep feet still, make eye contact, enunciate clearly, and speak with proper volume.
- B. Be able to organize thoughts before speaking.
- C. Be able to explain the main idea.
- D. Be able to add good ideas in small and large group discussion when it is your turn.
- E. Be able to briefly and clearly answer questions.
- F. Be able to speak in complete sentences.
- G. Be able to select, develop, and use visual aids when speaking.

#### **5. Be able to gain information by listening to and viewing descriptions, stories, and informational presentations.**

- A. Be able to show social courtesies for listening (pay attention, no distractions, look at the speaker, respond to the speaker).
- B. Be able to tell or write what was heard and answer questions about descriptions, stories, and informational presentations.
- C. Be able to ask appropriate questions.
- D. Be able to follow directions.

# Language Arts

## Fourth Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify)
- B. Communication (present, persuade, collaborate, explain, recommend, summarize)
- C. Goal setting/attainment (brainstorm, research, plan, organize, persist)
- D. The quality process (plan, draft, analyze, and revise when producing products)

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read and enjoy literature (from any genre)
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM)
- C. Be able to conduct research (locate, observe/gather, analyze, conclude)
- D. Possess technical skills:
  - 1) read/write/present: instructions, chart, thank you letter, letter of request, letter of response, inquiry, checklist, research report, summary
  - 2) technology: word processing, Internet

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to increase your vocabulary and fluency in all subject areas.**

- A. Be able to use context to determine word meaning.
- B. Be able to identify the meaning that applies to the context when a word has multiple meaning.
- C. Be able to identify, understand, and use prefixes and suffixes.
- D. Be able to identify, understand, and use synonyms, antonyms, and homonyms.
- E. Be able to alphabetize to the fourth letter.
- F. Be able to find specific words in the dictionary and use the dictionary to understand words.
- G. Be able to pronounce, and use, vocabulary.

#### **2. Be able to read for meaning (main idea, cause and effect, details, summarization) and aloud.**

- A. Be able to choose appropriate level reading selections for a particular purpose (pleasure, information, research).
- B. Be able to identify topic, events in sequence, and specific details.
- C. Be able to identify and explain cause and effect patterns and use them to explain stories.
- D. Be able to follow written directions, predict next step and outcome, and draw conclusions.
- E. Be able to distinguish between fact and opinion.
- F. Be able to read aloud fluently and expressively with proper phrasing.
- G. Be able to summarize major points from fiction and nonfiction.

#### **3. Be able to write using the writing process approach.**

- A. Be able to state the main ideas of the paragraph in one sentence.
- B. Be able to fully explain the main idea with a logical sequence of ideas and details.
- C. Be able to identify and write facts and opinions.
- D. Be able to write clear, correct, organized, and brief one-paragraph summaries, descriptions, and narratives.
- E. Be able to write complete and correct one paragraph descriptions with sensory details.
- F. Be able to communicate ideas and feelings in poems.
- G. Be able in the final draft to use correct usage, spelling, capital letters, end punctuation, format (indentation, heading, margins), sentences, and words, which communicate clearly.
- H. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.

#### **4. Be able to give an organized presentation.**

- A. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, handling of written material, handling of visual aids).
- B. Be able to state the main idea and fully explain it in an organized manner.
- C. Be able to select, develop, and use visual aids.
- D. Be able to answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- E. Be able to give an oral report (book report, current event, hobby talk, demonstration).
- F. Be able to contribute good ideas in small and large group discussion when it is your turn.

#### **5. Be able to listen to and evaluate information.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, responsive).
- B. Be able to use active listening to summarize, to respond, and recall main ideas, sequences, and important details.
- C. Be able to use listening as a basis of writing and speaking.
- D. Be able to express and support an opinion about what you hear and view.

# Language Arts

## Fifth Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify)
- B. Communication (present, persuade, collaborate, explain, recommend, summarize)
- C. Goal setting/attainment (brainstorm, research, plan, organize, persist)
- D. The quality process (plan, draft, analyze, and revise when producing products)

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read and enjoy literature (from any genre)
- B. Be able to use mass media (newspapers, magazines, television, movies, internet, CD-ROM)
- C. Be able to conduct research (locate, observe/gather, analyze, conclude)
- D. Possess technical skills:
  - 1) read/write/present: instructions, chart, thank you letter, letter of request, letter of response, research report, summary
  - 2) technology: word processing, desktop publishing, Internet

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to advance your vocabulary and fluency with recreational reading and study of all subjects.**

- A. Be able to use visual clues, word form, and context to determine word meaning.
- B. Be able to identify the meaning that applies to the context when a word has multiple meaning.
- C. Be able to identify, understand, and use synonyms, antonyms, and homonyms.
- D. Be able to use the dictionary with ease for a variety of purposes.
- E. Be able to pronounce and use vocabulary from all subject areas.

#### **2. Be able to skim and scan and read for meaning and for inferences.**

- A. Be able to locate and choose reading selections at an appropriate level for a particular purpose (pleasure, information, research).
- B. Be able to distinguish, talk, and write about different genres.
- C. Be able to explain and summarize setting, plot, characters, problem, and resolution of problem.
- D. Be able to skim and scan and identify topic, events in sequence, and specific details.
- E. Be able to identify and explain cause/effect and comparison/contrast patterns.
- F. Be able to draw conclusions and justify inferences.
- G. Be able to take notes on nonfiction reading, summarize reading, and use reading as a basis for speaking and writing.

#### **3. Be able to write using the writing process approach.**

- A. Be able to state the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence.
- B. Be able to use cause/effect and comparison/contrast as organizational patterns.
- C. Be able to write paragraphs appropriately.
- D. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- E. Know the parts of business and personal letters and be able to write letters in proper form.
- F. Be able to write to communicate ideas and feelings in poems.
- G. Be able to write meaningful responses to literature.
- H. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.

#### **4. Be able to deliver complete and structured presentation spoken only from notes.**

- A. Be able to use correct voice (volume, pace, clarity), body language (eye contact, correct stance, handling of notes and visual aids), and correct usage, vocabulary, and sentence structure.
- B. Be able to present using appropriate sequence.
- C. Be able to select or develop and use visual aids.
- D. Be able to answer and ask questions of peers (polite, clear, brief, focused).
- E. Be able to give an organized oral report.
- F. Be able to contribute ideas in small and large group discussion when it is your turn.

