

**DIOCESE OF VENICE**

***LANGUAGE ARTS CURRICULUM GUIDE***

***GRADES PRE-K - 12***

**January 2006**



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# LANGUAGE ARTS GOALS

The Diocese of Venice Catholic Schools are preparing students to be productive contributors to both the Catholic Church and society. Language Arts reflects the art of communication and is an important part of the total education of our students.

Students use spoken, written and visual language to communicate. In today's world it is important that communication affirms human dignity and that our children speak, write, read, and live the "Good News of Christ".

Students in the Diocese of Venice Catholic Schools are nurtured and encouraged to attain the following goals:

- Become lifelong readers
- Learn to value reading
- Use effective communication skills
- Develop an understanding and respect for diversity across cultures
- Learn to appreciate their own God-given gifts and the gifts of others

*Goal: Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing and synthesizing information.*

Every act of communication involves persons. People talk, people listen. Persons, by nature, live and grow in community, relating to one another and, ultimately, to God. Each person has a history and is part of history, living and moving in the light of the ultimate destiny God has for him or her.

As Catholics we believe that all people are created by God as unique and irreplaceable. Our baptismal dignity must be respected in everything a person communicates, and it should be reflected in every message he or she receives. In expressing their thoughts and learning good skills for communications, children must be taught to be responsible in and for their actions. One prime danger here is a misunderstanding of the notion of freedom.

Some people today use the banner of freedom as a justification to speak or to act as they wish, without constraint. But true freedom is the ability and willingness to choose rightly. Children should learn the values of decency, goodness, and respect for themselves, others, and God. Freedom divorced from responsibility is shallow and meaningless. It is not authentic freedom.

Children should be educated to know that there are abuses of freedom, and that irresponsible communication does hurt people and violate their human dignity. There are many examples in today's world where the gift of good communication has degenerated into empty licentiousness—a life without moral standards.

The spoken or written word, the photographic image, the work of art, and the videotape – every message in all of these media – will either affirm or deny it. The messages that affirm human dignity simply tell the truth, with charity, respect, and decency.

In their development as good communicators and productive members of society, students should learn more than the basics of reading, writing, and speaking. Knowing the mechanics of good communication means little unless the student also knows what should be communicated and why.

For Catholics, this means that our children possess the special mission to speak the “Good News,” to proclaim Jesus Christ and his Gospel message of love by what they say and how they live. There is a great need today for young people to continue being formed in the knowledge of their faith through effective religious education programs. This knowledge can find refined and effective expression in the methods of social communication.

“Communication is more than expression of ideas and the indication of emotion,” the Second Vatican Council said. “At its most profound level, it is the giving of self in love” (*Decree on the Means of Social Communication, 11*).

Pennsylvania Catholic Conference, (1995). *Moral Considerations in Reviewing Public School Curricula*.

## IRA/NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS\*

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many period in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

\* National Council of Teachers of English

## STRANDS AND STANDARDS\*

### A. Reading

1. The student uses the reading process effectively.
2. The student constructs meaning from a wide range of texts.

### B. Writing

1. The student uses writing processes effectively.
2. The student writes to communicate ideas and information effectively.

### C. Listening, Viewing, and Speaking

1. The student uses listening strategies effectively.
2. The student uses viewing strategies effectively.
3. The student uses speaking strategies effectively.

### D. Language

1. The student understands the nature of language.
2. The student understands the power of language.

### E. Literature

1. The student understands the common features of a variety of literary forms.
2. The student responds critically to fiction, nonfiction, poetry, and drama.

\*Florida Sunshine State Standards

## LANGUAGE ARTS

### READING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Development Skills</b>										
1. Engage in daily reading for a variety of purposes including pleasure, spiritual growth, information, and exploration.	I	D	D	D	D	D	D	D	D	D
2. Engage in activities that involve parents and others in supporting the reading development process.	I	D	D	D	D	D	D	D	D	D
3. Appreciate the value of reading as a lifelong skill.	I	D	D	D	D	D	D	D	D	D
4. Develop personal reading strategies.	I	D	D	D	D	D	D	M	E	E
5. Apply reading skills to every day work.	I	D	D	D	D	D	D	D	D	D
6. Engage in activities that connect reading to other disciplines.	I	D	D	D	D	D	M	E	E	E
7. Utilize technology and telecommunication skills.	I	D	D	D	D	D	D	D	D	D
8. Use home, classroom, school, and public libraries as sources of reading.	I	D	D	D	D	D	D	D	D	D
9. Realize that reading is an important tool for purposes of communication.	I	D	D	D	D	D	D	D	D	D

