

# LaSalle-Peru Township High School District 120



## English Curriculum

Adopted by the Board of Education, August 15, 2018

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## Introduction

The purpose of the LaSalle-Peru Township High School District’s English Curriculum is to provide a clear, organized framework on which to base instruction in the classroom. The curriculum includes specific outcomes and components which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the outlined curriculum.

The *Outcomes and Components* are **grade-level/course specific**. These have been carefully aligned to the Illinois Common Core State Standards for English Language Arts and teachers are expected to align their instruction to the identified outcomes for each course. The curriculum established clear expectations for student learning and are of a high level of rigor, clear, and uniform to ensure students are prepared for success in college and the workplace.

Outcomes express the essential learning that all students in the grade level/course must know or be able to do in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, E stands for English (content area) – E1 stands for English 1 (course) – 1 symbolizes that it is the first outcome in this course.

Example:

**Outcome ELA.E1.1:**

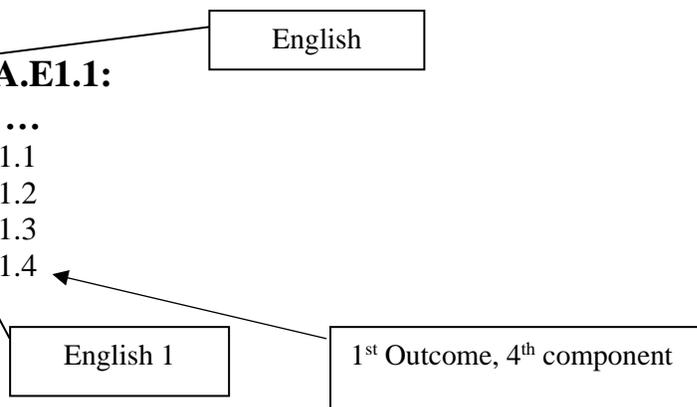
**Students will ...**

ELA.E1.1.1

ELA.E1.1.2

ELA.E1.1.3

ELA.E1.1.4



At the end of each component, the code number in parentheses indicates the Illinois Common Core State Standards for English to which the curriculum is aligned and includes the category, domain, and standard number. The following is a link to the complete Illinois Common Core State Standards for English – [http://www.isbe.state.il.us/common\\_core/default.htm](http://www.isbe.state.il.us/common_core/default.htm)

There are many steps to the curriculum implementation process. The draft curriculum will be implemented during the 2015-16 school year. During that time, teachers will provide feedback to validate the draft curriculum. Based on teacher feedback, the Subject Area Committee (SAC) will then make revisions as deemed necessary and finalize the curriculum. During the 2016-17 school year, the SAC will select aligned resources and develop common outcome assessments. The following year, 2017-18, teachers will use the assessments and provide feedback to validate them. The SAC will make revisions and finalize the assessments. The curriculum and assessments will be fully implemented for several years before the curriculum development process begins again in 2020-21.

*We Are*



## **District Mission Statement**

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

## **Vision Statement**

Learn... Grow... Lead... Excellence is our Standard.

## **Beliefs**

We believe that...

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today's learners must be educated to meet tomorrow's challenges.

## **English Subject Area Mission**

Students mastering the English curriculum at LPHS will be efficient, articulate communicators; critical readers; competent writers; and independent thinkers who are prepared for a diverse post-secondary world.

Reading Outcomes – Students will

- read literature for a variety of purposes from enjoyment to research;
- demonstrate critical thinking skills when responding to texts;
- analyze, evaluate, and synthesize a wide range of texts; and
- interpret and utilize technical information.

Writing Outcomes – Students will

- demonstrate modes of writing appropriate to specific situations, purposes, and audiences;
- convey a clear, concise message adhering to the rules of standard English;
- demonstrate a thorough understanding of the writing process; and
- utilize appropriate formatting specific to the purpose.

Speaking Outcomes – Students will

- present various speech genres accurately and effectively;
- adapt to different communication situations, purposes, and audiences;
- analyze verbal and non-verbal messages including paralinguistics; and
- evaluate responses and feedback between the speaker and the audience.

Listening Outcomes – Students will

- practice strategies for effective listening in varied situations;
- respond appropriately to the speaker and the message;
- analyze and evaluate verbal and non-verbal messages; and
- modify responses to avoid non-listening behaviors.

# **Course Purposes**

## **English 1**

Students will analyze author's use of literary elements in the development of a variety of texts including short stories, novellas, poetry, dramas, and novels. Students will apply their knowledge of the writing process as well as demonstrate correct formatting in order to produce compositions for a variety of purposes and audiences. Students will demonstrate appropriate communication skills in a variety of situations.

## **English 1 Honors**

Students will analyze, evaluate, and synthesize world literature to make connections to personal experiences, other disciplines, and other literary works. Students will speak and write to communicate their understanding of these connections using Socratic seminars, informal presentations, note-taking, literary analysis, argumentation, narrative, and research writing.

## **English 2**

Students will evaluate and compare theme, purpose, style, use of language, and context in a variety of texts. Students will apply their knowledge of the writing process as well as demonstrate correct formatting to produce valid argumentative, appropriately constructed narrative, and focused informative compositions. Students will analyze situations audience, and purpose when researching, writing, and formally speaking on a variety of topics.

## **English 2 Honors**

Students will examine and evaluate various genres of American literature to determine distinct characteristics and effectiveness of the author's craft. Students will apply their knowledge of the author's craft and writing process to produce arguments, research, and analysis that are correct in format and standard conventions of English. Students will analyze situations audience, and purpose when researching, writing and presenting a variety of topics.

## **English 3**

Students will examine and evaluate various genres of American literature to determine distinct characteristics and effectiveness of the author's craft to produce unique and purposeful documents. Students will apply their knowledge of the writing process as well as demonstrate correct formatting in order to produce arguments, research, and analysis.

## **British Literature**

Students will compare and contrast literature written by British authors in order to analyze common themes, characteristics, and experiences as they appear in works spanning from the Anglo-Saxons to modern literature. Students will apply research skills and literary analysis and use group presentations to demonstrate their understanding of the body of literature.

## **Shakespeare**

Students will analyze the work of Shakespeare including tragedies, comedies, and sonnets using verbal communication and close reading. They will create both formal and informal evaluations of major literary works. They will differentiate and evaluate multiple interpretations and themes making connections with the modern world.

## **Business and Technical Writing**

Students will produce clear and concise writing for specific audiences in order to communicate effectively in the workplace. Students will prepare for and participate in mock professional interviews. Students will analyze a variety of business and technical documents to evaluate their purpose, audience, style, medium, format, and effectiveness.

## **College Preparatory English**

Students will analyze both non-fiction and fiction in order to evaluate the complexity of the author's message and effectively and appropriately communicate these ideas through effective written and verbal analysis.

## **Multicultural Literature**

Students will compare and contrast world cultures and contexts to analyze common characteristics, experiences, and themes. Students will hypothesize how these ideas influence individuals within a culture. Students will research and present current events reflecting the culture under study.

## **Creative Writing**

Students will create a portfolio of original works, including short fiction, creative non-fiction, short story, and poetry, demonstrating their knowledge of the writing process and literary voice. Students will critique their writing and the writing of fellow authors. Students will reflect, evaluate, and rationalize their growth as writers.

## **Speech Honors**

Students will apply the fundamentals of speech presentation with an emphasis upon the development of effective research, organization, delivery, listening skills, and audience analysis. They will use technology including the internet to produce and publish writing to interact and collaborate with others.

## **Yearbook 1, 2, 3, 4**

Students will produce the school's yearbook using research, sports reporting, interviewing, editorial writing, basic copy writing, caption writing, feature stories, straight news, and verbal communication. They will also proofread and edit their work and the work of others. Students will apply graphic design using the assigned yearbook digital processing software. In addition, students plan and host two major fundraisers to help offset the cost of the production of the annual.

# Curriculum at a Glance

## English 1

### Course Purpose:

Students will analyze author's use of literary elements in the development of a variety of texts including short stories, novellas, poetry, dramas, and novels. Students will apply their knowledge of the writing process as well as demonstrate correct formatting in order to produce compositions for a variety of purposes and audiences. Students will demonstrate appropriate communication skills in a variety of situations.

- ELA.E1.1 Students will analyze a teacher-selected short story to identify foundational literary elements, selecting one element to produce a written response using textual evidence to support their claims. (RI9-10.1, RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, W9-10.2, W9-10.10)
- ELA.E1.2 Students will design a project, including written argument, synthesizing characterization identified through the reading of a teacher-selected piece of literature. (RI9-10.2, RI9-10.7, RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, W9-10.1, W9-10.2, W9-10.10, SL9-10.1, SL9-10.3, SL9-10.4, SL9-10.6)
- ELA.E1.3 Students will produce research that shows their abilities to properly use all phases of the research process. (L9-10.1, L9-10.2, L9-10.3, L9-10.4, W9-10.1, W9-10.2, W9-10.4, W9-10.5, W9-10.8, W9-10.7, RI9-10.1)
- ELA.E1.4 Students will compose a piece of writing demonstrating their understanding of how a motif is developed throughout the novel. Students will create a project demonstrating their interpretation of a motif, a theme, or a major conflict developed throughout the novel. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, W9-10.4, W9-10.6, W9-10.1, L9-10.5, SL9-10.1)
- ELA.E1.5 Students will develop a written argument to support their claim regarding the downfall of the main characters in a tragedy. Students will design a project to reflect their comprehension of one of the following in a tragedy: character, conflict, or theme. (RL9-10.4, RL9-10.9, RL9-10.10, L9-10.5, W9-10.10)
- ELA.E1.6 Students will evaluate an epic poem to discover the language, content, and structure required to earn this distinctive title. Students will design a project that compares and contrasts a poetic epic hero with a modern hero. (RL9-10.4, RL9-10.1, RL9-10.9, RL9-10.5, W9-10.6)

ELA.E1.7 Students will analyze teacher-selected poem(s) for connotative meanings, denotative meanings, poetic devices, speaker, tone, audience, and mood and then create an original poem. (W9-10.3, W9-10.4, RL9-10.1, RL9-10.2, RL9-10.4, L9-10.1, L9-10.2, L9-10.3, L9-10.4, L9-10.5, L9-10.6)

## English 1 Honors

### Course Purpose:

Students will analyze, evaluate, and synthesize world literature to make connections to personal experiences, other disciplines, and other literary works. Students will speak and write to communicate their understanding of these connections using Socratic seminars, informal presentations, note-taking, literary analysis, argumentation, narrative, and research writing.

- ELA.E1H.1 Students will recognize, analyze, and evaluate characters and events from Greek and Roman mythology as they appear in the works of Homer, Sophocles, and Shakespeare. (RL9-10.3, RL9-10.9, RL9-10.2, W9-10.10)
- ELA.E1H.2 Students will evaluate an epic poem to discover the language, content, and structure required to earn this distinctive title. (RL9-10.4, RL9-10.1, RL9-10.9, RL9-10.5, W9-10.6)
- ELA.E1H.3 Students will practice effective reading, speaking, and listening skills as they prepare for and then perform a play. They will then write an argumentative piece that critiques another class. (RL9-10.3, RL9-10.9, SL9-10.1, SL9-10.4, SL9-10.6, L9-10.1, W9-10.2, W9-10.4, L9-10.1, W9-10.2)
- ELA.E1H.4 Students will determine how word choice and the use of figures of speech in different genres of literature impact tone, show author's purpose, and influence audience perception as students analyze multiple works. (L9-10.3, L9-10.5, L9-10.6, R9-10.6, R9-10.4, RI9-10.5, W9-10.9, W9-10.3, W9-10.2)
- ELA.E1H.5 Students will read a text from a teacher-selected list in an effort to demonstrate mastery of reading, note-taking, presentation, and formal writing skills. (W11-12.10)
- ELA.E1H.6 Students will produce a research paper that shows their abilities to properly use all phases of the research process. (L9-10.1, L9-10.2, W9-10.8, W9-10.7, W9-10.5, RI9-10.1)
- ELA.E1H.7 Students will read a teacher-selected novel to demonstrate mastery of reading, discussion, note-taking, presentation, and formal writing skills. (W11-12.10)

## English 2

### Course Purpose:

Students will evaluate and compare theme, purpose, style, use of language, and context in a variety of texts. Students will apply their knowledge of the writing process as well as demonstrate correct formatting to produce valid argumentative, appropriately constructed narrative, and focused informative compositions. Students will analyze situations audience, and purpose when researching writing and presenting a variety of topics.