#### **5. Be able to listen and view to summarize and evaluate information.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- B. Be able to paraphrase accurately and ask meaningful questions in a variety of listening situations.
- C. Be able to summarize, gain information, and ask clarifying questions by listening and viewing.
- D. Be able to express and support an opinion about what you hear and view.
- E. Be able to use listening as the basis for writing, speaking, and learning by taking brief notes.

# Language Arts

## Sixth Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read and enjoy literature (novels, fiction, nonfiction).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:

1) read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement

2) technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to increase your vocabulary and reading rate with recreational reading, multiple reading techniques, and study skills.**

- A. Be able to determine meaning of a word by context and use of a dictionary.
- B. Be able to identify, understand, and use synonyms, antonyms, homonyms, and all common suffixes and prefixes.
- C. Be able to readily use textbooks, dictionary, atlas, encyclopedia, and thesaurus to understand unknown words.
- D. Be able to pronounce, use, and spell vocabulary from all subject areas.
- E. Be able to skim, scan, study, take notes, and summarize and use reading as a basis for learning and enjoyment.

#### **2. Be able to read for meaning and to evaluate, interpret, and draw conclusions in novels and other fiction and in textbooks, reference material, and other nonfiction.**

- A. Be able to identify, summarize, and evaluate literary elements in novels (character, setting, plot, conflict, theme).
- B. Be able to define imagery, identify examples of imagery, and explain the impact of examples of imagery.
- C. Be able to evaluate with justification novels, other fiction, textbooks, reference material, and other nonfiction.
- D. Be able to explain author's attitude, theme, and other beliefs incorporated in fiction and nonfiction.
- E. Be able to draw and justify conclusions and inferences in fiction and nonfiction.

#### **3. Be able to write quality stories, descriptions, and three-part themes and reports.**

- A. Be able to write an introduction, which includes a statement of the main idea, and write a summarizing conclusion.
- B. Be able to write a body, which fully develops the main idea in more than one proper paragraph.
- C. Be able to develop the main idea with appropriate and accurate examples and other supports.
- D. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- E. Be able to write clear, justified, and complete evaluations and interpretations of novels, other fiction, and nonfiction.
- F. Be able to write clear, accurate, and entertaining descriptions using imagery.
- G. Be able to write clear, accurate, entertaining, and complete stories using creative imagery and story elements.

#### **4. Be able to present interpretations and evaluations in groups and alone and be able to use imagery to entertain.**

- A. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, stance, gestures, handling of notes and visual aids) and usage, vocabulary, and sentence structure.
- B. Be able to present using appropriate sequence and a basic three-part format (introduction, body, review).
- C. Be able to select, develop, and use a variety of visual aids.
- D. Be able to support the ideas of the speech with proper research and justified conclusions.
- E. Be able to present justified evaluations and interpretations of novels, other fiction, and nonfiction.
- F. Be able to present jokes, entertaining stories, and entertaining descriptions using creative imagery.
- G. Be able to orally read imagery with dramatic impact.

#### **5. Be able to listen and view to process verbal information and to critically analyze speeches.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- B. Be able to respond to, evaluate, and analyze speeches and other presentations.
- C. Be able to summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- D. Be able to use listening and viewing as a basis for learning and enjoyment.

# Language Arts

## Seventh Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (mythology, genre).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - 1) read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
  - 2) technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to increase your vocabulary and reading rate with multi-purpose reading techniques and advanced study skills.**

- A. Be able to determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
- B. Be able to develop and explain your system for learning vocabulary in all subject areas.
- C. Be able to explain how you have adapted reading techniques to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
- D. Be able to outline, summarize, and take precise and concise notes for specific purposes.
- E. Be able to develop and explain your system for marking written material (underline, highlight, margin notes, stickies).
- F. Be able to identify and use to skim, scan, and study sections, organizational pattern, format, graphic elements, and visual keys of all your textbooks.

#### **2. Be able to read to understand mythology, literary genre (narrative poetry, short stories, drama), and literary devices (flashback, foreshadowing, symbolism, imagery, personification, allusion).**

- A. Be able to identify major traits of mythology, explain purpose of mythology, identify how mythology is used in literature and modern popular culture, and compare mythology to the three genres.
- B. Be able to identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the three genres and compare/contrast the three genre for use of literary elements, strengths/weaknesses, and personal response.
- C. Be able to define, locate, and evaluate use of the literary devices in mythology and the three genres.
- D. Be able to relate mythology and literature you read to self and the real world.
- E. Be able to recommend with evaluation of literary elements and devices specific examples of the three genres.

#### **3. Be able to write/deliver three-part research-based informative themes/presentations and write/speak to state opinions.**

- A. Be able to select a topic appropriate to a given situation (audience, purpose, space/time requirements).
- B. Be able to independently develop expertise on a subject with interviews, print media, and electronic media.
- C. Be able to develop and explain your own note-taking and information-organizing system.
- D. Be able to state the central idea in a single sentence in the introduction and restate it in the conclusion.
- E. Be able to fully and clearly develop the central idea with introduction, supporting details, and summary.
- F. Be able to use statistics, quotations, examples, stories, analogies and graphics or visual aids as support.
- G. Be able to cite information in writing and in presentations.
- H. Be able in writing to use correct mechanics, word choice, formatting, usage, and sentence structure in final draft.
- I. Be able in speaking to use correct voice, body language, note cards, and visual aids.
- J. Be able to compare and contrast writing and speaking for organization, expectations, and advantages/weaknesses.
- K. Be able in discussion to answer questions politely and assertively to defend a position and to ask opinion questions.
- L. Be able to write opinions and recommendations in brief and clear form.

#### **4. Be able to listen/read to analyze others' points of view and to learn.**

- A. Be able to listen with an open mind (wait until all information has been received to form an opinion).
- B. Be able to tell fact from opinion and question the validity of facts and the basis of opinions.
- C. Be able to identify, state, and react to the speaker's or writer's point of view and bias.
- D. Be able to develop and explain your own method of taking, keeping, and reviewing notes.