**LEGEND: I = Introduce      D = Develop      M = Master      E = Enrich**

## LANGUAGE ARTS

### READING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Critical Analysis</b>										
1. Describe and sequence pictures.	I	D	D	M	E	E	E	E	E	E
2. Sequence events in a story.		I	D	D	D	D	M	E	E	E
3. Compare/Contrast reality and fantasy.		I	D	D	M	E	E	E	E	E
4. State prior knowledge as pre-reading strategy.		I	D	D	D	D	D	D	D	D
5. Relate personal experiences.	I	D	D	D	D	D	D	D	D	D
6. Retell a story.		I	D	D	M	E	E	E	E	E
7. Compare/Contrast ideas.		I	I	D	D	M	E	E	E	E
8. Identify and recall the main idea.		I	D	D	D	D	M	E	E	E
9. Recall and determine relevancy of details.		I	D	D	D	D	D	D	D	D
10. Identify cause/effect.			I	D	D	D	D	D	D	D
11. Predict outcomes.		I	D	D	D	D	M	E	E	E
12. Draw conclusions.		I	D	D	D	D	D	M	E	E
13. Make generalizations.					I	D	D	D	D	M
14. Identify/Analyze figurative language.					I	D	D	D	D	D
15. Identify author's bias (point of view).						I	D	D	D	D
16. Compare/Contrast various texts' story elements.			I	D	D	D	D	D	M	E
17. Identify problem/solution.		I	D	D	D	D	M	E	E	E
18. Identify author's purpose.			I	D	D	D	D	M	E	E
19. Use illustrations, photos, headings, subheadings, captions, diagrams, maps, charts, etc., to enhance meaning.	I	D	D	D	D	D	D	D	D	D
20. Relate Catholic beliefs to text.	I	D	D	D	D	D	D	D	D	D

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**LANGUAGE ARTS**

**READING**

**The student will be able to...**

<b>OBJECTIVES</b>	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Critical Analysis</b>										
21. Identify fact and opinion.			I	D	D	D	M	E	E	E
22. State personal opinion about text using details to support.		I	D	D	D	D	D	D	D	M
23. Identify theme (unstated).						I	D	D	D	D
24. Relate main ideas events, and details to theme.						I	D	D	D	D
25. Identify and understand alliteration, assonance, and personification.							I	D	D	D
26. Identify irony and sarcasm.									I	D
27. Identify exaggeration.			I	D	D	D	M	E	E	E
28. Identify and analyze propaganda.					I	D	D	D	D	D
29. Identify and analyze stylistic devices appropriate to grade levels.			I	D	D	D	D	D	D	D
30. Identify common values, religious truths and personal experiences through reading about other cultures and faiths.		I	D	D	D	D	D	D	D	D

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**LANGUAGE ARTS**

## READING

The student will be able to demonstrate knowledge and application of...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Phonics and Structural Analysis</b>										
1. Phonemic awareness.	I	D	M	E	E	E	E	E	E	E
2. Rhyming words.	I	D	D	D	M	E	E	E	E	E
3. Alphabetic awareness.	I	D	M	E	E	E	E	E	E	E
4. Phonograms.	I	D	D	D	M	E	E	E	E	E
5. Consonants (initial, medial, final).	I	D	D	D	M	E	E	E	E	E
6. Vowels (short, long).		I	D	M	E	E	E	E	E	E
7. Consonant blends.			I	D	M	E	E	E	E	E
8. Consonant digraphs.			I	D	M	E	E	E	E	E
9. Vowel digraphs/diphthongs.			I	D	M	E	E	E	E	E
10. R-controlled and l-controlled vowels.			I	D	D	D	M	E	E	E
11. Vowel variants.			I	D	D	D	M	E	E	E
12. Inflections.			I	D	D	D	M	E	E	E
13. Syllabification.		I	D	D	D	D	M	E	E	E
14. Prefixes and suffixes.			I	D	D	M	E	E	E	E
15. Word meaning by using base (root) words.			I	D	D	D	M	E	E	E
16. ABC order.		I	D	D	M	E	E	E	E	E
17. Compound words and contractions.			I	D	M	E	E	E	E	E