- ELA.E2.1 Students will define the components of the listening process, describe four different kinds of listening, identify the components of the communication process and their functions, distinguish between verbal and nonverbal communication, and apply their knowledge of effective communication skills in a demonstration speech. (SL9-10.2, SL9-10.4, L9-10.1)
- ELA.E2.2 Students will analyze a variety of teacher and student-selected nonfiction works to determine the author's purpose and methods using S.O.A.P.S.Tone. Students will write a short researched paper using fact and supported opinion. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.9)
- ELA.E2.3 Students will develop a plan to focus their research efforts on a student-generated topic relating to a career path. Students will evaluate and use a variety of sources to synthesize material for a research speech. (W9-10.7, W9-10.8, W.9-10.10, L9-10.6)
- ELA.E2.4 Students will analyze and evaluate an author's argument for his or her use of the rhetorical triangle and the three rhetorical appeals in a text. Students will present and refute an argument on a topic of their choice as a small group. (RI.9-10.1, RI.9-10.3, RI.9-10.5, RI.9-10.6, SL.9-10.1, SL.9-10.3, SL.9-10.4, L.9-10.3, L.9-10.6)
- ELA.E2.5 Students will analyze how the poem's arrangement and sound contribute to the overall meaning. Students will choose and practice the oral delivery of a poetic selection. Students will present their interpretation of the poem to the class. (SL9-10.4, SL9-10.5, SL9-10.6, W9-10.4, L9-10.4)
- ELA.E2.6 Students will analyze controversial topics, formulate an essential question, research the societal impacts, and synthesize their findings into an organized researched paper adhering to conventions of Standard English. (SL9-10.2, RI9-10.1, RI9-10.2, W9-10.2, W9-10.1, W9-10.10, L9-10.1, L9-10.2)

- ELA.E2.7 Students will develop a speaking outline to be used while taking a position from their argumentative researched paper in a formal speech with the purpose to persuade the class. Students will evaluate a peer's presentation to give constructive criticism and assess their own presentation to identify personal growth. (W.9-10.1, W.9-10.4, W.9-10.5, SL9-10.3, SL.9-10.4, SL.9-10.6, L.9-10.3, L.9-10.6)
- ELA.E2.8 Students will analyze how literary elements such as conflict, characterization, allusion, and word choice lend meaning to a teacher selected novel. Students will draw connections to real-life government involvement in their daily lives and construct a short argumentative researched paper and refute possible counterclaims. (RL9-10.1, RL9-10.2, RL9-10.6, W9-10.1, W9-10.2)
- ELA.E2.9 Students will distinguish between heroes and anti-heroes and analyze how the use of character foils add meaning to the selected novel as a whole. Students will compare and contrast cultures through fiction and non-fiction and compose a personal narrative. (RL9-10.3, RI9-10.5, RI9-10.6)
- ELA.E2.10 Students will read a teacher-selected drama to analyze character motivation, theme, dramatic irony and temporal structure. Students will produce a written response to analyze how character motivation and dramatic irony develops theme. (RL.9-10.1, RL-9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.10, W.9-10.4, W.9-10.9\)

## English 2 Honors

### Course Purpose:

Students will examine and evaluate various genres of American literature to determine distinct characteristics and effectiveness of the author's craft. Students will apply their knowledge of the author's craft and writing process to produce arguments, research, and analysis that are correct in format and standard conventions of English. Students will analyze situations, audience, and purpose when researching, writing and presenting a variety of topics.

- ELA.E2H.1 Students will develop a written composition that analyzes character development, content, theme and author's style, as well as draws parallels between past and present societies, and informally share information with peers. (W9-10.2, SL9-10.1, SL9-10.1, SL9-10.3)
- ELA.E2H.2 Students will compare and contrast various narrative styles and compose a narrative essay that demonstrates the effective use of narrative techniques and sensory details to convey a central insight in response to an experience. (R9-10.5, RI9-10.1, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.9, RI9-10.10, W9-10.3, W9-10.4, W9-10.5)
- ELA.E2H.3 Students will research and present background information to enhance students' analysis of allegory and create a project demonstrating their interpretation of theme, characterization, fallacy, or conflict developed throughout the drama. (R.19-10.6, RI9-10.8, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.8, RI9-10.9, RL9-10.10)
- ELA.E2H.4 Students will research a historical trial, write a script that integrates the historical event and modern-day analysis of event, develop opening and closing statements, and construct a line of reasoning to persuade a jury of their client's guilt or innocence. (W9-10.1, SL9-10.1, SL9-10.2, SL9-10.3, SL9-10)
- ELA.E2H.5 Students will create a presentation with a written explanation that reflects a character's perspective as implied in a work of literature. (RI9-10.2, RI9-10.3, RI9-10.4, RI9-10.5, RL9-10.2, W9-10.1, W9-10.2, W9-10.3, W9-10.4, W9-10.8)
- ELA.E2H.6 Students will produce a well-developed essay that compares and contrasts the effectiveness of authors' styles in literature. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6)
- ELA.E2H.7 Students will develop a research paper and visual presentation establishing the contributions/impact of immigration on America, incorporating the proper use of academic tone, MLA format, and documentation. (RL9-10.1, SL9-10.5, W9-10.2, W9-10.4, W9-10.5, W9-10.7, W9-10.8)

- ELA.E2H.8 Students will develop a perspective about the outcome of a novel as well as analyze symbolism, characterization, and theme by composing a well-constructed and supported essay and participating in a debate with peers. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, SL9-10.1, W9-10.1)
- ELA.E2H.9 Students will research historical information and create a presentation that persuades an audience of the individual and cultural event reflected in a novel's setting that had a large impact on society. (RI9-10.2, RI9-10.10, W9-10.2, W9-10.7, W9-10.8, W9-10.1, SL9-10.4, SL9-10.5, SL9-10.6)
- ELA.E2H.10 Students will develop a literary criticism on a work of literature using textual support as well as other published literary criticisms on the same piece. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RI9-10.1, RI9-10.2, RI9-10.3, W9-10.1)

## English 3

### Course Purpose:

Students will examine and evaluate various genres of American literature to determine distinct characteristics and effectiveness of the author's craft to produce unique and purposeful documents. Students will apply their knowledge of the writing process as well as demonstrate correct formatting in order to produce arguments, research, and analysis.

- ELA.E3.1 Students will compare and contrast various narrative styles and compose a narrative essay that demonstrates the effective use of narrative techniques and sensory details to convey a central insight in response to an experience. (R9-10.5, RI9-10.1, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.9, RI9-10.10, W9-10.3, W9-10.4, W9-10.5)
- ELA.E3.2 Students will research and present background information to enhance students' analysis of allegory and create a project demonstrating their interpretation of theme, characterization, fallacy, hyperbole, idiom, symbolism and conflict developed throughout the drama. (R.19-10.6, RI9-10.8, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.8, RI9-10.9, RL9-10.10)
- ELA.E3.3 Students will analyze reliability and shifts in narration, including stream of consciousness, and its effect as well as write an essay in which they show their perspective on war supported by text and modern day examples. (RL11-12.1, RL11-12.3, RL11-12.5, RL11-12.6, SL11-12.1, SL11-12.3, SL11-12.4, SL11-12.6)
- ELA.E3.4 Students will develop a researched essay of a student-chosen topic relating to American Culture incorporating the proper use of academic tone, MLA format, and documentation using credible sources. (W11-12.1, W11-12.2, W11-12.4, W11-12.5, W11-12.6, W11-12.7, W11-12.8, W11-12.9, W11-12.10, L11-12.1, L11-12.3, L11-12.4, L11-12.6, SL11-12.1, SL11-12.3, SL11-12.4, SL11-12.6, L11-12.1, L11-12.2)
- ELA.E3.5 Students will compose a timed essay in which they analyze the effectiveness of the author's use of stylistic and persuasive elements. (RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)
- ELA.E3.6 Students will develop a perspective about the outcome of a novel as well as analyze symbolism, characterization, and theme by composing a well-constructed and supported essay. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, SL9-10.1, W9-10.1)
- ELA.E3.7 Students will develop a literary criticism on a work of literature using textual support as well as other published literary criticisms on the same piece. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RI9-10.1, RI9-10.2, RI9-10.3, W9-10.1)

## British Literature

### Course Purpose:

Students will compare and contrast literature written by British authors in order to analyze common themes, characteristics, and experiences as they appear in works spanning from the Anglo-Saxons to modern literature. Students will apply research skills and literary analysis and use group presentations to demonstrate their understanding of the body of literature.

- ELA.BL.1 Students will analyze the elements of an epic hero in early British Literature to compare and contrast the concept with contemporary heroes with those of the past. Students will compose an argumentative essay justifying a claim about heroes. (RL11-12.1, RL 11-12.3 W11-12.1, W11-12.2, W11-12.9, L11-12.2)
- ELA.BL.2 Students will read a Shakespearean comedy aloud, taking specific parts and acting. Students will research the Globe Theater, The King's Men, the life of Shakespeare (the actor and author) and the relationship of Queen Elizabeth to the theater district. (L11-12.3, SL11-2.2, SL.11-12.4, SL11-12.6)
- ELA.BL.3 Students will write a parody in the style of a specific piece written during The Restoration Era. Students will evaluate the circumstances surrounding the advantages writers of this era have over authors prior to this era. (RL11-12.4, RL11-12.5, RL11-12.6, L11-12.5)
- ELA.BL.4 Students will identify the change in language and the availability of literary and informational text for the masses occurring during the Victorian Era and beyond. Students will create a multimedia presentation evaluating the impact of language change. (L11-12.1, W11-12.4, W11-12.6, W11-12.7, W11-12.8, W11-12.9)
- ELA.BL.5 Students will read multiple Elizabethan Era poems evaluating the meter, language, and subject matter of this time period. Students will compose and present an original sonnet. (SL11-12.6, L11-12.1, L11-12.3)

## Shakespeare

### Course Purpose:

Students will analyze the work of Shakespeare including tragedies, comedies, and sonnets using verbal communication and close reading. They will create both formal and informal evaluations of major literary works. They will differentiate and evaluate multiple interpretations and themes making connections with the modern world.

- ELA.S.1 Students will identify and evaluate how Shakespeare uses literary elements to contribute to the construction of an effective comedy. Students will compose an analytical essay to evaluate the use of literary elements and their impact on a comedy. (RL11-12.7, RL11-12.3, RI11-12.3, RL11-12.6, RL11-12.4, RL11-12.2)
- ELA.S.2 Students will compose a compare-contrast essay analyzing themes related to the journey of the tragic hero. (W11-12.9, W11-12.10, L11-12.5, L11-12.3)
- ELA.S.3 Students will identify the characteristics of a Shakespearean sonnet, collaborate in order to compose an original sonnet and then present using multi-media. (RL11-12.4, L11-12.5, W.11-12.6, SL11-12.6, L11-12.3)

## **Business and Technical Writing**

### **Course Purpose:**

Students will produce clear and concise writing for specific audiences in order to communicate effectively in the workplace. Students will prepare for and participate in mock professional interviews. Students will analyze a variety of business and technical documents to evaluate their purpose, audience, style, medium, format, and effectiveness.

- ELA.BTW. 1 Students will examine the characteristics of technical writing and reading using non-fiction technical documents. Students will compare and contrast the characteristics of technical writing and reading with literary forms of reading and writing. (L11-12.3, L11-12.4, RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.5, RI11-12.6, RI11-12.7)
- ELA. BTW.2 Students will analyze a teacher-selected and student selected business or technical document for its target audience, purpose, scope, and medium. Students will evaluate the effectiveness of the document for the audience. Students will suggest changes and additions to make the document more effective. (RI11-12.4, RI11-12.6, W11-12.4, W11-12.10, L11-12.6)
- ELA.BTW.3 Students will research a topic of their choice to create a technical document for a specific audience with a specific purpose. Students will collect primary data to analyze the target audience. Students will find and document authoritative sources in MLA format within their document. (W11-12.2, W11-12.4, W11-12.5, W11-12.7, W11-12.8, W11-12.9)
- ELA.BTW.4 Students will analyze a variety of brief correspondences for effective communication. Students will create a portfolio of brief correspondences that includes informational memos, persuasive memos, inquiry e-mails, text messages, bad news letters, and complaint letters while using appropriate format and writing style. (RI11-12.4, RI11-12.5, W11-12.1, W11-12.2, W11-12.4, W11-12.5, W11-12.6, W11-12.10, L11-12.2, L11-12.3, SL11-12.1)
- ELA.BTW. 5 Students will plan and compose solicited and unsolicited cover letters and a resignation letter for an employer. Students will format and organize a personal resume. (W11-12.4, W11-12.5, W11-12.6, W11-12.10, L11-12.2, L11-12.3, SL11-12.1)
- ELA.BTW.6 Students will present their resumes and participate in mock-interviews. (SL11-12.1, SL11-12.2, SL11-12.3, SL11-12.4, SL11-12.6)
- ELA.BTW.7 Students will create sets of instructions for a variety of purposes and audiences. (W11-12.4, W11-12.5, W11-12.6, W11-12, L11-12.3)
- ELA.BTW.8 Students will develop a personal philosophy or code of ethics. (W.11-12.4, W11-12.5, W11-12.6, W11-12.7)

## College Preparatory English

### Course Purpose:

Students will analyze both non-fiction and fiction in order to evaluate the complexity of the author's message and effectively and appropriately communicate these ideas through effective written and verbal analysis.

- ELA.CPE.1 Students will work collaboratively with a small group to organize information and make a presentation to the class in which they analyze and evaluate the effectiveness of the structure and rhetorical strategies an author uses to establish a central idea about the subject. (RI11-12.1, RI11-12.3, RI11-12.3, RI11-12.4, RI11-12.5, SL11-12.1, SL11-12.5)
- ELA.CPE.2 Students will write an essay that demonstrates the effective use of sophisticated narrative techniques, well-chosen details with rich sensory language, and other rhetorical strategies to convey a central idea about the experience. (W11-12.2, W11-12.3, W11-12.5, L11-12.1, L11-12.2, L11-12.3, L11-12.4)
- ELA.CPE.3 Students will write an essay that identifies and analyzes how an author uses literary elements, including point of view, to make an argument in a short story selected from a teacher-generated list. (RI11-12.1, RL11-12.6, W11-12.1, W11-12.3, W11-12.9)
- ELA.CPE.4 Students will write an essay identifying, analyzing, and evaluating how an author uses literary elements or rhetorical strategies to convey a central idea in a longer work of fiction or nonfiction of their choice and approved by the teacher. (RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.10, RI11-12.7, RI11-12.10, W11-12.8, W11-12.9)

## Multicultural Literature

### Course Purpose:

Students will compare and contrast world cultures and contexts to analyze common characteristics, experiences, and themes. Students will hypothesize how these ideas influence individuals within a culture. Students will research and present current events reflecting the culture under study.