# Language Arts

## Eighth Grade

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:

1) read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement

2) technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Be able to read and understand a variety of literary works and print sources.**

- A. Be able to read and understand literal information.
- B. Be able to read and understand figurative language.
- C. Makes inferences /predictions, and draws conclusions from reading.
- D. Be able to determine the main idea of a passage or selection.
- E. Be able to recognize/infer traits, feelings, motives of characters.
- F. Be able to recognize/identify the author's purpose for writing (or viewpoint.)
- G. Be able to apply information from text to a new situation.

#### **2. Be able to increase your vocabulary and reading rate and evaluate the validity of what you read.**

A. Be able to determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).

B. Be able to use basic writing forms and organizational patterns to skim, scan, study and mark readings (paragraph form, introductions, conclusions, cause/effect, sequences, comparison/contrast, graphic organizers, icons, support materials).

C. Be able to outline, summarize, paraphrase content in text and learn to take notes for specific purposes

D. Be able to evaluate specific sources (date, source, biases, suitability to purpose, propaganda, research base).

#### **3. Be able to read to understand mood, tone, and literary genre (including short stories, poetry, novels).**

A. Be able to identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the three genres and compare/contrast the three genre for use of literary elements, purpose, strengths/weaknesses, and personal response.

B. Be able to describe, locate, and evaluate use of mood and tone in the three genres.

C. Be able to relate literature you read to self and the real world.

#### **4. Be able to write quality essays to persuade, inform, and entertain.**

A. Be able to select a topic and purpose appropriate to a given situation.

B. Be able to independently develop expertise on a subject with interviews, print media, and electronic media.

C. Be able to use a sound three-part format (introduction including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing conclusion).

D. Be able to use correct usage, mechanics, word choice, formatting, and sentence structure.

E. Be able to produce quality examples of persuasive, informative, and entertaining writing.

#### **5. Be able to deliver major research-based presentations.**

A. Be able to select a topic appropriate to a given situation.

B. Be able to state a clear and concise thesis.

C. Be able to fully develop a thesis (attention-getting/previewing introduction, clear steps, summary conclusion).

D. Be able to develop and explain your method for making and using speaking note cards.

E. Be able to use correct voice, body language, visual aids, and demonstration of process.

F. Be able to develop a position, research it, and present it courteously and assertively.

#### **6. Be able to read/listen/view and produce popular media communication (news, advertisements, sitcoms, documentaries, songs, editorials).**

A. Be able to analyze for key factors (main idea, significant details, research basis, theme, other literary elements) and for facts, opinions, bias, propaganda, argumentation, support, completeness, and literary devices.

B. Be able to identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).

C. Be able to produce alone, or in a group, different forms of popular media communications.

# Language Arts Standards Eleventh Grade

## **Integrated Course Abilities** [Apply the following to each content standard.]

### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (analysis, history).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - 1) read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
  - 2) technology: word processing, database, Internet, search tools, AV production

## **Grade Level Expectations/Benchmarks** (Read, write, speak, and listen skillfully)

### **1. Be able to read and comprehend a variety of genre and printed sources.**

- A. Be able to determine the literal meaning of words and phrases.
- B. Be able to draw conclusions not explicitly stated in a piece of writing.
- C. Be able to interpret nonliteral language.
- D. Be able to infer feelings, traits, relationships of characters.
- E. Be able to apply information and make predictions.

### **2. Be able to make analyses and generalizations from reading.**

- A. Be able to determine the main idea or theme of a selection.
- B. Be able to identify major points or supporting details.
- C. Be able to identify the author's purpose or viewpoint.
- D. Be able to determine the differences among facts, opinions, observations, assumptions, conclusions.
- E. Be able to recognize the style, structure, mood, tone of a piece of writing.

### **3. Be able to analyze/interpret/critique literary elements (character, setting, plot, conflict, theme).**

- A. Be able to analyze characters and their motivation in specific literary works.
- B. Be able to define setting and plot and be able to describe plot and setting in specific literary works.
- C. Be able to define/analyze conflict in specific literary works.
- D. Be able to define theme, explain ways the reader comes to know theme, and analyze theme in literary works.

### **4. Be able to interpret fiction and nonfiction and relate it to your personal life and identify ideas, events, emotions, and attitudes in fiction and nonfiction, which are of importance to you.**

- A. Be able to explain with justification the author's intended meaning.
- B. Be able to show with justification how a literary work relates to your life.
- C. Be able to justify with textual evidence an interpretation of a literary work.
- D. Be able to summarize your intellectual and emotional response to the work.
- E. Be able to explain with justification how a literary work reflects the values/attitudes of another place/time/culture.
- F. Be able to show understanding of what you have read/viewed by summarizing, asking questions, and recalling information.

### **5. Be able to write a variety of quality forms with research support, concrete content, graphics, and clear, logical, precise, and simple progression of thought.**

- A. Be able to select from a variety of technical and other organizational patterns to fit the purpose, situation, and audience.
- B. Be able to research for and select content appropriate to the purpose, situation, and audience.
- C. Be able to select from a variety of graphics to fit the purpose, situation, and audience.
- D. Be able to use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.
- E. Be able to write a quality theme with an introduction, thesis, body with 2-4 major points supported by examples, transitions, figurative language, and conclusion.

**6. Be able to speak for a variety of purposes with a professional style including organization, professional appearance, research support, concrete content, graphics, and a clear, logical, precise, and simple progression of thought.**

- A. Be able to select from a variety of technical and other organizational patterns to fit the purpose, situation, and audience.
- B. Be able to research for and select content appropriate to the purpose, situation and audience.
- C. Be able to select dress, other appearance, and conduct to fit the purpose, situation, and audience.
- D. Be able to use correct voice, body language, notes, and personal style to speak extemporaneously (from notes).
- E. Be able to write a precise, concise, and concrete thesis statement.
- F. Be able to select from a variety of visuals to fit the purpose, situation, and audience.
- G. Be able to answer questions appropriately (specific, concise, provide examples, relate to questioner).