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## LANGUAGE ARTS

### READING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Research Skills</b>										
1. Use the library's card catalogue/computer catalogue.			I	D	D	M	E	E	E	E
2. Apply alphabetical order.		I	D	D	D	M	E	E	E	E
3. Use a dictionary to spell.			I	D	D	M	E	E	E	E
4. Use a dictionary/glossary to determine pronunciation and meaning.			I	D	D	D	M	E	E	E
5. Recognize parts of a book.		I	D	D	M	E	E	E	E	E
6. Gather information from pictures.	I	D	D	D	M	E	E	E	E	E
7. Use encyclopedia and atlas to locate information.			I	D	D	M	E	E	E	E
8. Use thesaurus, newspaper and almanac.					I	D	M	E	E	E
9. Follow written directions.			I	D	D	M	E	E	E	E
10. Use technology to locate and access information.			I	D	D	D	D	D	D	D
11. Organize, classify and compare written information.				I	D	D	D	M	E	E
12. Determine usefulness of materials.				I	D	D	D	M	E	E
13. Summarize information.			I	D	D	D	D	D	M	E
14. Paraphrase information.				I	D	D	D	D	D	D
15. Use graphic organizer.		I	D	D	D	M	E	E	E	E
16. Use ethical procedures for research purposes.					I	D	D	D	D	D
17. Select appropriate resources to complete research task.					I	D	D	M	E	E
<b>Study Skills</b>										
1. Skim/Scan for information.				I	D	D	D	D	D	D
2. Complete forms and applications.						I	D	D	D	D
3. Use test taking strategies.				I	D	D	D	D	D	D

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## LANGUAGE ARTS

### READING

The student will be able to develop word meaning utilizing...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Word Meaning</b>										
1. Context clues.		I	D	D	D	D	D	M	E	E
2. Classification.		I	D	D	D	D	M	E	E	E
3. Synonyms and antonyms.			I	D	D	M	E	E	E	E
4. Prior knowledge.	I	D	D	D	D	D	D	D	D	D
5. Homophones and homographs.			I	D	D	M	E	E	E	E
6. Multiple meanings.			I	D	D	M	E	E	E	E
7. Dialect.			I	D	D	D	D	D	D	D
8. Dictionary, thesaurus, and glossary.			I	D	D	M	E	E	E	E
9. Connotation and denotation.			I	D	D	D	D	M	E	E
10. Analogies.			I	D	D	D	D	D	M	E
11. Basic sight vocabulary (Dolch 220 memorized).		I	D	D	M	E	E	E	E	E
<b>Parts of Speech</b>										
1. Identify, define, and select for use common, proper, singular, plural, and possessive nouns.		I	D	D	D	D	D	D	D	D
2. Identify, define, and select for use concrete, abstract, and collective nouns.						I	D	D	D	M
3. Identify, define, and select for use, gender, person, case nouns.							I	D	D	M
4. Identify, define, and use action verbs.		I	D	D	D	M	E	E	E	E
5. Identify, define, and use linking, helping verbs.				I	D	D	D	M	E	E
6. Identify, define, and use tense verbs.				I	D	D	M	E	E	E
7. Identify, define, and use principle parts of verbs.					I	D	D	D	D	D