- ELA.ML.1 Students will analyze the effect of figurative language within the structure of a vignette. Students will compose vignettes independently utilizing figurative language. (SL11-12.1, SL11-12.6, W11-12.2, W11-12.3, W11-12.3, W11-12.4, W11-12.10, RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5, RL11-12.10)
- ELA.ML.2 Students will examine teacher-selected literature and visual rhetoric (propaganda, movies, paintings) in order to analyze how colonization influences a culture's growth and development. Students will write an argument that analyzes how economic, political, and social unrest within a culture influences an individual's growth and development. (SL11-12.1, SL11-12.6, W11-12.1, W11-12.4, W11-12.9, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)
- ELA.ML.3 Students will theorize how gender roles and expectations within a culture affect men and women as participants in that society. Students will write an argumentative essay focusing on how gender barriers within a culture influence an individual's growth and development. (SL11-12.1, W11-12.1, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)
- ELA.ML.4 Students will investigate a culture (focusing on aspects such as religion, history, gender, daily life, and tribal relationships) relating back to the novel. Students will write an argumentative essay focusing on the abuse of social status and its influence on how individuals live and function within their society while adhering to the conventions of Standard English. (SL11-12.1, W11-12.1, W11-12.4, W11-12.7, W11-12.9, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)

## Creative Writing

### Course Purpose:

Students will create a portfolio of original works, including short fiction, creative non-fiction, short story, and poetry, demonstrating their knowledge of the writing process and literary voice. Students will critique their writing and the writing of fellow authors.

Students will reflect, evaluate, and rationalize their growth as writers.

- ELA.CW.1 Students will analyze examples of short fiction (comic strips, one-act plays, children’s books, and fables) for literary elements such as plot, setting, conflict, point of view, symbol, and figurative language to understand how to create an effective piece. Students will draft, develop, critique, and revise pieces of short fiction for the elements of fiction. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)
- ELA.CW.2 Students will analyze short stories for the author’s use of narrative patterns and themes. Students will draft, develop, critique, and revise a piece of short narrative prose using narrative patterns, storyboarding, and theme development. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)
- ELA.CW.3 Students will analyze a work of nonfiction to understand how an author uses characterization, conflict, imagery, setting, and suspense to make the piece effective. Students will draft, develop, critique, and revise pieces of creative nonfiction using characterization, conflict, imagery, setting, and suspense. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)
- ELA.CW.4 Students will analyze both teacher- and student-selected poetry for the author’s use of poetic forms and structures and the effect they have on the audience’s interpretation of the piece. Students will draft, develop, critique, and revise various types of poetry including ballad, sonnet, lyric, narrative, concrete, free verse, cinquain, haiku, and tankas while using descriptive language and sound devices. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)
- ELA.CW.5 Students will analyze, draft, develop, critique, and revise a creative work of their choice, including an illustrated children’s book, an illustrated narrative poem, a mini-graphic novel, or a one-act play while using genre-specific devices and elements. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)

## Speech Honors

### Course Purpose:

Students will apply the fundamentals of speech presentation with an emphasis upon the development of effective research, organization, delivery, listening skills, and audience analysis. They will use technology including the internet to produce and publish writing to interact and collaborate with others.

- ELA.SH.1 Students will identify and interpret verbal and non-verbal cues displayed in the process of communication as they deliver a demonstration speech of their choice using a speaking outline. Students will identify and choose an appropriate visual aid to enhance the demonstration. (SL11-12.1, SL11-12.4, SL11-12.6, SL11-12.3, W11-12.2, W.11-12.2)
- ELA.SH.2 Students will analyze the needs of the audience in various authentic speaking events by viewing several speeches. Students will then demonstrate their understanding of this process by writing a manuscript and delivering a special occasion speech. (SL11-12.2, SL11-12.6, SL11-12.4, SL11-12.5, W11-12.6)
- ELA.SH.3 Students will use a variety of resources to research their topic and will deliver an informative speech using a speaking outline and a visual component to enhance the audience's experience. (SL11-12.2 SL11-12.4, SL11-12.5, SL11-12.6, W11-12.8, W11-12.7, W11-12.6)
- ELA.SH.4 Students will analyze the fundamentals of argumentation to apply these standards to their persuasive speech. They will choose a persuasive topic, taking the affirmative or negative, and present their persuasive stance in a well-organized speech accompanied by a visual aid. (SL11-12.2, SL11-12.3, SL11-12.4, SL11-12.5, RI11-12.5)
- ELA.SH.5 Formulating a solution to a societal problem, students will work with four to five fellow classmates to produce a visual technological presentation that will complement their group symposium. Throughout this process, they will assess the progress of the group and their ability to communicate effectively while working together towards a common goal. (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6, RI.11-12.5)

## **Yearbook 1, 2, 3, 4**

### Course Purpose:

Students will produce the school's yearbook using research, sports reporting, interviewing, editorial writing, basic copy writing, caption writing, feature stories, straight news, and verbal communication. They will also proofread and edit their work and the work of others. Students will apply graphic design using the assigned yearbook digital processing software. In addition, students plan and host two major fundraisers to help offset the cost of the production of the annual.

ELA.YB1-4.1 Students will create a plan for the high school yearbook using an original design and theme. (SL.11-12.1)

ELA.YB1-4.2 Students will write and edit copy to be included in the school yearbook. (W9-10.5, W9-10.6, W9-10.10, W11-12.2, L9-10.2, W11-12.4, W11-12.5)

ELA.YB1-4.3 Students will compose a feature story. (W11-12, W11-12.4, L11-12.6)

ELA.YB1-4.4 Students will compose a sports feature and capture a photo for publication. (SL11-12.1, W11-12.2, W11-12.7, W11-12.8)

ELA.YB1-4.5 Students will develop an editorial or editorial cartoon. (W11-12.1, W11-12.4, W11-12.2)

ELA.YB1-4.6 Students will produce a written piece reviewing local music, theater, or film. (W9-10.1, W11-12.1)

ELA.YB1-4-7 Students will write a news story and present the information in a 75-second broadcast that includes at least two original audio-clips. (W11-12.6, SL11-12.4, SL11-12.5)

ELA.YB1-4.8 Students will photograph a minimum of four major events in a school year, selecting their fifteen top photos from each event to caption. (L9-10.1)

ELA.YB1-4.9 With the assistance of the section editor and the editor-in-chief, students will assemble (digitally) all photos, captions, copy, and graphics for the assigned yearbook digital processing software and present a plan for a layout that goes with the book's theme and design. (SL11-12.1)

# English 1

**ELA.E1.1 Students will analyze a teacher-selected short story to identify foundational literary elements, selecting one element to produce a written response using textual evidence to support their claims. (RI9-10.1, RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, W9-10.2, W9-10.10)**

- ELA.E1.1.1 Define literary terms (character, conflict, flashback, irony, suspense, foreshadowing, mood, tone, theme, point of view).
- ELA.E1.1.2 Identify the literary elements of the teacher-selected short story (exposition, inciting incident, rising action, climax, falling action, resolution).
- ELA.E1.1.3 Identify characteristics of MLA citation format.
- ELA.E1.1.4 Read and summarize the teacher-selected short story.
- ELA.E1.1.5 Select one element and produce a written response that outlines how the element enhances the reading experience, citing textual evidence in MLA format and adhering to conventions of Standard English.

**ELA.E1.2 Students will design a project, including written argument, synthesizing characterization identified through the reading of a teacher-selected piece of literature. (RI9-10.2, RI9-10.7, RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, W9-10.1, W9-10.2, W9-10.10, SL9-10.1, SL9-10.3, SL9-10.4, SL9-10.6)**

- ELA.E1.2.1 Research the historical context and author's purpose pertaining to the teacher-selected piece of literature utilizing various means of technology.
- ELA.E1.2.2 Design a visual aid to represent research findings.
- ELA.E1.2.3 Present research findings using effective communication skills allowing for questions.
- ELA.E1.2.4 Evaluate peer presentations for clarity, credibility, and use of evidence.
- ELA.E1.2.5 Analyze direct and indirect characterization, including dialogue and/or dialect.
- ELA.E1.2.6 Analyze conflict and its effect on characters and plot.
- ELA.E1.2.7 Analyze the effect of characters and conflict on the theme and relate to personal experience.
- ELA.E1.2.8 Design a project synthesizing characterization, and construct a written argument, using textual evidence to support ideas/claims and adhering to correct MLA format and conventions of Standard English.

**ELA.E1.3 Students will produce research that shows their abilities to properly use all phases of the research process. (L9-10.1, L9-10.2, L9-10.3, L9-10.4, W9-10.1, W9-10.2, W9-10.4, W9-10.5, W9-10.8, W9-10.7, RI9-10.1)**

- ELA.E1.3.1 Investigate potential research topics.
- ELA.E1.3.2 Select a topic; read, summarize, and synthesize ideas from a variety of print and digital sources.
- ELA.E1.3.3 Develop a thesis statement.
- ELA.E1.3.4 Evaluate and select credible sources utilizing technology (library databases).
- ELA.E1.3.5 Compile notes from credible sources.
- ELA.E1.3.6 Develop an outline from a given template.
- ELA.E1.3.7 Produce a rough draft for peer editing utilizing appropriate MLA format.
- ELA.E1.3.8 Critique peers' rough drafts.
- ELA.E1.3.9 Revise rough draft to incorporate suggested changes/corrections.
- ELA.E1.3.10 Introduce quotations using appropriate punctuation and phrases.
- ELA.E1.3.11 Paraphrase an author's main thoughts and/or ideas with proper in-text citations.
- ELA.E1.3.12 Identify when to summarize, paraphrase, or directly quote a source.

**ELA.E1.4 Students will compose a piece of writing demonstrating their understanding of how a motif is developed throughout the novel. Students will create a project demonstrating their interpretation of a motif, a theme, or a major conflict developed throughout the novel. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, W9-10.4, W9-10.6, W9-10.1, L9-10.5, SL9-10.1)**

- ELA.E1.4.1 Define the term motif.
- ELA.E1.4.2 Identify motifs and how they are developed within a novel.
- ELA.E1.4.3 Identify and analyze figurative language (metaphors, similes, personification, symbolism).
- ELA.E1.4.4 Evaluate personal opinions before and after reading a text expressing opinions through narrative writing using correct MLA format.
- ELA.E1.4.5 Engage in group discussions and/or Socratic seminars to demonstrate critical thinking, speaking, listening, and leadership during discussion.
- ELA.E1.4.6 Develop written responses, using appropriate textual evidence to support ideas /claims and adhering to correct MLA format and conventions of Standard English.

**ELA.E1.5 Students will develop a written argument to support their claim regarding the downfall of the main characters in a tragedy. Students will design a project to reflect their comprehension of one of the following in a tragedy: character, conflict, or theme. (RL9-10.4, RL9-10.9, RL9-10.10, L9-10.5, W9-10.10)**

- ELA.E1.5.1 Describe the historical period of Shakespeare's works by utilizing multimedia.
- ELA.E1.5.2 Define sonnet, blank verse, and iambic pentameter.
- ELA.E1.5.3 Define dramatic terms, specifically monologue, soliloquy, allusion, pun, aside, tragic hero, and dramatic foil.
- ELA.E1.5.4 Paraphrase and summarize the meaning of archaic language.
- ELA.E1.5.5 Analyze events to determine fault.
- ELA.E1.5.6 Perform a pre-selected scene utilizing stage directions.
- ELA.E1.5.7 Develop written responses, using appropriate textual evidence to support ideas/claims and adhering to correct MLA format and conventions of Standard English.

**ELA.E1.6 Students will evaluate an epic poem to discover the language, content, and structure required to earn this distinctive title. Students will design a project that compares and contrasts a poetic epic hero with a modern hero. (RL.9-10.4, RL.9-10.1, RL.9-10.9, RL.9-10.5, W9-10.6)**

- ELA.E1.6.1 Define epic poem.
- ELA.E1.6.2 Summarize readings from an epic poem.
- ELA.E1.6.3 Define and identify examples of epithet, epic simile, personification, allusion, hyperbole, and other figures of speech.
- ELA.E1.6.4 Identify the plot structure.
- ELA.E1.6.5 Develop a definition of a modern epic hero.
- ELA.E1.6.6 Compare and contrast the main character of the epic poem to a hero of today and justify using textual evidence from the literature and support from personal experiences that validates their choice of a living hero.

**ELA.E1.7 Students will analyze teacher-selected poem(s) for connotative meanings, denotative meanings, poetic devices, speaker, tone, audience, and mood and then create an original poem. (W9-10.3, W9-10.4, RL9-10.1, RL9-10.2, RL9-10.4, L9-10.1, L9-10.2, L9-10.3, L9-10.4, L9-10.5, L9-10.6)**

- ELA.E1.7.1 Read the poem and identify the speaker, audience, and mood.
- ELA.E1.7.2 Identify poetic devices (onomatopoeia, rhyme scheme, alliteration, assonance, consonance, personification) and analyze their effect within a poem.
- ELA.E1.7.3 Analyze a poem to determine connotative and denotative meanings.
- ELA.E1.7.4 Identify and justify speaker, audience, and tone.
- ELA.E1.7.5 Create an original poem using these poetic devices and elements.

## English 1 Honors

**ELA.E1H.1 Students will recognize, analyze, and evaluate characters and events from Greek and Roman mythology as they appear in the works of Homer, Sophocles, and Shakespeare. (RL9-10.3, RL9-10.9, RL9-10.2, W9-10.10)**

ELA.E1H.1.1 Define myth.

ELA.E1H.1.2 Recognize and identify the author's purpose and audience in the genre of mythology.

ELA.E1H.1.3 Examine Greek and Roman myths to identify key gods, monsters, and locations.