**7. Be able to read/view/listen to form beliefs and goals and to take stances on issues of importance.**

- A. Be able to determine things that are important to you (brainstorming choices, discussion, reading).
- B. Be able to clearly and briefly explain your personal motivations, goals, and beliefs.
- C. Be able to analyze/evaluate the views, beliefs, and motivations of others before making up your mind on an issue.
- D. Be able to treat the values, beliefs, and motivations of others with respect.
- C. Be able briefly and clearly to compare and contrast your views, beliefs, and motivations with what you read/view/hear.
- D. Be able to clearly and briefly write/present a critique with concrete justification of live or AV presentations

# Language Arts English I

## **Integrated Course Abilities** [Apply the following to each content standard.]

### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (specific authors, schools of literature).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities. Students will recognize a wide range of diverse authors.**

## **Course Content** (with critical objectives/performance indicators)

### **1. Be able to analyze/interpret/critique literary elements (character, setting, plot, conflict, theme).**

- A. Be able to analyze characters and their motivation in specific literary works.
- B. Be able to define setting and plot and be able to describe plot and setting in specific literary works.
- C. Be able to define conflict and analyze conflict in specific literary works.
- D. Be able to define theme, explain ways the reader comes to know theme, and analyze theme in specific literary works.

### **2. Be able to read/view various forms of literature and technical writing to gain understanding and to critique/analyze the purpose, structure, tone, mood, and point of view.**

- A. Know and be able to analyze and critique purpose, tone, mood, and point of view of authors, schools, and styles.
- B. Be able to explain supporting evidence for author's purpose, tone, and point of view.
- C. Be able to analyze for standard literary organizational patterns.
- D. Be able to analyze technical writing for purpose and tone.
- E. Be able to identify and use for scanning the organizational pattern of technical forms.
- E. Be able to show understanding of what you have read by summarizing, asking questions, recalling information.

### **3. Be able to compose a variety of quality multi-part written forms.**

- A. Be able to divide correctly into subordinate parts, such as paragraphs, stanzas, scenes, introduction, conclusion, etc.
- B. Be able to produce quality examples of many of the following forms meeting the specific purposes and standards of each: poems, letters, memos, essays, notes, logs, journals, plays, short stories, and technical writings.
- C. Be able to write without plagiarism and with appropriate creativity, personal style, tone, and point of view.
- D. Be able to fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
- E. Be able to write a sound three-part theme of at least six paragraphs.
- F. Be able to use word processing, correct/appealing sentences, and correct mechanics, word choice, format, and usage.

### **4. Be able to present narratives, explanations, descriptions, summaries, critiques, major persuasive speeches, and technical presentations.**

- A. Be able to fit the topic, language, details, tone, and interest factors to a specific audience.
- B. Be able to present a clear and precise opinion in one sentence with specific extended research-based justification.
- C. Be able to use correct voice, body language, notes, and visual aids to speak extemporaneously (from notes).
- D. Be able to participate equally in a group presentation.
- E. Be able to start with an effective attention-arousing beginning and make a preview of the speech when appropriate.
- F. Be able to end the speech with review and an appropriate call for action from the audience.
- G. Be able to generate and use many different forms of quality visual aids.

### **5. Be able to listen to participate in an analysis (writing down quotations, major points, examples from speakers) to use in a discussion of presentations and to develop listening skills.**

- A. Be able to evaluate the basic presentational skills (posture, gesture, eye contact, use of notes).
- B. Be able to be a responsive, polite audience and be able to identify main ideas, significant details, opinions, arguments.
- C. Be able to evaluate/analyze language, organization, topic, opinion, supports, tone, and strength of arguments.
- D. Be able to paraphrase and summarize various types of messages and give oral and written feedback.

# Language Arts

## Creative Writing

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (specific authors).
- B. Be able to use mass media (newspapers, magazines, television, movies, Internet, CD-ROM)
- C. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), letters (complaint, request, application, response, recommendation), checklist, technical research, bid, summary
  - technology: word processing, spreadsheet, database, Internet, search tools

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Course Content** (with critical objectives/performance indicators)

#### **1. Be able to analyze/interpret/critique literary elements (character, setting, plot, conflict, theme).**

- A. Be able to analyze characters and their motivation in specific literary works.
- B. Be able to define setting and plot and be able to describe plot and setting in specific literary works.
- C. Be able to define conflict and analyze conflict in specific literary works.
- D. Be able to define theme, explain ways the reader comes to know theme, analyze theme in specific literary works.

#### **2. Be able to read/view various forms of literature and technical writing to gain understanding and to critique/analyze the purpose, structure, tone, mood, and point of view.**

- A. Know and be able to analyze and critique purpose, tone, mood, and point of view of authors, schools, and styles.
- B. Be able to explain supporting evidence for author's purpose, tone, and point of view.
- C. Be able to analyze for standard literary organizational patterns.
- D. Be able to identify and use for scanning the organizational pattern of technical forms.
- E. Be able to show understanding of what you have read by summarizing, asking questions, recalling information.

#### **3. Be able to compose a variety of quality multi-part written forms.**

- A. Be able to divide correctly into subordinate parts, such as paragraphs, stanzas, scenes, introduction, conclusion, etc.
- B. Be able to produce quality examples of many of the following forms meeting the specific purposes and standards of each: poems, letters, memos, essays, notes, logs, journals, plays, short stories, and technical writings.
- C. Be able to write without plagiarism and with appropriate creativity, personal style, tone, and point of view.
- D. Be able to fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
- E. Be able to write a sound three-part theme of at least six paragraphs.
- F. Be able to use word processing, correct/appealing sentences, and correct mechanics, word choice, format, and usage.

#### **4. Be able to present narratives, explanations, descriptions, summaries, critiques, major persuasive speeches, and technical presentations.**

- A. Be able to fit the topic, language, details, tone, and interest factors to a specific audience.
- B. Be able to present a clear and precise opinion in one sentence with specific extended research-based justification.
- C. Be able to use correct voice, body language, notes, and visual aids to speak extemporaneously (from notes).
- D. Be able to participate equally in a group presentation.
- E. Be able to start with an effective attention-arousing beginning and make a preview of the speech when appropriate.
- F. Be able to generate and use many different forms of quality visual aids.