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## LANGUAGE ARTS

### WRITING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Parts of Speech</b>										
8. Identify, define, and use regular and irregular verbs.			I	D	D	D	D	D	D	D
9. Identify, define, and use verb phrases.							I	D	D	D
10. Identify, define, and use transitive and intransitive verbs.								I	D	D
11. Identify, define, and use gerunds.										I
12. Identify, define, and use voice.								I	D	D
13. Identify, define, and use pronouns.			I	D	M	E	E	E	E	E
14. Identify, define, and use subject, object pronouns.					I	D	D	D	D	M
15. Identify, define, and use antecedents of pronouns.					I	D	D	D	M	E
16. Identify, define, and use possessive pronouns.					I	D	D	M	E	E
17. Identify, define, and use interrogative pronouns.							I	D	D	M
18. Identify, define, and use relative pronouns.							I	D	D	M
19. Identify, define, and use intensive and reflexive pronouns.								I	D	D
20. Identify, define, and use demonstrative pronouns.								I	D	M
21. Identify, define, and use indefinite pronouns.								I	D	D
22. Identify, define, and use gender, person, case, number pronouns.						I	D	D	M	E
23. Identify, define, and use adjectives.	I	D	D	D	D	D	D	D	M	E
24. Identify, define, and use proper adjectives.						I	D	M	E	E
25. Identify, define, and use comparative, superlative adjectives.				I	D	D	D	D	M	E
26. Identify, define, and use predicate adjectives.						I	D	D	M	E
27. Identify, define, and use demonstrative adjectives.								I	D	M
28. Identify, define, and use phrases as adjectives.								I	D	D

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**LANGUAGE ARTS**

**WRITING**

The student will be able to...

<b>OBJECTIVES</b>	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Parts of Speech</b>										
29. Identify define, and use adverbs.	I	D	D	D	M	E	E	E	E	E
30. Identify, define, and use comparative and superlative adverbs.						I	D	D	D	M
31. Identify, define and use phrases as adverbs.								I	D	D
32. Identify, define, and use articles.				I	D	M	E	E	E	E
33. Identify, define, and use direct object.						I	D	M	E	E
34. Identify, define, and use indirect object.								I	D	D
35. Identify, define, and use objective complement.									I	D
36. Identify, define, and use nouns of address.					I	D	M	E	E	E
37. Identify, define, and use appositives.								I	D	D
38. Identify, define, and use object of preposition.							I	D	D	M
39. Identify, define, and use coordinating conjunctions.							I	D	D	D
40. Identify, define, and use correlative conjunctions.									I	D
41. Identify, define, and use subordinating conjunctions.									I	D
42. Identify, define, and use interjections.							I	D	D	M

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## LANGUAGE ARTS

### WRITING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Mechanics</b>										
1. Draw a picture to tell a story or to make a response.	I	D	D	M	E	E	E	E	E	E
2. Apply skills of capitalization to everyday writing.		I	D	D	D	D	D	D	D	D
3. Apply correct punctuation, i.e., period, question mark, exclamation mark.		I	D	D	D	D	D	D	D	D
4. Use comma, quotation marks correctly in everyday writing.			I	D	D	D	D	D	D	D
5. Use apostrophe, semicolon, colon, and hyphen in everyday writing.			I	D	D	D	D	D	D	D
6. Identify/Use simple sentence structure.		I	D	D	M	E	E	E	E	E
7. Identify/Use compound sentence structure.			I	D	D	D	D	M	E	E
8. Identify/Use complex sentence structure.									I	D
9. Identify/Use compound-complex sentence structure.									I	D
10. Identify/Correct fragments and run-on sentences.			I	D	D	D	D	D	D	D
11. Identify/Use phrases.					I	D	D	D	D	D
12. Identify/Use clauses.								I	D	D
13. Demonstrate effective paragraph writing.		I	D	D	D	D	D	D	D	D
<b>Letter Writing</b>										
1. Identify/Use different letter writing styles.		I	D	D	D	D	M	E	E	E
<b>Research Skills</b>										
1. Take notes.						I	D	D	D	D
2. Make an outline.						I	D	D	D	D
3. Self assess work.		I	D	D	D	D	D	D	D	D
4. Keep a journal.		I	D	D	D	D	D	D	D	D
5. Keep a log.			I	D	D	D	D	D	D	D