ELA.E1H.1.4 Identify allusions in selected myths and determine the author's purpose for including these references.

ELA.E1H.1.5 Analyze the effect of modifications to characters and events in different versions of the myths and record observations with structured notes of the myths.

**ELA.E1H.2 Students will evaluate an epic poem to discover the language, content, and structure required to earn this distinctive title. (RL9-10.4, RL9-10.1, RL9-10.9, RL9-10.5, W9-10.6)**

ELA.E1H.2.1 Define epic poem and epic hero.

ELA.E1H.2.2 Summarize readings from an epic poem.

ELA.E1H.2.3 Define and identify examples of epithet, epic simile, personification, allusion, hyperbole, and other figures of speech.

ELA.E1H.2.4 Identify the plot structure.

ELA.E1H.2.5 Students will design a multi-media project that compares and contrasts an epic hero from an epic poem to living epic heroes.

**ELA.E1H.3 Students will practice effective reading, speaking, and listening skills as they prepare for and then perform a play. (RL9-10.3, RL9-10.9, SL9-10.1, SL9-10.4, SL9-10.6, L9-10.1, W9-10.2, W9-10.4, L9-10.1, W9-10.2)**

- ELA.E1H.3.1 Define basic theater terms: dialogue, stage directions, articulation, playwright, and director.
- ELA.E1H.3.2 Read paraphrase, summarize and analyze a play.
- ELA.E1H.3.3 Take notes on the play using a director's lens.
- ELA.E1H.3.4 Perform and demonstrate effective body language utilized to reinforce a verbal message.
- ELA.E1H.3.5 Analyze and demonstrate effective verbal delivery techniques such as volume, rate, pitch, tone and articulation.
- ELA.E1H.3.6 Read excerpts of several works by Shakespeare and identify examples of the soliloquy, monologue, double-entendre, pun, prose, iambic pentameter and meter.
- ELA.E1H.3.7 In groups, students will perform parts of the play and critique other group performances with a provided rubric.
- ELA.E1H.3.8 Each student will compose a self-reflection.

**ELA.E1H.4 Students will determine how word choice and the use of figures of speech in different genres in literature impact tone, irony, characterization and author's purpose (L9-10.3, L9-10.5, L9-10.6, R9-10.6, R9-10.4, R19-10.5, W9-10.9, W9-10.3, W9-10.2)**

- ELA.E1H.4.1 Define author's purpose.
- ELA.E1H.4.2 Identify the definition of several figures of speech that impact tone.
- ELA.E1H.4.3 Select one passage with either strong word choice (diction) or a literary device and evaluate how the reader's understanding of the text would change were it removed.
- ELA.E1H.4.4 Identify the author's purpose in using specific literary devices in select passages.
- ELA.E1H.4.5 Analyze how an author appeals to the audience in order to write a short analysis paper that adheres to conventions of Standard English and MLA formatting.

**ELA.E1H.5 Students will create a visual and oral presentation of a student-selected piece of literature to demonstrate mastery of reading, note-taking, and presentation. (RI9-10.7, RL9-10.1, SL9-10.3, SL9-10.4)**

ELA.E1H.5.1 Select and analyze an especially detailed passage.

ELA.E1H.5.2 Identify literary and stylistic devices within the text with proper MLA in-text citation.

ELA.E1H.5.3 Analyze each device for its impact on the audience.

ELA.E1H.5.4 Orally present a book report that demonstrates critical thinking, mastery of author's purpose, and organization in speaking/visual presentation.

ELA.E1H.5.5 Demonstrate effective speaking and listening skills by critiquing peer's presentations with a provided rubric checklist.

**ELA.E1H.6 Students will produce a research paper that shows their abilities to properly use all phases of the research process. (L9-10.1, L9-10.2, W9-10.8, W9-10.7, W9-10.5, RI9-10.1)**

ELA.E1H.6.1 Read and summarize a piece of text to be used as the basis for research.

ELA.E1H.6.2 Identify one historical figure or event from the literature to research.

ELA.E1H.6.3 Collect information from a variety of print and digital sources.

ELA.E1H.6.4 Demonstrate organizational skills through note-taking, outlining, and appropriate MLA citations.

ELA.E1H.6.5 Use the process of peer editing and revision to produce several drafts of a research paper that adheres to conventions of Standard English.

**ELA.E1H.7 Students will read a teacher-selected novel to demonstrate mastery of reading, discussion, note-taking, presentation, and formal writing skills. (W11-12.10)**

ELA.E1H.7.1 Read, summarize and analyze the text.

ELA.E1H.7.2 Take notes with organized annotation.

ELA.E1H.7.3 Engage in group discussions and/or Socratic seminars to demonstrate critical thinking, speaking, listening, and leadership during discussion.

ELA.E1H.7.4 Prepare and practice for a timed essay on the selected text.

## English 2

**ELA.E2.1 Students will define the components of the listening process, describe four different kinds of listening, identify the components of the communication process and their functions, distinguish between verbal and nonverbal communication, and apply their knowledge of effective communication skills in a demonstration speech. (SL9-10.2, SL9-10.4, L9-10.1)**

- ELA.E2.1.1 Define appreciative, discriminative, empathic listening, and critical listening.
- ELA.E2.1.2 Compare and contrast hearing and listening.
- ELA.E2.1.3 Discuss the cyclical process involved in the communication model.
- ELA.E2.1.4 Analyze and demonstrate effective body language utilized to reinforce a verbal message.
- ELA.E2.1.5 Analyze and demonstrate effective verbal delivery techniques such as posture, volume, rate, inflection, eye contact, and articulation.
- ELA.E2.1.6 Present a demonstration speech combining all elements of the communication process and adhering to standard conventions of English.

**ELA.E2.2 Students will analyze a variety of teacher and student-selected nonfiction works to determine the author's purpose and methods using S.O.A.P.S.Tone. Students will write a short researched paper using fact and supported opinion.**

- ELA.E2.2.1 Define and distinguish differences between the following terms: biography and autobiography, fact and opinion.
- ELA.E2.2.2 Define the components of the S.O.A.P.S.Tone strategy.
- ELA.E2.2.3 Analyze nonfiction texts for the author's purpose and methods using S.O.A.P.S.Tone.
- ELA.E2.2.4 Identify facts and opinions in a nonfiction text.
- ELA.E2.2.5 Select a research topic and plan an outline using S.O.A.P.S.Tone.
- ELA.E2.2.6 Present research findings to a small group of peers.
- ELA.E2.2.7 Write a short researched paper using fact and support opinion adhering to correct MLA format and conventions of Standard English.

**ELA.E2.3 Students will develop a plan to focus their research efforts on a student-generated topic relating to a career path. Students will evaluate and use a variety of sources to synthesize material for a research speech. (W9-10.7, W9-10.8, L9-10.6)**

- ELA.E2.3.1 Identify purpose, audience, and situation.
- ELA.E2.3.2 Distinguish between authoritative and non-authoritative sources.
- ELA.E2.3.3 Organize and synthesize material to be used in a speech.
- ELA.E2.3.4 Apply ethical research practices while crafting the speech.
- ELA.E2.3.5 Produce a college and/or career pathway research speech adhering to MLA format standard conventions of English.

**ELA.E2.4 Students will analyze and evaluate an author's argument for his or her use of the rhetorical triangle and the three rhetorical appeals in a text. Students will present and refute an argument on a topic of their choice as a small group.**

- ELA.E2.4.1 Define and explain the relationship between speaker, audience, and subject in the rhetorical triangle.
- ELA.E2.4.2 Define the three rhetorical appeals (logos, pathos, ethos) and explain their effect on the audience
- ELA.E2.4.3 Define Monroe's Motivated Sequence.
- ELA.E2.4.4 Define claim and evidence.
- ELA.E2.4.5 Identify and evaluate the author's use of the rhetorical triangle, three rhetorical appeals, and Monroe's Motivated Sequence in a text.
- ELA.E2.4.5 Identify and evaluate an author's claims, counterclaims, and evidence in a text.
- ELA.E2.4.6 Perform an audience analysis using demographics and background knowledge.
- ELA.E2.4.7 Plan and develop an argument with a group, using the rhetorical triangle, three rhetorical appeals, and Monroe's Motivated Sequence.
- ELA.E2.4.8 Research the topic for appropriate sources to support claims.
- ELA.E2.4.8 Present and refute an argument.

**ELA.E2.5** Students will analyze how the poem’s arrangement and sound contribute to the overall meaning. Students will choose and practice the oral delivery of a poetic selection. Students will present their interpretation of the poem to the class. (SL9-10.4, SL9-10.5, SL9-10.6, W9-10.4, L9-10.4)

- ELA.E2.5.1 Analyze a variety of teacher-selected poems for arrangement (e.g., free verse, lyric, narrative, ballad, sonnet) and sound devices.
- ELA.E2.5.2 Explain how an author uses sound devices and figurative language to add meaning.
- ELA.E2.5.3 Practice an oral delivery of a poem.
- ELA.E2.5.4 Explain and justify their delivery and interpretation of the poem.
- ELA.E2.5.5 Orally deliver a poetic selection of their choosing.

**ELA.E2.6** Students will analyze controversial topics, formulate an essential question, research the societal impacts, and synthesize their findings into an organized researched paper adhering to conventions of Standard English. (SL9-10.2, RI9-10.1, RI9-10.2, W9-10.2, W9-10.1, W9-10.10, L9-10.1, L9-10.2)

- ELA.E2.6.1 Define a controversial topic.
- ELA.E2.6.2 Select and analyze a controversial topic and assess its appropriateness for school.
- ELA.E2.6.3 Formulate an essential question for their topic.
- ELA.E2.6.4 Evaluate the audience and purpose to determine content.
- ELA.E2.6.5 Appraise primary and secondary sources.
- ELA.E2.6.6 Document primary and secondary sources in MLA format.
- ELA.E2.6.7 Utilize the writing process from the planning, drafting, and revising stages.
- ELA.E2.6.8 Develop a research plan that avoids plagiarism and presents the societal impacts.
- ELA.E2.6.9 Demonstrate academic integrity.
- ELA.E2.6.10 Produce a cohesive researched paper that adheres to conventions of Standard English and MLA format.

**ELA.E2.7 Students will develop a speaking outline to be used while taking a position from their argumentative researched paper in a formal speech with the purpose to persuade the class. Students will evaluate a peer’s presentation to give constructive criticism and assess their own presentation to identify personal growth.**

ELA.E2.7.1 Analyze their audience to select appropriate speech content from their argumentative researched paper.

ELA.E2.7.2 Develop a speaking outline.

ELA.E2.7.3 Construct speaking goals for self-assessment.

ELA.E2.7.4 Collaborate with a partner to create an evaluative tool.

ELA.E2.7.5 Present an argumentative speech to persuade classmates.

ELA.E2.7.6 Evaluate a peer’s presentation providing constructive criticism.

ELA.E2.7.7 Assess their own speech and identify personal growth.

**ELA.E2.8 Students will analyze how literary elements such as conflict, characterization, allusion, and word choice lend meaning to a teacher selected novel. Students will draw connections to real-life government involvement in their daily lives and construct a short argumentative researched paper and refute possible counterclaims. (RL9-10.1, RL9-10.2, RL9-10.6, W9-10.1, W9-10.2)**

ELA.E2.8.1 Identify major conflicts: societal and internal.

ELA.E2.8.2 Analyze and cite examples of conflict, characterization, symbolism and allusion from the novel.

ELA.E2.8.3 Cite examples of governmental control and censorship from the novel.

ELA.E2.8.4 Find examples of censorship imposed by the government or other institutions in daily life.

ELA.E2.8.5 Propose a clear claim and defend using appropriately cited evidence.

ELA.E2.8.6 Refute possible counterclaims.

ELA.E2.8.7 Justify a claim of government involvement in daily lives.

ELA.E2.8.8 Organize information, revise and justify revisions to create a short argumentative research paper, while adhering to conventions of Standard English and MLA format.

**ELA.E2.9**     **Students will distinguish between heroes and anti-heroes and analyze how the use of character foils add meaning to the selected novel as a whole. Students will compare and contrast cultures through fiction and non-fiction and compose a personal narrative. (RL9-10.3, RI9-10.5, RI9-10.6)**

- ELA.E2.9.1     Define character foil, hero, and anti-hero.
- ELA.E2.9.2     Identify character foil, hero, and anti-hero.
- ELA.E2.9.3     Illustrate the protagonist's journey as a hero.
- ELA.E2.9.4     Compare and contrast adolescence across cultures.
- ELA.E2.9.5     Write a personal narrative that adheres to conventions of Standard English and MLA format.

**ELA.E2.10**     **Students will read a teacher-selected drama to analyze character motivation, theme, dramatic irony and temporal structure. Students will produce a written response to analyze how character motivation and dramatic irony develops theme.**

- ELA.E2.10.1     Define stage directions.
- ELA.E2.10.2     Define the five levels of Maslow's Hierarchy.
- ELA.E2.10.3     Identify characters' motivation using Maslow's Hierarchy.
- ELA.E2.10.4     Analyze the temporal structure and explain its influence on theme.
- ELA.E2.10.5     Cite lines of the play in MLA format.
- ELA.E2.10.6     Produce a written response that analyzes how character motivation and dramatic irony helps to convey a central theme, citing textual evidence in MLA format and adhering to conventions of standard English.