#### **5. Be able to listen to participate in an analysis (writing down quotations, major points, examples from speakers) to use in a discussion of presentations and to develop listening skills.**

- A. Be able to evaluate the basic presentational skills (posture, gesture, eye contact, use of notes).
- B. Be able to be a responsive, polite audience and be able to identify main ideas, significant details, opinions, arguments.
- C. Be able to evaluate/analyze language, organization, topic, opinion, supports, tone, and strength of arguments.
- D. Be able to paraphrase and summarize various types of messages and give oral and written feedback.

# Language Arts Elements of Writing

## **Integrated Course Abilities** [Apply the following to each content standard.]

### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read to improve your own writing.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (response, recommendation), manual, form, technical research, bid, technical analysis, summary
  - technology: word processing, database, Internet, search tools

### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading writings by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

## **Course Content** (with critical objectives/performance indicators)

### **1. Be able to develop mechanically correct, clear, focused, and controlled sentences and paragraphs.**

- A. Be able to write clear, proper, and focused sentences.
- B. Be able to develop complete, focused, unified, and organized paragraphs.
- C. Be able to use proper transitions to connect ideas, sentences, and paragraphs.
- D. Be able to apply correct mechanics (spelling, punctuation, capitalization, format).
- E. Be able to use clear standard English and specific technical vocabulary.

### **2. Be able to word process a variety of written forms for a variety of purposes and audiences.**

- A. Be able to produce quality examples in several of the following forms: personal and expository essays, research papers, position papers, journals, summaries, reports, and forms of technical writing.
- B. Be able to gather quality background information from media center, field, and interview sources.
- C. Be able to submit writing to a real or imaginary publication with a specific audience.
- D. Be able to use appropriate styles, organizations, and formats for specific audiences and broad (persuade, entertain, inform, inspire) and narrow purposes.
- E. Be able to enhance your writing with clear, meaningful, and precise graphics.

### **3. Be able to word process a variety of career-related forms and be able to complete applications.**

# Language Arts

## Expository Writing

### Integrated Course Abilities [Apply the following to each content standard.]

#### 1. Develop abilities in language arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to analyze literature to enhance your writing.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual ("how to"), form, checklist, resume, technical research, bid, technical analysis, summary
  - technology: word processing, desktop publishing, Internet, search tools

#### 3. Students will experience and develop an awareness of diverse cultural perspectives while reading writings by and about diverse racial/ethnic groups, men and women, and persons with disabilities.

### Course Content (with critical objectives/performance indicators)

#### 1. Be able to use a variety of sentence structures to enhance your writing style.

- A. Be able to construct grammatically correct, clear, and focused sentences.
- B. Be able to use different types of clauses to produce a variety of sentence structures.
- C. Be able to use verbs and phrases in sentences to create sentence variety.
- D. Be able to vary sentences by type, length, and beginning element for pleasing effect.
- E. Be able to use correct mechanics in your sentences.

#### 2. Be able to develop proper paragraphs and join paragraphs into proper sequences.

- A. Be able to produce paragraphs that contain the necessary elements (topic sentences, supports, transitions).
- B. Be able to effectively join paragraphs to create a unified composition.
- C. Be able to construct a larger composition, which contains the elements necessary for an effective essay (thesis, introduction, well-organized body which supports the thesis, conclusion, transitions, style).

#### 3. Be able to write a variety of forms for a variety of purposes and audiences.

- A. Be able to use a variety of pre-writing techniques (brainstorming, clustering, mapping, outlining).
- B. Be able to produce quality examples of essays, literary analyses, research papers, and technical forms.
- C. Be able to select a specific audience and develop writing for that audience.
- D. Be able to produce quality examples of forms to persuade, entertain, and inform.
- E. Be able to adapt the standard organization, language, and format for a variety of technical purposes.
- F. Be able to proofread.
- G. Be able to synthesize all aspects of writing into a coherent whole for a specific purpose, situation, and audience.

#### 4. Be able to support a thesis with research and a variety of development and argumentation patterns.

- A. Be able to fully research the topic.
- B. Be able to distinguish high quality support information from lesser quality support information.
- C. Be able to use various proper citation methods.
- D. Be able to use a variety of methods to develop or argue a thesis (induction, deduction, definition, analogy, chronological).
- E. Be able to synthesize research material into a coherent product.

#### 5. Be able to critique, defend, discuss, and compare the writing of self, classmates, and others.

- A. Be able to develop and apply rubrics and checklists.
- B. Be able to state brief, concrete, and clear critiques of various samples of writing.
- C. Be able to state brief, concrete, and clear self-evaluations.
- D. Be able to defend self-evaluations and critiques of the writing of others.

# Language Arts Publications

## **Integrated Course Abilities** [Apply the following to each content standard.]

### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to evaluate local and national mass media (newspapers, magazines, radio, television, movies).
- B. Be able to conduct research (locate, observe/gather, analyze, conclude).
- C. Possess technical skills:

-read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement

-technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV

production

### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading writings by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

## **Course Content** (with critical objectives/performance indicators)

### **1. Be able to write in clear, concise, precise, and correct language.**

- A. Know and be able to apply the basic style sheet rules, including mechanics and standard usage.
- B. Be able to write clear and not overly complex sentences.
- C. Be able to write in the briefest clear form possible and select specific words with appropriate color.

### **2. Be able to write quality lead paragraphs.**

- A. Be able to identify 5 Ws (who, what, when, where, why, how) in an event.
- B. Be able to write a summarization of the 5 Ws in one sentence with the most important element first, if possible.
- C. Be able to write in clear, correct, objective, and precise language.

### **3. Be able to gather and write a variety of quality news stories.**

- A. Be able to use basic interview skills (who to ask, preparation, note-taking, social skills, questioning skills).
- B. Be able to select ideas, which are newsworthy, complete, and appropriate to the audience.
- C. Be able to write a sound lead and be able to develop news stories in correct order of details (inverted pyramid).
- D. Be able to write brief and focused paragraphs with key word first, if possible.
- E. Be able to gather and use appropriate quotes and citations.
- F. Be able to write using clear, concise, correct, precise, and objective language.
- G. Be able to use sentences which are not too complex, easily and quickly read, and correct.