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## LANGUAGE ARTS

### WRITING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Writing Process - Prewriting</b>										
1. Brainstorm.		I	D	D	D	D	M	E	E	E
2. Use graphic organizer.			I	D	D	D	M	E	E	E
3. Gather information.		I	D	D	D	D	D	M	E	E
4. Establish topic, audience, purpose.			I	D	D	D	D	D	D	D
<b>Writing Process - Drafting</b>										
1. Free write.		I	D	D	D	D	D	D	D	D
2. Choose appropriate sentence forms.			I	D	D	D	D	D	D	D
3. Demonstrate proper paragraph structure.			I	D	D	D	D	D	D	D
4. Sequence appropriately.			I	D	D	D	D	D	D	M
5. Dictate stories to an adult for writing.	I	D	M	E	E	E	E	E	E	E
6. Use various forms of writing such as prose, poetry, nonfiction, myth, drama.			I	D	D	D	D	D	D	D
7. Select writing form, i.e., journal, personal narrative, advertisement, etc.			I	D	D	D	D	D	D	D
8. Use grammar correctly.			I	D	D	D	D	D	D	D
9. Use cause/effect.						I	D	D	D	D
10. Use classification/division.								I	D	D
11. Use compare/contrast.					I	D	D	D	D	D
12. Organize writing effectively.			I	D	D	D	D	D	D	D
13. Use elaborative details in writing.		I	D	D	D	D	D	D	D	D

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## LANGUAGE ARTS

### WRITING

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
<b>Writing Process - Revision</b>										
1. Revise content.			I	D	D	D	D	D	D	D
2. Revise sentence structure.			I	D	D	D	D	D	D	D
3. Revise paragraph structure.			I	D	D	D	D	D	D	D
4. Conduct self/peer review.			I	D	D	D	D	D	D	D
5. Use effective transitions.			I	D	D	D	D	D	D	D
<b>Writing Process - Editing</b>										
1. Demonstrate correct grammar usage and mechanics appropriate to grade level.			I	D	D	D	D	D	D	D
<b>Writing Process - Publishing</b>										
1. Present work in proper form.			I	D	D	D	D	D	D	D
2. Share work in some way.		I	D	D	D	D	D	D	D	D
3. Read a piece of writing orally to an individual or a group.			I	D	D	D	D	D	D	D
4. Utilize word processing technology to enhance writing process.		I	D	D	D	D	D	D	D	D
<b>Spelling and Handwriting</b>										
1. Use sound, structure, and meaning to spell words correctly.		I	D	D	D	D	D	D	D	D
2. Use resources to spell correctly.			I	D	D	M	E	E	E	E
3. Demonstrate knowledge of most commonly misspelled words.			I	D	D	D	D	D	D	D
4. Demonstrate proper formation of all manuscript letters and numbers.		I	D	M	E	E	E	E	E	E
5. Demonstrate proper formation of all cursive letters.				I	D	M	E	E	E	E

**LEGEND: I = Introduce**

**D = Develop**

**M = Master**

**E = Enrich**

**LANGUAGE ARTS**  
**LISTENING, VIEWING, AND SPEAKING**

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
1. Listen for a variety of informational purposes.	I	D	D	D	D	D	D	D	D	D
2. Carry on a conversation with another person or group of people.	I	D	D	D	D	D	D	D	D	D
3. Retell specific details and information heard, including sequence of events.	I	D	D	D	D	D	D	D	D	D
4. Listen and respond to a variety of oral presentations.	I	D	D	D	D	D	D	D	D	D
5. Identify and articulate specific preferences in drama, literature, and informal presentations.	I	D	D	D	D	D	D	D	D	D
6. Listen and respond to speakers.	I	D	D	D	D	D	D	D	D	D
7. Utilize information gained from interviews.				I	D	D	D	D	D	D
8. Select and listen to readings of fiction, drama, and nonfiction according to personal preferences.		I	D	D	D	D	D	D	D	D
9. Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.		I	D	D	D	D	D	D	D	D
10. Identify bias, prejudice or propaganda in oral messages.						I	D	D	D	D
11. Identify non-verbal cues.		I	D	D	D	D	D	D	D	D
12. Determine the main ideas in non-print communication.		I	D	D	D	D	D	D	D	D
13. Summarize a film of factual or fictional content.			I	D	D	D	D	D	M	E
14. Use movement, gestures, and other non-verbal cues to convey meaning to an audience.		I	D	D	D	D	D	D	D	D
15. Speak clearly in large or small group settings.	I	D	D	D	D	D	D	D	D	D
16. Participate in group discussion.	I	D	D	D	D	D	D	D	D	D
17. Organize and deliver a speech.				I	D	D	D	D	D	D
18. Develop and sustain a line of argument and provide appropriate support.								I	D	D

**LEGEND: I = Introduce      D = Develop      M = Master      E = Enrich**





## LANGUAGE ARTS

### LITERATURE

The student will be able to...