## English 2 Honors

**ELA.E2H.1 Students will develop a written composition that analyzes character development, content, theme and author's style, as well as draws parallels between past and present societies, and informally share information with peers. (W9-10.2, SL9-10.1, SL9-10.1, SL9-10.3)**

- ELA.E2H.1.1 Analyze characters and relationships to establish conflict.
- ELA.E2H.1.2 Examine content to determine significant theme.
- ELA.E2H.1.3 Develop written responses (notes) using appropriate textual evidence to support ideas/claims.
- ELA.E2H.1.4 Analyze and support the claim of tone.
- ELA.E2H.1.5 Analyze the diction used by the author to establish tone.
- ELA.E2H.1.6 Cite textual evidence to support claims.
- ELA.E2H.1.7 Listen attentively and respond appropriately to others' ideas.
- ELA.E2H.1.8 Formulate new insight that builds upon others' ideas.
- ELA.E2H.1.9 Transition to a new idea.
- ELA.E2H.1.10 Establish connections in human nature and significant events of past and present societies.
- ELA.E2H.1.11 Develop a written composition analyzing character development, content, theme, and author's style and adhering to conventions of Standard English.

**ELA.E2H.2 Students will compare and contrast various narrative styles and compose a narrative essay that demonstrates the effective use of narrative techniques and sensory details to convey a central insight in response to an experience. (R9-10.5, RI9-10.1, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.9, RI9-10.10, W9-10.3, W9-10.4, W9-10.5)**

- ELA.E2H.2.1 Distinguish primary and secondary sources.
- ELA.E2H.2.2 Identify bias.
- ELA.E2H.2.3 Distinguish narrative essay types (historical, slave, captivity)
- ELA.E2H.2.4 Identify S.O.A.P.S.Tone (speaker, occasion, audience, purpose, subject, tone)
- ELA.E2H.2.5 Identify and analyze effect of imagery/figurative language.
- ELA.E2H.2.6 Compare and contrast narrative styles of authors.
- ELA.E2H.2.7 Compose a narrative essay demonstrating the effective use of narrative techniques.
- ELA.E2H.2.8 Develop a logical progression of ideas.
- ELA.E2H.2.9 Write complete and well-developed sentences that adhere to conventions of Standard English.
- ELA.E2H.2.10 Use transitions to establish a logical flow of ideas and create coherence.
- ELA.E2H.2.11 Compose a conclusion that provides central insight to the experience.

**ELA.E2H.3 Students will research and present background information to enhance students' analysis of allegory and create a project demonstrating their interpretation of theme, characterization, fallacy, or conflict developed throughout the drama. (R.I9-10.6, RI9-10.8, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.8, RI9-10.9, RL9-10.10)**

- ELA.E2H.3.1 Research facts pertaining to historical content of drama utilizing various means of technology.
- ELA.E2H.3.2 Identify connections between historical events and literature to enhance comprehension.
- ELA.E2H.3.3 Present information conveying a clear perspective.
- ELA.E2H.3.4 Define and examine dramatic exposition to construct meaning of character's motivation and conflict.
- ELA.E2H.3.5 Develop written responses using appropriate textual evidence to support ideas/claims and cite correctly using MLA format.
- ELA.E2H.3.6 Identify and analyze effect of fallacies, (dogmatism, false dichotomy, non sequitur, post hoc fallacies) irony (situational, verbal, dramatic), and allusion to determine validity of an argument.
- ELA.E2H.3.7 Analyze allegorical nature of text for meaning.
- ELA.E2H.3.8 Synthesize pre-reading (background) information and characters and content of the drama to evaluate the validity of author's message.

**ELA.E2H.4 Students will research a historical trial, write a script that integrates the historical event and modern-day analysis of event, develop opening and closing statements, and construct a line of reasoning to persuade a jury of their client's guilt or innocence. (W9-10.1, SL9-10.1, SL9-10.2, SL9-10.3, SL9-10)**

- ELA.E2H.4.1 Collaborate effectively with peers.
- ELA.E2H.4.2 Evaluate historical documents and apply modern day analysis of event to formulate a claim.
- ELA.E2H.4.3 Define and illustrate ethos, pathos and logos in the rhetorical triangle.
- ELA.E2H.4.4 Model and develop a script.
- ELA.E2H.4.5 Define and develop opening and closing statements.
- ELA.E2H.4.6 Create logical and emotional arguments.
- ELA.E2H.4.7 Construct grammatically correct and well-developed sentences.
- ELA.E2H.4.8 Develop and refute counterarguments.
- ELA.E2H.4.9 Evaluate speaker's argument for validity.
- ELA.E2H.4.10 Deliver information clearly, adapting speech to emphasize argument.
- ELA.E2H.4.11 Establish ethos with audience.

**ELA.E2H.5 Students will create a presentation with a written explanation that reflects a character's perspective as implied in a work of literature. (RI9-10.2, RI9-10.3, RI9-10.4, RI9-10.5, RL9-10.2, W9-10.1, W9-10.2, W9-10.3, W9-10.4, W9-10.8)**

- ELA.E2H.5.1 Define and analyze perspective.
- ELA.E2H.5.2 Identify and analyze methods of characterization and elements of plot as they influence style and tone of a piece of literature.
- ELA.E2H.5.3 Create a presentation that reflects a character's perspective.
- ELA.E2H.5.4 Develop written responses using appropriate textual evidence to support ideas/claims and cite correctly using MLA format.

**ELA.E2H.6 Students will produce a well-developed essay that compares and contrasts the effectiveness of authors' styles in literature. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6)**

- ELA.E2H.6.1 Identify characteristics of the Romantic Period, including Gothic and Southern Gothic literature.
- ELA.E2H.6.2 Identify characteristics of Transcendentalism.
- ELA.E2H.6.3 Analyze the effect of rhetorical strategies (apostrophe, synecdoche, anaphora, metonymy).
- ELA.E2H.6.4 Create an original definition of civil disobedience and cite and analyze modern day examples.
- ELA.E2H.6.5 Analyze text for S.O.A.P.S.Tone.
- ELA.E2H.6.6 Debate the individual's responsibility to society using supportive evidence from literature and life.
- ELA.E2H.6.7 Identify and analyze the effects of poetic devices (e.g., imagery, allusion, alliteration, assonance, consonance).
- ELA.E2H.6.8 Evaluate the effects of ambiguities of plot on the text as a whole.
- ELA.E2H.6.9 Identify and evaluate the author's tone and reliability of narration.
- ELA.E2H.6.10 Listen attentively and respond appropriately to others' ideas.
- ELA.E2H.6.11 Develop written responses using appropriate textual evidence to support ideas/claims, cite correctly using MLA format, and adhere to conventions of Standard English.

**ELA.E2H.7 Students will develop a research paper and visual presentation establishing the contributions/impact of immigration on America, incorporating the proper use of academic tone, MLA format, and documentation. (RL9-10.1, SL9-10.5, W9-10.2, W9-10.4, W9-10.5, W9-10.7, W9-10.8)**

- ELA.E2H.7.1 Formulate a thesis statement to guide research.
- ELA.E2H.7.2 Evaluate credible sources utilizing technology (library databases).
- ELA.E2H.7.3 Research facts pertaining to historical context of time period utilizing various means of technology.
- ELA.E2H.7.4 Organize notes from sources.
- ELA.E2H.7.5 Add appropriate transitions to create cohesion.
- ELA.E2H.7.6 Analyze information to establish the contributions/impact of immigration on American culture.
- ELA.E2H.7.7 Produce a rough draft using academically appropriate tone.
- ELA.E2H.7.8 Critique peers' rough drafts.
- ELA.E2H.7.9 Revise rough draft to incorporate suggested changes/corrections and use academically appropriate tone, well developed sentences, and adhere to correct MLA format and conventions of Standard English.
- ELA.E2H.7.10 Design a visual aid to represent research findings.
- ELA.E2H.7.11 Present research paper.

**ELA.E2H.8 Students will develop a perspective about the outcome of a novel as well as analyze symbolism, characterization, and theme by composing a well-constructed and supported essay and participating in a debate with peers. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, SL9-10.1, W9-10.1)**

- ELA.E2H.8.1 Define the American dream and establish relevance in modern society as well as individually.
- ELA.E2H.8.2 Analyze how setting affects the plot and mood of the novel.
- ELA.E2H.8.3 Analyze how the author uses symbols to develop the characters and plot.
- ELA.E2H.8.4 Establish and support a theme.
- ELA.E2H.8.5 Develop written responses using appropriate textual evidence to support ideas/claims, cite correctly using MLA format.
- ELA.E2H.8.6 Construct grammatically correct and well-developed sentences.
- ELA.E2H.8.7 Develop and refute counterarguments.
- ELA.E2H.8.8 Assess speaker's argument for validity.
- ELA.E2H.8.9 Deliver information clearly adapting speech to emphasize argument.

**ELA.E2H.9 Students will research historical information and create a presentation that persuades an audience of the individual and cultural event reflected in a novel's setting that had a large impact on society. (RI9-10.2, RI9-10.10, W9-10.2, W9-10.7, W9-10.8, W9-10.1, SL9-10.4, SL9-10.5, SL9-10.6)**

- ELA.E2H.9.1 Collaborate effectively with members of a group.
- ELA.E2H.9.2 Research facts pertaining to the historical context and significant individuals of the time period of the work utilizing various means of technology.
- ELA.E2H.9.3 Synthesize information to create a thesis statement supporting, in their opinion, the individual and historical event that had the greatest impact on society reflected in the novel's setting.
- ELA.E2H.9.4 Identify a format for the presentation.
- ELA.E2H.9.5 Compose a grammatically correct and well-developed outline.
- ELA.E2H.9.6 Incorporate supporting ideas to support claim.
- ELA.E2H.9.7 Use digital media to effectively convey main ideas of research.
- ELA.E2H.9.8 Develop written responses, using appropriate textual evidence to support ideas/claims and adhering to correct MLA format and conventions of Standard English.
- ELA.E2H.9.9 Evaluate peer presentations.

**ELA.E2H.10 Students will develop a literary criticism on a work of literature using textual support as well as other published literary criticisms on the same piece. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RI9-10.1, RI9-10.2, RI9-10.3, W9-10.1)**

- ELA.E2H.10.1 Develop a perspective on a piece of literature.
- ELA.E2H.10.2 Identify textual support of claim.
- ELA.E2H.10.3 Review and evaluate literary criticism.
- ELA.E2H.10.4 Identify support for argument.
- ELA.E2H.10.5 Determine and refute counterargument.
- ELA.E2H.10.6 Develop written responses using appropriate textual evidence to support ideas/claims, cite correctly using MLA format, and adhere to conventions of Standard English.

## English 3

**ELA.E3.1 Students will compare and contrast various narrative styles and compose a narrative essay that demonstrates the effective use of narrative techniques and sensory details to convey a central insight in response to an experience. (R9-10.5, RI9-10.1, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.9, RI9-10.10, W9-10.3, W9-10.4, W9-10.5)**

- ELA.E3.1.1 Explain the difference between primary and secondary sources, while also including the differences in characteristics within these sources.
- ELA.E3.1.2 Define bias.
- ELA.E3.1.3 Distinguish narrative essay types (historical, slave, captivity)
- ELA.E3.1.4 Identify and define S.O.A.P.S.Tone (speaker, occasion, audience, purpose, subject, tone)
- ELA.E3.1.5 Identify and analyze effect of imagery/figurative language.
- ELA.E3.1.6 Compare and contrast narrative styles of authors.
- ELA.E3.1.7 Compose a narrative essay demonstrating the effective use of narrative techniques.
- ELA.E3.1.8 Develop a logical progression of ideas.
- ELA.E3.1.9 Write complete and well-developed sentences that adhere to conventions of Standard English.
- ELA.E3.1.10 Use transitions to establish a logical flow of ideas and coherence.
- ELA.E3.1.11 Compose a conclusion that provides central insight to the experience.

**ELA.E3.2 Students will research and present background information to enhance students' analysis of allegory and create a project demonstrating their interpretation of theme, characterization, fallacy, hyperbole, idiom, symbolism and conflict developed throughout the drama. (R.I9-10.6, RI9-10.8, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.8, RI9-10.9, RL9-10.10)**

- ELA.E3.2.1 Research facts pertaining to historical content of drama utilizing various means of technology. Present information gathered using an appropriate visual aid (poster, PowerPoint, Prezi, Google Slides, etc.) that adheres to the conventions of standard English.
- ELA.E3.2.2 Define and examine dramatic exposition to construct meaning of character's motivation and conflict.
- ELA.E3.2.3 Identify fallacies, (dogmatism, false dichotomy, non sequitur, post hoc, poison in the well, ad hominem fallacies), irony (situational, verbal, dramatic), and allusion from the text.
- ELA.E3.2.4 Analyze allegorical nature of text for meaning.
- ELA.E3.2.5 Synthesize pre-reading (background) information, characters and content of the drama to evaluate the validity of author's message.
- ELA.E3.2.6 Identify the terms hyperbole and idiom. Locate and analyze examples of hyperboles, idioms, and symbols to determine how they are developed within a novel or play.

**ELA.E3.3 Students will analyze reliability and shifts in narration, including stream of consciousness, and its effect as well as write an essay in which they show their perspective on war supported by text and modern day examples. (RL11-12.1, RL11-12.3, RL11-12.5, RL11-12.6, SL11-12.1, SL11-12.3, SL11-12.4, SL11-12.6)**

- ELA.E3.3.1 Research facts pertaining to historical context of the time period utilizing various means of technology.
- ELA.E3.3.2 Define stream of consciousness, juxtaposition, and oxymoron.
- ELA.E3.3.3 Identify and analyze shifts in narration, including stream of consciousness, to identify the influence on narration and plot development.
- ELA.E3.3.4 Develop written responses, using appropriate textual evidence to support ideas/claims, citing correctly using MLA format, and adhering to conventions of Standard English.
- ELA.E3.3.5 Create a project utilizing an artistic medium to analyze theme, characterization, and/or conflict including written justification.
- ELA.E3.3.6 Identify and define ethos, pathos and logos in the rhetorical triangle.
- ELA.E3.3.7 Research facts pertaining to historical context of time period utilizing various means of technology. Design a visual aid to represent research findings. Present research findings to peers.
- ELA.E3.3.8 Analyze reliability of narration.