### **4. Be able to gather and write a variety of quality feature stories.**

- A. Be able to adapt interview skills to feature stories (color questions, observed details, focus questions).
- B. Be able to determine whether a situation has news or human-interest value and is appropriate to the audience.
- C. Be able to write an appropriate hook or summarization lead.
- D. Be able to select and apply correct order of details (inverted pyramid, chronological, joke to punch line, logical).
- E. Be able to select details and quotes for color, human interest, and completeness.
- F. Be able to write brief and focused paragraphs with key word first, if possible.
- G. Be able to write in clear, concise, precise, and correct language, which reflects a controlled and fair subjectivity.

### **5. Be able to write quality editorials.**

- A. Be able to use a basic three-part format with a clear and correctly placed one-sentence thesis.
- B. Be able to write clearly and briefly in a controlled and reasoned subjective tone on a specific news event.
- C. Be able to write an editorial, which is soundly argued on the basis of evidence, sound logic, or both.

### **6. Understand the place of a free press in a democracy.**

A. Know applicable parts of the constitution and significant terms (ethics, yellow journalism, prior restraint, libel, Freedom of Information Act, National Security Act, etc.).

B. Know how American legal cases have affected the free press.

C. Know how several current free press issues affect the free press and be able to predict future impacts.

### **7. Be familiar with journalism and related fields as career options.**

A. Know about seven career options: reporter, editor, technical writer, public relations, advertiser, printer, and broadcaster.

B. Know the preparation for, expectations, and likely rewards of four of these and be able to state your interest in each.

# Language Arts

## College Study Skills

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre, history, cultural significance).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, checklist, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Course Content** (with critical objectives/performance indicators)

#### **1. Be able to word process high quality traditional college-level themes.**

- A. Be able to use traditional structure (introduction, conclusion, thesis, three or more body paragraphs, transitions).
- B. Be able to use sentences in a correct, clear, appealing, and varied manner.
- C. Be able to use words correctly and precisely with ease and clarity.
- D. Be able to word process with correct usage and mechanics (punctuation, spelling, capitalization, formatting).
- E. Be able to write with creativity of expression.
- F. Be able to use evaluation (from teacher, self, peers) to improve from paper to paper and to challenge yourself.

#### **2. Be able to relate literature to self and the real world.**

- A. Be able to clearly, briefly, and precisely state the emotional and intellectual impact on self.
- B. Be able to clearly, briefly, and precisely state the relationship to the real world.
- C. Be able to identify specific text which elicits the response or shows the relationship.

#### **3. Be able to present oral and written literary analyses.**

- A. Be able to apply appropriate speaking or writing criteria to various situations.
- B. Be able to state main point in one clear, correct, simple, and precise sentence.
- C. Be able to support main point with multiple subpoints, each of which is supported with specific textual references.
- D. Be able to correctly apply literary terms and concepts.
- E. Be able to demonstrate creative thinking and analysis skills.

#### **4. Be able to participate meaningfully in a discussion of a given work of literature.**

- A. Be able to demonstrate proper social courtesies in a free-flowing discussion.
- B. Be able to respond directly to specific questions clearly and briefly with appropriate textual references.
- C. Be able to ask questions of other students which are clear, specific, and relevant.
- D. Be able to demonstrate creative and clear analytical skills.
- E. Be able to appropriately challenge and respond to the challenges of other students.
- F. Be able to prepare for and lead a discussion.

#### **5. Be able to answer essay questions in three high-quality forms.**

- A. First form: be able to begin with a proper topic sentence, answer the question correctly and clearly in a full proper paragraph.
- B. Second form: be able to state the answer in a proper thesis and develop it in two or three proper paragraphs.
- C. Third form: be able to develop the answer in a thesis form which has all the main components (introduction, thesis, body paragraphs, and conclusion) but in an abbreviated but clear and correct manner.
- D. Be able to write with correct and understandable language, penmanship, and other mechanics.
- E. Be able to specifically address the question with appropriate textual references or other appropriate support.

# Language Arts

## Speech I and Advanced Speech

### Integrated Course Abilities [Apply the following to each content standard.]

#### 1. Develop abilities in language arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to orally interpret literature (main idea, feelings, expressive language, and mood).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### 3. Students will experience and develop an awareness of diverse cultural perspectives while reading writings by and about diverse racial/ethnic groups, men and women, and persons with disabilities.

### Course Content (with critical objectives/performance indicators)

#### 1. Be able to present quality informative and technical speeches.

- A. Be able to select a topic, which is appropriate to purpose, audience, situation and expected length.
- B. Be able to compose an introduction, which catches attention and focuses to the topic.
- C. Be able to present the information in a clear and logical order and use audiovisual support to clarify information.
- D. Be able to compose a conclusion, which effectively ends a speech and gives audience direction.
- E. Be able to develop a topic fully within time limitations with appropriate details and examples.
- F. Be able to demonstrate proper eye contact, pace, tone, posture, gestures, and use of audiovisual.
- G. Be able to use clear and appropriate general and specific language and deliver speech extemporaneously.

#### 2. Be able to present quality demonstration speeches.

- A. Be able to develop a topic, which is appropriate to the purpose, audience, and length.
- B. Be able to produce an introduction, which catches attention and focuses to the topic.
- C. Be able to conclude by making the speech feel ended and giving the audience future direction.
- D. Be able to present topic fully within time limitations, with details and examples, and in a clear and logical order.
- E. Be able to demonstrate proper eye contact, pace, tone, vocal variety, posture, gesture, and use of podium.
- F. Be able to use a variety of audiovisuals to clearly and fully demonstrate concepts.
- G. Be able to use clear and appropriate language and deliver speech extemporaneously.

#### 3. Be able to present quality persuasive speeches.

- A. Be able to identify topics that are appropriate to the purpose, audience, and length.
- B. Be able to produce an introduction that catches attention and focuses to the topic.
- C. Be able to produce a conclusion which gives the audience actions they could/should take.
- D. Be able to present topic fully within time limitations, with details and examples, and in a clear and logical order.
- E. Be able to demonstrate eye contact, pace, tone, vocal variety, posture, gestures, use of podium, and use of audiovisuals.
- F. Be able to use varied, effective, and socially and ethically appropriate argumentative techniques.
- G. Be able to use audiovisual support appropriately to clarify information.
- H. Be able to use clear and appropriate language and deliver speech extemporaneously.