**ELA.E3.4 Students will develop a researched essay of a student-chosen topic relating to American Culture incorporating the proper use of academic tone, MLA format, and documentation using credible sources. (W11-12.1, W11-12.2, W11-12.4, W11-12.5, W11-12.6, W11-12.7, W11-12.8, W11-12.9, W11-12.10, L11-12.1, L11-12.3, L11-12.4, L11-12.6, SL11-12.1, SL11-12.3, SL11-12.4, SL11-12.6, L11-12.1, L11-12.2)**

- ELA.E3.4.1 Develop a topic proposal including a thesis statement.
- ELA.E3.4.2 Select and evaluate credible sources utilizing technology.
- ELA.E3.4.3 Compile notes from credible sources.
- ELA.E3.4.4 Develop an outline.
- ELA.E3.4.5 Produce a rough draft using academically appropriate tone, including well developed sentences, adhering to Standard English, and using correct MLA format.
- ELA.E3.4.6 Critique peers' rough drafts.
- ELA.E3.4.7 Revise the rough draft to incorporate suggested changes and corrections.

**ELA.E3.5 Students will compose a timed essay in which they analyze the effectiveness of the author’s use of stylistic and persuasive elements. (RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**

- ELA.E3.5.1 Identify characteristics of the Romantic Period, including Gothic and Southern Gothic literature.
- ELA.E3.5.2 Identify characteristics of Transcendentalism.
- ELA.E3.5.3 Analyze the effect of rhetorical strategies (apostrophe, synecdoche, anaphora, metonymy).
- ELA.E3.5.4 Create an original definition of civil disobedience and cite and analyze modern day examples.
- ELA.E3.5.5 Annotate various texts for stylistic elements.
- ELA.E3.5.6 Establish the individual’s responsibility to society using supportive evidence from literature and life.
- ELA.E3.5.7 Identify and analyze the effects of poetic devices (e.g., imagery, allusion, alliteration, assonance, consonance).
- ELA.E3.5.8 Identify and evaluate the author’s tone.
- ELA.E3.5.9 Develop written responses using appropriate textual evidence to support ideas/claims, cite correctly using MLA format, and adhere to conventions of Standard English.

**ELA.E3.6 Students will develop a perspective about the outcome of a novel as well as analyze symbolism, characterization, and theme by composing a well-constructed and supported essay. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, SL9-10.1, W9-10.1)**

- ELA.E3.6.1 Define the American Dream and establish relevance in modern society as well as individually.
- ELA.E3.6.2 Analyze how setting affects the plot and mood of the novel.
- ELA.E3.6.3 Analyze how the author uses symbols to develop the characters and plot.
- ELA.E3.6.4 Establish and support a theme.
- ELA.E3.6.5 Develop written responses using appropriate textual evidence to support ideas/claims, develop and refute counter arguments, and cite correctly using MLA format.

**ELA.E3.7**    **Students will develop a literary criticism on a work of literature using textual support as well as other published literary criticisms on the same piece. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RI9-10.1, RI9-10.2, RI9-10.3, W9-10.1)**

ELA.E3.7.1    Develop a perspective on a piece of literature.

ELA.E3.7.2    Provide textual support of claim.

ELA.E3.7.3    Review and evaluate literary criticism.

ELA.E3.7.4    Identify support for argument.

ELA.E3.7.5    Develop written responses using appropriate textual evidence to support ideas/claims, cite correctly using MLA format, and adhere to conventions of Standard English.

## British Literature

**ELA.BL.1 Students will analyze the elements of an epic hero in early British Literature to compare and contrast the concept with contemporary heroes with those of the past. Students will compose an argumentative essay justifying a claim about heroes. (RL11-12.1, W11-12.1, W11-12.2, W11-12.9, L11-12.2)**

ELA.BL.1.1 Define Old English.

ELA.BL.1.2 Explain the characteristics of a text that qualify it as an epic and the traits of a character that qualify him/her as an epic hero.

ELA.BL.1.3 Compare and contrast characters in a text with contemporary characters and real people.

ELA.BL.1.4 Explain in a paragraph why the concept of an epic hero is found in all cultures throughout time.

ELA.BL.1.5 Justify a claim about heroes using support from a text.

ELA.BL.1.6 Compose an argumentative essay justifying a claim about heroes that adheres to conventions of Standard English.

**ELA.BL.2 Students will read a Shakespearean comedy aloud, taking specific parts and acting in the style of the Shakespearean actor. Students will research the Globe Theater, The King's Men, the life of Shakespeare (the actor and author) and the relationship of Queen Elizabeth to the theater district. (L11-12.3, SL11-2.2, SL.11-12.4, SL11-12.6)**

ELA.BL.2.1 Research the life and theater of Shakespeare, including The King's Men and The Globe Theater, and the relationship of Queen Elizabeth and discuss findings in groups.

ELA.BL.2.2 Display the schematics of the original Globe Theater through a project.

ELA.BL.2.3 Choose a part in a play and justify in writing why they should be that character.

ELA.BL.2.4 Read a Shakespeare comedy aloud in class acting in the style of the Shakespearean actor.

**ELA.BL.3 Students will write a parody in the style of a specific piece written during The Restoration Era. Students will evaluate the circumstances surrounding the advantages writers of this era have over authors prior to this era. (RL11-12.4, RL11-12.5, RL11-12.6, L11-12.5)**

ELA.BL.3.1 Analyze a text for satire and irony used by an author.

ELA.BL.3.2 Explain why authors use satire and irony during this time.

ELA.BL.3.3 Contrast the political advantages and disadvantages of the time period and its influence in a piece of writing and compare to authors prior to this era.

ELA.BL.3.4 Evaluate the author's word choice and figurative language to determine how they shape meaning and express complicated feelings or abstract ideas.

ELA.BL.3.5 Compose a parody using the style of an author from this time period.

**ELA.BL.4 Students will identify the change in language and the availability of literary and informational text for the masses occurring during the Victorian Era and beyond. Students will create a multimedia presentation evaluating the impact of language change. (L11-12.1, W11-12.4, W11-12.6, W11-12.7, W11-12.8, W11-12.9)**

ELA.BL.4.1 Identify how language changes from Anglo-Saxon texts to Modernist texts.

ELA.BL.4.2 Explain and account for the way the availability of literature and informational texts changes.

ELA.BL.4.3 Explain how the language and access to information and literature impact culture and communication.

ELA.BL.4.4 Analyze multiple modern pieces to evaluate the impact of language change.

ELA.BL.4.5 Create a short multimedia project to synthesize their findings and present to the class.

**ELA.BL.5 Students will read multiple Elizabethan Era poems evaluating the meter, language, and subject matter of this time period. Students will compose and present an original sonnet. (SL11-12.6, L11-12.1, L11-12.3)**

ELA.BL.5.1 Compare and contrast the characteristics of a Shakespearean, Petrarchan and Spenserian sonnet.

ELA.BL.5.2 Compose a sonnet that adheres to one of the three formats studied.

ELA.BL.5.3 Present the sonnet verbally to hear the meter.

## Shakespeare

**ELA.S.1**      **Students will identify and evaluate how Shakespeare uses literary elements to contribute to the construction of an effective comedy. Students will compose an analytical essay to evaluate the use of literary elements and their impact on a comedy. (RL11-12.7, RL11-12.3, RI11-12.3, RL11-12.6, RL11-12.4, RL11-12.2)**

ELA.S.1.1      Define comedy and compare and contrast elements of Elizabethan and modern comedy.

ELA.S.1.2      Compare and contrast a comedy in text and in film, and evaluate how the director interprets the text source to adapt it into film.

ELA.S.1.3      Analyze the impact of word choice and use of figurative language to determine how ideas develop and interact throughout the text.

ELA.S.1.4      Identify and explain the use of situational, dramatic, and verbal irony on a text.

ELA.S.1.5      Locate words with connotative and figurative meanings, and determine the meaning of words and phrases and their impact on tone.

ELA.S.1.6      Determine how an author uses language to convey two or more central ideas of a text.

ELA.S.1.7      Compose an essay that analyzes how Shakespeare uses literary elements to contribute to the construction of an effective comedy and adheres to conventions of Standard English.

**ELA.S.2**      **Students will compose a compare-contrast essay analyzing themes related to the journey of the tragic hero. (W11-12.9, W11-12.10, L11-12.5, L11-12.3)**

ELA.S.2.1      Justify a claim about the tragic hero using support from a text.

ELA.S.2.2      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences while adhering to conventions of Standard English.

ELA.2.2.3      Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.S.2.4      Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**ELA.S.3      Students will identify the characteristics of a Shakespearean sonnet, collaborate in order to compose an original sonnet and then present using multi-media. (RL11-12.4, L11-12.5, W.11-12.6, SL11-12.6, L11-12.3)**

- ELA.S.3.1      Identify the characteristics of a Shakespearean sonnet.
- ELA.S.3.2      Analyze the denotative and connotative meaning of words in a piece to determine how they shape meaning.
- ELA.S.3.3      Identify and evaluate how an author uses such elements as diction, imagery, figurative language, and sound devices to express complicated feelings and abstract concepts.
- ELA.S.3.4      Compose an original sonnet through collaboration with others.
- ELA.S.3.5      Present the original sonnet, adapting speech to a variety of contexts and tasks and adhering to conventions of Standard English when appropriate.
- ELA.S.3.6      Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Business and Technical Writing**

**ELA.BTW. 1 Students will examine the characteristics of technical writing and reading using non-fiction technical documents. Students will compare and contrast the characteristics of technical writing and reading with literary forms of reading and writing. (L11-12.3, L11-12.4, RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.5, RI11-12.6, RI11-12.7)**

- ELA.BTW.1.1 Define technical writing and reading.
- ELA.BTW.1.2 Define literary and imaginative writing and reading.
- ELA.BTW.1.3 Define jargon, special features, and audience.
- ELA.BTW.1.4 Identify the five characteristics of technical writing.
- ELA.BTW.1.5 Analyze pieces of writing from the real world to better understand technical writing characteristics.
- ELA.BTW.1.6 Write a paragraph comparing and contrasting the differences between technical writing, literary writing, and imaginative writing.

**ELA. BTW.2 Students will analyze a teacher-selected and student selected business or technical document for its target audience, purpose, scope, and medium. Students will evaluate the effectiveness of the document for the audience. Students will suggest changes and additions to make the document more effective. (RI11-12.4, RI11-12.6, W11-12.4, W11-12.10, L112-12.6)**

- ELA.BTW.2.1 Define the five types of audiences: target audience, primary audience, secondary audience, multiple audience, and specific audience.
- ELA.BTW.2.2 Identify the four types of readers: lay, technician, expert, and manager.
- ELA.BTW.2.3 Define demographics, accommodate, knowledge level, role, interest, cultural background, and personality.
- ELA.BTW.2.4 Identify ways to meet the needs of each type of audiences.
- ELA.BTW.2.5 Identify ways to analyze a target audience and multiple audience.
- ELA.BTW.2.6 Define purpose, scope, medium and format.
- ELA.BTW.2.7 Identify the purpose, medium and format of a document.
- ELA.BTW.2.8 Determine and justify the scope of a document.
- ELA.BTW.2.9 Analyze two (teacher selected and student selected) documents to determine the target audience, purpose, scope, and medium of each.
- ELA.BTW.2.10 Write a paragraph suggesting changes to be made to the document, and justifying their analysis using conventions of Standard English.

**ELA.BTW.3 Students will research a topic of their choice to create a technical document for a specific audience with a specific purpose. Students will collect primary data to analyze the target audience. Students will find and document authoritative sources in MLA format within their document. (W11-12.2, W11-12.4, W11-12.5, W11-12.7, W11-12.8, W11-12.9)**

- ELA.BTW.3.1 Propose a research topic and purpose.
- ELA.BTW.3.2 Define a target audience for the document.
- ELA.BTW.3.3 Create surveys and interviews for a sample of the target audience.
- ELA.BTW.3.4 Analyze data collected in the survey and interviews to determine what research needs to be done for the topic.
- ELA.BTW.3.5 Collect secondary data from authoritative sources
- ELA.BTW.3.6 Document all secondary data found.
- ELA.BTW.3.7 Paraphrase and/or directly quote from each secondary source.
- ELA.BTW.3.8 Appraise all data collected to determine a medium and scope.
- ELA.BTW.3.9 Create a draft of the document to revise and copyedit.
- ELA.BTW.3.10 Publish a final draft of the document including the works cited while adhering to conventions of Standard English.

**ELA.BTW.4 Students will analyze a variety of brief correspondences for effective communication. Students will create a portfolio of brief correspondences that includes informational memos, persuasive memos, inquiry e-mails, text messages, bad news letters, and complaint letters while using appropriate format and writing style. (RI11-12.4, RI11-12.5, W11-12.1, W11-12.2, W11-12.4, W11-12.5, W11-12.6, W11-12.10, L11-12.2, L11-12.3, SL11-12.1)**

- ELA.BTW.4.1 Define and identify the following terms: block letter style, modified block letter style, buffer, hooks, external audience, internal audience, goodwill, hierarchical order, testimonials, effective communication principles.
- ELA.BTW.4.2 Locate an example of each of the following brief correspondences in the world: complaint letter, text message, e-mail, and informational memo.
- ELA.BTW.4.3 Analyze each example of the correspondences for goodwill, effective communication principles, audience and purpose.
- ELA.BTW.4.4 Evaluate each example for its effectiveness.
- ELA.BTW.4.5 Write a paragraph justifying their analysis of each.
- ELA.BTW.4.6 Plan and draft the following: text messages of request, emails of inquiry, informational and persuasive memos, letters of complaint and rejection using principles of effective communication and correct formatting while considering audience, privacy and security, formality, and goodwill.
- ELA.BTW.4.7 Revise each draft document with the assistance of a peer revision.
- ELA.BTW.4.8 Copyedit the revised drafts.
- ELA.BTW.4.9 Create a portfolio of all final copies of brief correspondences that adheres to correct formatting, principles of effective communication, and conventions of Standard English while establishing goodwill.

**ELA.BTW.5 Students will plan and compose solicited and unsolicited cover letters and a resignation letter for an employer. Students will format and organize a personal resume. (W11-12.4, W11-12.5, W11-12.6, W11-12.10, L11-12.2, L11-12.3, SL11-12.1)**

- ELA.BTW.5.1 Define the different types of employment letters, education reference, work reference, and person reference.
- ELA.BTW.5.2 Research a prospective employer to evaluate the company's goals and values, and who might do the hiring.
- ELA.BTW.5.3 Obtain at least three references.
- ELA.BTW.5.4 Identify the following: resume, reverse chronological order, priority order, functional resume, chronological resume, and parallel structure.
- ELA.BTW.5.5 Self-assess the following: education, employment, accomplishments, skills, and character traits to include in a resume.
- ELA.BTW.5.6 Write an objective for a resume.
- ELA.BTW.5.7 Determine what type of resume to create and what headings to use.
- ELA.BTW.5.8 Draft a resume using nouns+ descriptive phrases; verb+ what phrases; parallel structure and punctuation to provide consistency.
- ELA.BTW.5.9 Publish the final draft of the resume.
- ELA.BTW.5.10 Plan and write a cover letter (solicited or unsolicited) and a resignation letter for an employer that adheres to correct formatting and conventions of Standard English.

**ELA.BTW.6 Students will present their resumes and participate in mock-interviews. (SL11-12.1, SL11-12.2, SL11-12.3, SL11-12.4, SL11-12.6)**

- ELA.BTW.6.1 Determine proper interview etiquette to use during the interview with a group.
- ELA.BTW.6.2 Practice proper interview etiquette with multiple classmates.
- ELA.BTW.6.3 Present resumes in a mock-interview.
- ELA.BTW.6.4 Use proper interview etiquette during the interview.
- ELA.BTW.6.5 Evaluate the effectiveness of the resumes and assess the value of the mock-interview process in a paragraph.

**ELA.BTW.7 Students will create sets of instructions for a variety of purposes and audiences. (W11-12.4, W11-12.5, W11-12.6, W11-12, L11-12.3)**

- ELA.BTW.7.1 Define cautions, explanation, field-test, imperative-mood, instructions, step, and warnings.
- ELA.BTW.7.2 Find examples of instructions in the real world.
- ELA.BTW.7.3 Analyze and evaluate the effectiveness of the instructions through steps, warnings, cautions, and appropriateness for the target audience in a paragraph.
- ELA.BTW.7.4 Compose a set of instructions for each of the following age groups: 5-7 years old, 15+ years old, and 55+ years old.

**ELA.BTW.8 Students will develop a personal philosophy or code of ethics. (W.11-12.4, W11-12.5, W11-12.6, W11-12.7)**

- ELA.BTW.8.1 Define ethic, code of ethics, corporate and personal code of ethics, principles, rights, and values.
- ELA.BTW.8.2 Analyze a corporate code of ethics for its values.
- ELA.BTW.8.3 Assess personal values.
- ELA.BTW.8.4 Compose a personal philosophy or code of ethics using the assessment of personal values.

## College Preparatory English

**ELA.CPE.1 Students will work collaboratively with a small group to organize information and make a presentation to the class in which they analyze and evaluate the effectiveness of the structure and rhetorical strategies an author uses to establish a central idea about the subject. (RI11-12.1, RI11-12.3, RI11-12.3, RI11-12.4, RI11-12.5, SL11-12.1, SL11-12.5)**

ELA.CPE.1.1 Define author exigence.

ELA.CPE.1.2 Explain the relationship between audience, purpose, and subject with the text.

ELA.CPE.1.3 Identify and analyze how an author uses rhetorical modes to develop an idea or experience (exposition, narration, process analysis, definition, exemplification, comparison-contrast).

ELA.CPE.1.4 Identify and analyze how an author uses rhetorical strategies such as juxtaposition, framing, tone, imagery, allusion, and figurative language to convey a central theme.

ELA.CPE.1.5 Analyze how diction and sentence structure affect tone and voice in a teacher-selected text to convey a central theme.

ELA.CPE.1.6 Cite evidence from the text to support claims.

ELA.CPE.1.7 Use effective communication skills to work cooperatively with a small group to create a visual project and prepare for an organized presentation to the class.

**ELA.CPE.2 Students will write an essay that demonstrates the effective use of sophisticated narrative techniques, well-chosen details with rich sensory language, and other rhetorical strategies to convey a central idea about the experience. (W11-12.2, W11-12.3, W11-12.5, L11-12.1, L11-12.2, L11-12.3, L11-12.4)**

ELA.CPE.2.1 Brainstorm and select a single significant moment that has helped to shape the person they have become.

ELA.CPE.2.2 Develop a logical progression of ideas through an essay that is appropriate for the audience and topic.

ELA.CPE.2.3 Use effective narrative techniques with well-chosen details and rich sensory language that conveys a central idea about the experience.

ELA.CPE.2.4 Plan, edit, and revise a narrative essay that effectively conveys a message to the audience and adheres to conventions of Standard English.

ELA.CPE.2.5 Write complete sentences with parallel construction and use proper subject-verb agreement with commonly misused pronouns.

ELA.CPE.2.6 Incorporate the hyphen and dash appropriately to add sentence variety.

ELA.CPE.2.7 Revise writing to strengthen word choice, specifically avoiding wordiness and vague pronoun references such as “things” or the naked “this.”

ELA.CPE.2.8 Revise writing to avoid non-sexist language and dangling prepositions.

**ELA.CPE.3 Students will write an essay that identifies and analyzes how an author uses literary elements, including point of view, to make an argument in a short story selected from a teacher-generated list. (RI11-12.1, RL11-12.6, W11-12.1, W11-12.3, W11-12.9)**

- ELA.CPE.3.1 Identify situational, dramatic, or verbal irony, and explain the effect of the use of irony on a text.
- ELA.CPE.3.2 Identify and explain how a particular point of view (first person, third person omniscient, third person limited, and third person objective) shapes the content of the text, such as how characters are developed in a text and perceived by the reader.
- ELA.CPE.3.3 Plan, edit, and revise a persuasive essay that effectively conveys a message to the audience and adheres to conventions of Standard English.
- ELA.CPE.3.4 Logically develop claims and counterclaims in a written argument.
- ELA.CPE.3.5 Support and refute both claims and counterclaims with evidence from the text.
- ELA.CPE.3.6 Use varied transitions and syntax to link major sections to create cohesion and add clarity.

Independent Study - During the last nine weeks of the course, students engage in independent study in which they determine, on the basis of individual weaknesses in language arts, areas they wish to study. These areas include college-bound reading and the study of vocabulary and grammar. Assessments include multiple choice and short answer tests in the grammar and vocabulary units and formal analysis essays, informal reading logs, and teacher conferences for independent reading units. All students will write a final analysis paper of 5-8 pages on a book of their choice at some point during the independent period.

**ELA.CPE.4 Students will write an essay identifying, analyzing, and evaluating how an author uses literary elements or rhetorical strategies to convey a central idea in a longer work of fiction of their choice and approved by the teacher. (RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.10, RI11-12.7, RI11-12.10, W11-12.8, W11-12.9)**

- ELA.CPE.4.1 Read and comprehend complex literary and informational text independently and proficiently.
- ELA.CPE.4.2 Determine one or more central themes and how they are developed throughout the piece.
- ELA.CPE.4.3 Analyze the denotative and connotative meaning of words in a piece and how they shape meaning.
- ELA.CPE.4.4 Analyze how the author's choices of the text's structure affect meaning.
- ELA.CPE.4.5 Analyze the impact of the author's choices regarding how individuals, events, and ideas develop and interact throughout the text.
- ELA.CPE.4.6 Research and synthesize information from various authoritative sources to explain the author's exigence.
- ELA.CPE.4.6 Plan, edit, and revise an expository essay that effectively conveys a message to the audience and adheres to conventions of Standard English.

## Multicultural Literature

**ELA.ML.1 Students will analyze the effect of figurative language within the structure of a vignette. Students will compose vignettes independently utilizing figurative language. (SL11-12.1, SL11-12.6, W11-12.2, W11-12.3, W11-12.3, W11-12.4, W11-12.10, RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5, RL11-12.10)**

- ELA.ML.1.1 Analyze an author's use of diction and figurative language (metaphor, personification, simile, symbolism, and idioms) to understand the effect on the audience.
- ELA.ML.1.2 Analyze an author's view of maturation within various cultures to compare and contrast those cultures to their own cultures.
- ELA.ML.1.3 Compare and contrast authors' use of motif, theme, and style to understand the human experience on a global level.
- ELA.ML.1.4 Analyze the effect of language barriers in society to understand individual influences in a multicultural world.
- ELA.ML.1.5 Plan, develop, and revise five to seven vignettes in the style of an author's writing, focusing on the effective use of figurative language and adhering to conventions of Standard English.

**ELA.ML.2 Students will examine teacher-selected literature and visual rhetoric (propaganda, movies, paintings) in order to analyze how colonization influences a culture's growth and development. Students will write an argument that analyzes how economic, political, and social unrest within a culture influences an individual's growth and development. (SL11-12.1, SL11-12.6, W11-12.1, W11-12.4, W11-12.9, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)**

- ELA.ML.2.1 Compare and contrast effects of colonialism on cultures.
- ELA.ML.2.2 Analyze the effects of dialect within various cultures to appreciate language differences.
- ELA.ML.2.3 Explain the influence of politics and military power in cultures.
- ELA.ML.2.4 Compare and contrast other cultures to their own culture through class discussion and presentation.
- ELA.ML.2.5 Write an argumentative essay, utilizing research, focusing on economic, political, and social unrest within a culture and adhering to conventions of Standard English.

**ELA.ML.3 Students will theorize how gender roles and expectations within a culture affect men and women as participants in that society. Students will write an argumentative essay focusing on how gender barriers within a culture influence an individual's growth and development. (SL11-12.1, W11-12.1, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)**

ELA.ML.3.1 Define and identify gender roles and barriers.

ELA.ML.3.2 Identify perceived gender roles in a culture.

ELA.ML.3.3 Analyze how the advantages and disadvantages of gender roles in a culture shape society.

ELA.ML.3.4 Analyze how the familial structure in a culture influences an individual's growth and development.

ELA.ML.3.5 Compare and contrast another culture with the student's own through discussion and visual presentations.

ELA.ML.3.6 Write an argumentative essay focusing on how gender barriers within a culture influences an individual's growth and development while adhering to conventions of Standard English.

**ELA.ML.4 Students will investigate a culture (focusing on aspects such as religion, history, gender, daily life, and tribal relationships) relating back to the novel. Students will write an argumentative essay focusing on the abuse of social status and its influence on how individuals live and function within their society while adhering to the conventions of Standard English. (SL11-12.1, W11-12.1, W11-12.4, W11-12.7, W11-12.9, RL11-12.1, RL11-12.2, RL11-12.4, RI11-12.4)**

ELA.ML.4.1 Research facts pertaining to the historical context of the time period in a text, utilizing various means of technology.

ELA.ML.4.2 Design and present a visual aid/presentation to represent research finding on the historical context.

ELA.ML.4.3 Define and identify examples of power and social injustice.

ELA.ML.4.4 Analyze how the use of power and social injustice restricts social groups within a culture.

ELA.ML.4.5 Compare and contrast the culture to their own.

ELA.ML.4.6 Write an argumentative essay, utilizing research, focusing on the abuse of social status and its influence on how individuals live and function within their society while adhering to the conventions of Standard English.

## Creative Writing

**ELA.CW.1 Students will analyze examples of short fiction (comic strips, one-act plays, children’s books, and fables) for literary elements such as plot, setting, conflict, point of view, symbol, and figurative language to understand how to create an effective piece. Students will draft, develop, critique, and revise pieces of short fiction for the elements of fiction. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**

ELA.CW.1.1 Identify examples of the elements of fiction.

ELA.CW.1.2 Analyze and evaluate an author’s use of elements of fiction in a text to make the piece effective.

ELA.CW.1.3 Create a piece of short fiction using the elements of fiction while adhering to conventions of Standard English when appropriate.

ELA.CW.1.4 Critique peer work, focusing on the use of the elements of fiction and how they contribute to make the piece effective.

ELA.CW.1.5 Revise the short fiction piece for a final product.

ELA.CW.1.6 Explain and justify the revisions made in paragraph form.

**ELA.CW.2 Students will analyze short stories for the author’s use of narrative patterns and themes. Students will draft, develop, critique, and revise a piece of short narrative prose using narrative patterns, storyboarding, and theme development. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)**

ELA.CW.2.1 Identify aspects of narrative patterns.

ELA.CW.2.2 Identify themes in pieces of narrative prose.

ELA.CW.2.3 Analyze the author’s use of narrative patterns to develop theme.

ELA.CW.2.4 Create a pre-drafted storyboard.

ELA.CW.2.5 Create a storyboard.