#### 4. Be able to be a good audience member.

- A. Be able to display social courtesies of posture, eye contact, silence, head nodding, and applause.
- B. Be able to identify the main point, key supporting details, future action, and relevance of a speech.
- C. Be able to ask and answer significant questions about a speech.
- D. Be able to correctly and courteously apply a rubric or checklist to own and others' speeches.

#### 5. Be able to give a variety of brief (introduction, awards, announcements) and impromptu speeches.

- A. Be able to plan presentation with beginning, middle, and ending to accomplish purpose.
- B. Be able to respond appropriately to the purpose, audience, and length.
- C. Be able to demonstrate eye contact, pace, tone, vocal variety, posture, gestures, use of podium, handling of objects.
- D. Be able to present the information in a clear and logical order.
- E. Be able to use clear and appropriate language and deliver speech extemporaneously.

# Language Arts

## 20th Century Lit

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre, history, cultural significance).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:

-read/write/present: reports (progress, research, lab), specifications, letters ( response) , form, checklist, bid, summary

-technology: word processing, spreadsheet, Internet, search tools

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Course Content** (with critical objectives and performance indicators)

#### **1. Understand novels and be able to analyze and critique theme, story elements, and literary devices.**

- A. Be able to define novel, relate the novel to other forms of literature, relate historical development of the novel to social history, and explain own interest in novels.
- B. Be able to explain the cultural and historical importance of certain specific novels.
- C. Be able to define, identify, and critique story elements of novels (plot/conflict, setting, characterization, point of view/narration).
- D. Be able to define, identify, critique literary devices (flashback, foreshadowing, symbolism, imagery, allusions, etc.).
- E. Be able to explain with specific textual references how these devices contribute to the themes / impact of novels.
- F. Be able to determine by reading and research author's purpose for writing and intended meaning.
- G. Be able to state the theme of a novel briefly and clearly with specific textual references.
- H. Be able to summarize novels and recall significant details.

#### **2. Be able to relate specific novels to self, its time and place of writing, the author's life, current events, and significant literature.**

- A. Be able to do background research on specific novels, authors, and conditions and attitudes when written and relate gathered information to the novels.
- B. Be able to identify various purposes for writing and reading novels and apply to specific novels.
- C. Be able to compare and contrast specific novels with other novels and works of literature.
- D. Be able to relate novels to your past, present, and future and to current events.
- E. Be able to summarize your intellectual and emotional response to novels.

#### **3. Be able to write quality themes and critiques analyzing and evaluating particular works.**

- A. Be able to use specific criteria when analyzing a particular work (technical skill, style, rhetorical effectiveness, purpose, theme, point of view, historical/cultural significance, and personal response).
- B. Be able to write a structured theme at the high school exit level with three-part structure, thesis, proper paragraphs, full development, and logical order of progression.
- C. Be able to write a clear, interesting, structured, and controlled review of a novel for a specific publication.
- D. Be able to use examples, quotes, illustrations, anecdotes, and other methods of explanation/development.
- E. Be able to use figurative language to enhance development, clarity, and appeal of writing.
- F. Be able to use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.

#### **4. Be able to read/listen/view with an open mind to determine your goals, beliefs, and to take stances.**

- A. Be able to identify your motivations, goals, and beliefs and characters' motivations, goals, and beliefs.
- B. Be able to compare and contrast your motivations, goals, and beliefs to those of various characters.
- C. Be able to form and support clear opinions on important issues identified in novels.

#### **5. Be able to compare and contrast novels with movie and broadcast versions of the novels.**

- A. Be able to identify differences and similarities and evaluate reasons for the changes.
- B. Be able to write and present quality critiques of visual versions of novels.

# Language Arts Humanities

## **Integrated Course Abilities** [Apply the following to each content standard.]

### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre, history, cultural significance).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: reports (progress, research, lab), specifications, proposal, letters (complaint, request, response), form, checklist, technical research, bid, technical analysis, summary, advertisement, announcement
  - technology: word processing, spreadsheet, Internet, search tools

### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

## **Course Content** (with critical objectives and performance indicators)

### **1. Understand novels and be able to analyze and critique theme, story elements, and literary devices.**

- A. Be able to define novel, relate the novel to other forms of literature, relate historical development of the novel to social history, and explain own interest in novels.
- B. Be able to explain the cultural and historical importance of certain specific novels.
- C. Be able to define, identify, and critique story elements of novels (plot/conflict, setting, characterization, point of view/narration).
- D. Be able to define, identify, and critique literary devices (flashback, foreshadowing, symbolism, imagery, allusions, etc.).
- E. Be able to explain with specific textual references how these devices contribute to the themes and impact of novels.
- F. Be able to determine by reading and research author's purpose for writing and intended meaning.
- G. Be able to state the theme of a novel briefly and clearly with specific textual references.
- H. Be able to summarize novels and recall significant details.

### **2. Be able to relate specific novels to self, its time and place of writing, the author's life, current events, and significant literature.**

- A. Be able to do background research on specific novels, authors, and conditions and attitudes when written and relate gathered information to the novels.
- B. Be able to identify various purposes for writing and reading novels and apply to specific novels.
- C. Be able to compare and contrast specific novels with other novels and works of literature.
- D. Be able to relate novels to your past, present, and future and to current events.
- E. Be able to summarize your intellectual and emotional response to novels.

### **3. Be able to write quality themes and critiques analyzing and evaluating particular works.**

- A. Be able to use specific criteria when analyzing a particular work (technical skill, style, rhetorical effectiveness, purpose, theme, point of view, historical/cultural significance, and personal response).
- B. Be able to write a structured theme at the high school exit level with three-part structure, thesis, proper paragraphs, full development, and logical order of progression.
- C. Be able to write a clear, interesting, structured, and controlled review of a novel for a specific publication.
- D. Be able to use examples, quotes, illustrations, anecdotes, and other methods of explanation/development.
- E. Be able to use figurative language to enhance development, clarity, and appeal of writing.
- F. Be able to use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.