ELA.CW.2.6 Write a short story using the storyboard and narrative patterns to develop theme while adhering to conventions of Standard English when appropriate.

ELA.CW.2.7 Critique peer work, focusing on the use of narrative patterns and the development of theme.

ELA.CW.2.8 Revise the short story for a final product.

ELA.CW.2.9 Explain and justify the changes made in paragraph form.

**ELA.CW.3 Students will analyze a work of nonfiction to understand how an author uses characterization, conflict, imagery, setting, and suspense to make the piece effective. Students will draft, develop, critique, and revise pieces of creative nonfiction using characterization, conflict, imagery, setting, and suspense. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)**

- ELA.CW.3.1 Identify examples of creative nonfiction in everyday life.
- ELA.CW.3.2 Identify examples of characterization, conflict, imagery, setting, and suspense within the creative nonfiction found.
- ELA.CW.3.3 Analyze an author's use characterization, conflict, imagery, setting, and suspense to understand how each part contributes to the effectiveness of the whole.
- ELA.CW.3.4 Create a piece of creative nonfiction using characterization, conflict, imagery, setting, and suspense while adhering to conventions of Standard English when appropriate.
- ELA.CW.3.5 Critique peer work, focusing on the use of characterization, conflict, imagery, setting, and how they contribute to the effectiveness of the piece.
- ELA.CW.3.6 Revise the piece of nonfiction for a final product.
- ELA.CW.3.7 Explain and justify the revisions made in paragraph form.

**ELA.CW.4 Students will analyze both teacher- and student-selected poetry for the author's use of poetic forms and structures and the effect they have on the audience's interpretation of the piece. Students will draft, develop, critique, and revise various types of poetry including ballad, sonnet, lyric, narrative, concrete, free verse, cinquain, haiku, and tankas while using descriptive language and sound devices. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)**

- ELA.CW.4.1 Identify various poetic forms and structures.
- ELA.CW.4.2 Analyze various poetic forms and structures for the effect they have on the audience.
- ELA.CW.4.3 Create a portfolio of original poems, including one ballad, one sonnet, one lyric, one narrative, two concretes, two cinquains, two tankas, two free verse, three haikus, and two other poems of the students' choice.
- ELA.CW.4.4 Critique peer work, focusing on the effective use of descriptive language and sound devices.
- ELA.CW.4.5 Revise the portfolio to create a final product that adheres to conventions of Standard English when appropriate.
- ELA.CW.4.6 Explain and justify the revisions made in paragraph form.

**ELA.CW.5 Students will analyze, draft, develop, critique, and revise a creative work of their choice, including an illustrated children’s book, an illustrated narrative poem, a mini-graphic novel, or a one-act play while using genre-specific devices and elements. (W11-12.3, W11-12.4, W11-12.5, W11-12.6, W11-12.10, RL11-12.5, RL11-12.6)**

ELA.CW.5.1 Identify genre-specific devices and elements in illustrated children’s books, illustrated narrative poems, mini-graphic novels, and one act plays.

ELA.CW.5.2 Analyze and evaluate an author’s use of genre-specific devices and elements in illustrated children’s books, illustrated narrative poems, mini-graphic novels, and one act plays to understand how to develop the work effectively.

ELA.CW.5.3 Design a pre-draft plan for a genre of their choice.

ELA.CW.5.4 Create a work from the genre of their choice, adhering to genre-specific devices and elements and conventions of Standard English when appropriate.

ELA.CW.5.5 Critique peer work, focusing on the effective use of genre-specific devices and elements.

## Speech Honors

**ELA.SH.1** Students will identify and interpret verbal and non-verbal cues displayed in the process of communication as they deliver a demonstration speech of their choice using a speaking outline. Students will identify and choose an appropriate visual aid to enhance the demonstration. (SL11-12.1, SL11-12.4, SL11-12.6, SL11-12.3, W11-12.2, W.11-12.2)

- ELA.SH.1.1 Identify and interpret verbal and non-verbal cues in the communication process.
- ELA.SH.1.2 Create a speaking outline with the purpose of demonstrating a task.
- ELA.SH.1.3 Choose a visual aid appropriate to the topic chosen to use during speech.
- ELA.SH.1.4 Deliver a demonstration speech in front of class.
- ELA.SH.1.5 Self-assess their speeches using an evaluation tool.

**ELA.SH.2** Students will analyze the needs of the audience in various authentic speaking events by viewing several speeches. Students will then demonstrate their understanding of this process by writing a manuscript and delivering a special occasion speech. (SL11-12.2, SL11-12.6, SL11-12.4, SL11-12.5, W11-12.6)

- ELA.SH.2.1 Identify demographic and psychographics elements for specific audiences in authentic speaking events.
- ELA.SH.2.2 View a eulogy, graduation award ceremony, wedding speech, and Presidential State of the Union Address.
- ELA.SH.2.3 Choose a specific type of special occasion speech to deliver.
- ELA.SH.2.4 Write a manuscript following the societal norms for each type of speech.
- ELA.SH.2.5 Deliver a special occasion speech in front of class considering the needs of the specific audience.
- ELA.SH.2.6 Receive written feedback from two students.

**ELA.SH.3 Students will use a variety of resources to research their topic and will deliver an informative speech using a speaking outline and a visual component to enhance the audience’s experience. (SL11-12.2 SL11-12.4, SL11-12.5, SL11-12.6, W11-12.8, W11-12.7, W11-12.6)**

- ELA.SH.3.1 Identify the six methods of organization for informative speaking.
- ELA.SH.3.2 Choose the method appropriate for a specific topic.
- ELA.SH.3.3 Examine and use the print and online research to find information to support their speech.
- ELA.SH.3.4 Create a speaking outline and a visual component for classroom presentation.
- ELA.SH.3.5 Present an informative speech in class.

**ELA.SH.4 Students will analyze the fundamentals of argumentation to apply these standards to their persuasive speech. They will choose a persuasive topic, taking the affirmative or negative, and present their persuasive stance in a well-organized speech accompanied by a visual aid. (SL11-12.2, SL11-12.3, SL11-12.4, SL11-12.5, RI11-12.5)**

- ELA.SH.4.1 Identify and examine the fundamentals of argumentation by viewing an assigned online video.
- ELA.SH.4.2 Debate the affirmative and negative sides of a specific argument together in class.
- ELA.SH.4.3 Choose a student-selected argument to present in class, taking one side of the issue.
- ELA.SH.4.4 Create a speaking outline and a visual component using multi-media to aid in the presentation.
- ELA.SH.4.5 Present a persuasive speech on a specific teacher-approved topic.
- ELA.SH.4.6 Receive written feedback from two students.
- ELA.SH.4.7 Complete a second self-assessment using an evaluation tool.

**ELA.SH.5** Formulating a solution to a societal problem, students will work with four to five fellow classmates to produce a visual technological presentation that will complement their group symposium. Throughout this process, they will assess the progress of the group and their ability to communicate effectively while working together towards a common goal. (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6, RI.11-12.5)

- ELA.SH.5.1 Using the Dewey method, each group will pose a problem into a question which their group will attempt to answer.
- ELA.SH.5.2 Create a visual to use during the group presentation.
- ELA.SH.5.3 Divide the presentation into four to five parts so that each group member will create a portion of the speaking outline and visual component.
- ELA.SH.5.4 Synthesize each member's speaking outline and visual component into one full presentation.
- ELA.SH.5.5 Practice presentation in class.
- ELA.SH.5.6 Deliver the group symposium to entire class.
- ELA.SH.5.7 Complete individual group evaluations.

## **Yearbook 1, 2, 3, 4**

### **ELA.YB1-4.1 Students will create a plan for the high school yearbook using an original design and theme. (SL.11-12.1)**

- ELA.YB1-4.1.1 Editors present various theme packages that they developed during summer camp.
- ELA.YB1-4.1.2 Troubleshoot problems related to the production of the previous yearbook.
- ELA.YB1-4.1.3 Vote on the most contemporary and school appropriate theme.
- ELA.YB1-4.1.4 Brainstorm to generate ideas for the "feel" of the next book.
- ELA.YB1-4.1.5 Research current trends in graphic design and advertising and informally share them with the class.
- ELA.YV1-4.1.6 Identify common yearbook terms, including cut-out background (COB), pica, signature, copy, lead-in, eye-line, and dominant.

### **ELA.YB1-4.2 Students will write and edit copy to be included in the school yearbook. (W9-10.5, W9-10.6, W9-10.10, W11-12.2, L9-10.2, W11-12.4, W11-12.5)**

- ELA.YB1-4.2.1 Write copy for the school yearbook that adheres to conventions of Standard English.
- ELA.YB1-4.2.2 Read and analyze a peer's writing, giving feedback on word choice, structure, audience, and purpose.
- ELA.YB1-4.2.3 Edit for sentence variety.
- ELA.YB1-4.2.4 Practice copy editing for a peer, using standard APA guidelines.

### **ELA.YB1-4.3 Students will compose a feature story. (W11-12, W11-12.4, L11-12.6)**

- ELA.YB1-4.3.1 Use effective interview techniques including pre-interview preparations, effective questioning techniques, potential probing questions, and prepared "thank you" when speaking to subjects being featured.
- ELA.YB1-4.3.2 Compose a feature story on people and events that take place during the school year, adhering to conventions of Standard English.
- ELA.YB1-4.3.3 Choose an effective lead-in, handle quotes appropriately, and paragraph according to the latest APA Style guidelines.
- ELA.YB1-4.3.4 Give feedback on word choice, structure, audience, and purpose of a peer's writing.

**ELA.YB1-4.4 Students will compose a sports feature and capture a photo for publication. (SL11-12.1, W11-12.2, W11-12.7, W11-12.8)**

- ELA.YB1-4.4.1 Interview school athletes and coaches before, during and after the athletic event.
- ELA.YB1-4.4.2 Produce a sports feature story that adheres to conventions of Standard English.
- ELA.YB1-4.4.3 Select and edit one to three photos, gathering necessary information and writing captions for each.

**ELA.YB1-4.5 Students will develop an editorial or editorial cartoon. (W11-12.1, W11-12.4, W11-12.2)**

- ELA.YB1-4.5.1 Use online and print surveys to investigate popular issues within the high school learning community.
- ELA.YB1-4.5.2 Choose a timely topic to be used within the clubs or student life sections of the yearbook.
- ELA.YB1-4.5.3 Examine opposing views and include them where advised by the editor-in-chief or adviser.
- ELA.YB1-4.5.4 Write or illustrate an opinion in editorial fashion that adheres to conventions of Standard English.

**ELA.YB1-4.6 Students will produce a written piece reviewing local music, theater, or film. (W9-10.1, W11-12.1)**

- ELA.YB1-4.6.1 Attend local events or productions, taking notes to be used in the review.
- ELA.YB1-4.6.2 Interview subjects for additional details and quotes to be used for captions and copy.
- ELA.YB1-4.6.3 Preserve notes for attribution and libel claims.
- ELA.YB1-4.6.4 Consider other interview subjects for sidebar copy.
- ELA.YB1-4.6.5 Write a review of the event or production concentrating on quality, audience appeal and artistic value that adheres to conventions of Standard English.

**ELA.YB1-4-7 Students will write a news story and present the information in a 75-second broadcast that includes at least two original audio-clips. (W11-12.6, SL11-12.4, SL11-12.5)**

- ELA.YB1-4.7.1 Prepare a device for digital recording.
- ELA.YB1-4.7.2 Take notes while listening to a live press conference.
- ELA.YB1-4.7.3 Compose a script based on notes and anything on the fact sheet (if provided) that adheres to conventions of Standard English.
- ELA.YB1-4.7.4 Alter the written script into a condensed broadcast.
- ELA.YB1-4.7.5 Use effective verbal techniques to deliver a broadcast.
- ELA.YB1-4.7.6 Record and splice a minimum of two audio clips using editing software.

**ELA.YB1-4.8 Students will photograph a minimum of four major events in a school year, selecting their fifteen top photos from each event to caption. (L9-10.1)**

- ELA.YB1-4.8.1 Select one event per quarter from the main events calendar.
- ELA.YB1-4.8.2 Prepare equipment and meet with any coaches, umpires, or teachers for prior approval.
- ELA.YB1-4.8.3 Take at least four times the number of shots required, staying for the entire event.
- ELA.YB1-4.8.4 Upload photos to the appropriate folder, deleting any that are unusable.
- ELA.YB1-4.8.5 Place the fifteen top photos in a "to use" folder.
- ELA.YB1-4.8.6 Write three-sentence captions for each, focusing on accuracy, reader appeal and sentence variety and adhering to conventions of Standard English.
- ELA.YB1-4.8.7 Clear the photos from the camera's memory card.
- ELA.YB1-4.8.8 Use software to COB a preselected photograph.

**ELA.YB1-4.9 With the assistance of the section editor and the editor-in-chief, students will assemble (digitally) all photos, captions, copy, and graphics for the assigned yearbook DPS and present a plan for a layout that goes with the book's theme and design. (SL11-12.1)**

- ELA.YB1-4.9.1 Open all necessary folders on computer.
- ELA.YB1-4.9.2 Load appropriate swatches and other menu bars.
- ELA.YB1-4.9.3 Present suggestions to the editor and editor-in-chief.
- ELA.YB1-4.9.4 Take note of peers' suggestions.
- ELA.YB1-4.9.5 Apply the PLAN-REVIEW-DO strategy and assemble a revised plan.

# **Advance Placement English Language and Composition**

The AP English Language and Composition curriculum follows the topics outlined in the course description as set forth by the AP College Board.

## **Advanced Placement English Literature and Composition**

The AP English Literature and Composition and Politics curriculum follows the topics outlined in the course description as set forth by the AP College Board.