### **4. Be able to read/listen/view with an open mind to determine your goals, beliefs, and to take stances.**

- A. Be able to identify your motivations, goals, and beliefs and characters' motivations, goals, and beliefs.
- B. Be able to compare and contrast your motivations, goals, and beliefs to those of various characters.
- C. Be able to form and support clear opinions on important issues identified in novels.

### **5. Be able to compare and contrast novels with movie and broadcast versions of the novels.**

- A. Be able to identify differences and similarities and evaluate reasons for the changes.
- B. Be able to write and present quality critiques of visual versions of novels.

# Language Arts

## Advanced Literature

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre, history, cultural significance).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: reports (progress, research, lab), specifications, letters (request, response), manual, form, checklist, technical research, bid, technical analysis, summary
  - technology: word processing, spreadsheet, Internet, search tools

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Course Content** (with critical objectives and performance indicators)

#### **1. Understand novels and be able to analyze and critique theme, story elements, and literary devices.**

- A. Be able to define novel, relate the novel to other forms of literature, relate historical development of the novel to social history, and explain own interest in novels.
- B. Be able to explain the cultural and historical importance of certain specific novels.
- C. Be able to define, identify, and critique story elements of novels (plot/conflict, setting, characterization, point of view/narration).
- D. Be able to define, identify, and critique literary devices (flashback, foreshadowing, symbolism, imagery, allusions, etc.).
- E. Be able to explain with specific textual references how these devices contribute to the themes and impact of novels.
- F. Be able to determine by reading and research author's purpose for writing and intended meaning.
- G. Be able to state the theme of a novel briefly and clearly with specific textual references.
- H. Be able to summarize novels and recall significant details.

#### **2. Be able to relate specific novels to self, its time and place of writing, the author's life, current events, and significant literature.**

- A. Be able to do background research on specific novels, authors, and conditions and attitudes when written and relate gathered information to the novels.
- B. Be able to identify various purposes for writing and reading novels and apply to specific novels.
- C. Be able to compare and contrast specific novels with other novels and works of literature.
- D. Be able to relate novels to your past, present, and future and to current events.
- E. Be able to summarize your intellectual and emotional response to novels.

#### **3. Be able to write quality themes and critiques analyzing and evaluating particular works.**

- A. Be able to use specific criteria when analyzing a particular work (technical skill, style, rhetorical effectiveness, purpose, theme, point of view, historical/cultural significance, and personal response).
- B. Be able to write a structured theme at the high school exit level with three-part structure, thesis, proper paragraphs, full development, and logical order of progression.
- C. Be able to write a clear, interesting, structured, and controlled review of a novel for a specific publication.
- D. Be able to use examples, quotes, illustrations, anecdotes, and other methods of explanation/development.
- E. Be able to use figurative language to enhance development, clarity, and appeal of writing.
- F. Be able to use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.

#### **4. Be able to read/listen/view with an open mind to determine your goals, beliefs, and to take stances.**

- A. Be able to identify your motivations, goals, and beliefs and characters' motivations, goals, and beliefs.
- B. Be able to compare and contrast your motivations, goals, and beliefs to those of various characters.
- C. Be able to form and support clear opinions on important issues identified in novels.

#### **5. Be able to compare and contrast novels with movie and broadcast versions of the novels.**

- A. Be able to identify differences and similarities and evaluate reasons for the changes.
- B. Be able to write and present quality critiques of visual versions of novels.

# Language Arts

## Fact and Fiction

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to use literature (genre, history, cultural significance).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: reports (progress, research, lab), letters, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV

production

#### **3. Students will experience and develop an awareness of diverse cultural perspectives while reading literature by and about diverse racial/ethnic groups, men and women, and persons with disabilities.**

### **Course Content** (with critical objectives and performance indicators)

#### **1. Understand novels and be able to analyze and critique theme, story elements, and literary devices.**

- A. Be able to define novel, relate the novel to other forms of literature, relate historical development of the novel to social history, and explain own interest in novels.
- B. Be able to explain the cultural and historical importance of certain specific novels.
- C. Be able to define, identify, and critique story elements of novels (plot/conflict, setting, characterization, point of view/narration).
- D. Be able to define, identify, and critique literary devices (flashback, foreshadowing, symbolism, imagery, allusions, etc.).
- E. Be able to explain with specific textual references how these devices contribute to the themes and impact of novels.
- F. Be able to determine by reading and research author's purpose for writing and intended meaning.
- G. Be able to state the theme of a novel briefly and clearly with specific textual references.
- H. Be able to summarize novels and recall significant details.

#### **2. Be able to relate specific novels to self, its time and place of writing, the author's life, current events, and significant literature.**

- A. Be able to do background research on specific novels, authors, and conditions and attitudes when written and relate gathered information to the novels.
- B. Be able to identify various purposes for writing and reading novels and apply to specific novels.
- C. Be able to compare and contrast specific novels with other novels and works of literature.
- D. Be able to relate novels to your past, present, and future and to current events.
- E. Be able to summarize your intellectual and emotional response to novels.

#### **3. Be able to write quality themes and critiques analyzing and evaluating particular works.**

- A. Be able to use specific criteria when analyzing a particular work (technical skill, style, rhetorical effectiveness, purpose, theme, point of view, historical/cultural significance, and personal response).
- B. Be able to write a structured theme at the high school exit level with three-part structure, thesis, proper paragraphs, full development, and logical order of progression.
- C. Be able to write a clear, interesting, structured, and controlled review of a novel for a specific publication.
- D. Be able to use examples, quotes, illustrations, anecdotes, and other methods of explanation/development.
- E. Be able to use figurative language to enhance development, clarity, and appeal of writing.
- F. Be able to use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.

#### **4. Be able to read/listen/view with an open mind to determine your goals, beliefs, and to take stances.**

- A. Be able to identify your motivations, goals, and beliefs and characters' motivations, goals, and beliefs.
- B. Be able to compare and contrast your motivations, goals, and beliefs to those of various characters.
- C. Be able to form and support clear opinions on important issues identified in novels.

#### **5. Be able to compare and contrast novels with movie and broadcast versions of the novels.**

- A. Be able to identify differences and similarities and evaluate reasons for the changes.
- B. Be able to write and present quality critiques of visual versions of novels.