OBJECTIVES	PreK	K	1	2	3	4	5	6	7	8
1. Identify characteristics of major genres.		I	D	D	D	D	D	D	D	D
2. Identify story elements of plot, setting, characters, problem and solution/resolution.		I	D	D	D	D	D	D	D	M
3. Identify and use literary terminology appropriate for grade level.		I	D	D	D	D	D	D	D	D
4. Identify common themes in literature.			I	D	D	D	D	D	D	D
5. Use personal perspective in responding to literature.		I	D	D	D	D	D	D	D	D
6. Recognize rhymes, rhythm, and patterned structure.		I	D	D	D	D	D	D	D	D
7. Identify how literature can expand or enrich personal view points or experiences.		I	D	D	D	D	D	D	D	D
8. Understand how character, plot, point of view, and tone are used in various selections to support a central conflict or story line.								I	D	D
9. Respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.								I	D	D
10. Identify how a literary text may elicit a wide variety of valid responses.								I	D	D
11. Identify ways in which literature reflects the diverse voices of people from various backgrounds.								I	D	D

**LEGEND: I = Introduce      D = Develop      M = Master      E = Enrich**

**COURSE TITLE**  
**AMERICAN LITERATURE**

**I. Course Description**

The purpose of this course is to provide a survey of American Literature from the Puritan to the contemporary period. Instruction focuses on critical understanding and analysis of the political, cultural, social, and historical forces and movements in America as reflected in literature.

**II. Objectives**

- A. After successfully completing this course, the student will be able to construct an accurate interpretation of specified literary forms and demonstrate and comprehend the following ideas, concepts, and theories:
1. Literary elements
    - a. Characterization
      - i. Dynamic
      - ii. Static
      - iii. Tragic flaw
    - b. Narrative hook
    - c. Symbolism
    - d. Irony
      - i. Situational
      - ii. Dramatic
      - iii. Verbal
    - e. Allusion
    - f. The Hero in American Literature
    - g. Modernism
    - h. Romanticism
    - i. Transcendentalism
    - j. Naturalism
    - k. Expressionism
    - l. Realism
    - m. Reading strategies
      - i. Cause and effect
      - ii. Skimming
      - iii. Author/Background
      - iv. Interactive annotative documentation
    - n. Flashback
    - o. Theme
    - p. Resolution
    - q. Audience
    - r. Four Modes
      - i. Romance
      - ii. Tragedy
      - iii. Irony
      - iv. Comedy

- s. Dramatic techniques
    - i. Comedy
    - ii. Tragedy
    - iii. History
  - t. Poetic devices
    - i. Speaker and tone
    - ii. Repetition and parallelism
    - iii. Onomatopoeia
    - iv. Figurative language
      - 1. Implied
      - 2. Expanded
2. Non-fiction
- a. Essays
  - b. Autobiographies and biographies
  - c. Journals, sermons
  - d. Historical documents
  - e. Speeches
  - f. Fact and opinion
3. Novel
- a. Story elements
  - b. Cause and effect
  - c. Compare/Contrast
  - d. Stream of consciousness
- B. After successfully completing this course, the student will be able to construct an accurate interpretation, understand the elements of thought and evaluate the reasoning of a test.
- C. After successfully completing this course, the student will be able to generate and assess solutions.
- D. After successfully completing this course, the student will be able, by analysis and synthesis of specified techniques of composition, to demonstrate comprehension of the following ideas, concepts, and theories:
- 1. Written communication
    - a. Planning
      - i. Brainstorming
      - ii. Outlining
      - iii. Free association
    - b. Composing
      - i. Rough draft
      - ii. Proofreading
      - iii. Final draft
  - 2. Sentence structure
    - a. Four basic sentence patterns
    - b. Parallelism
    - c. Dialogue
    - d. Mechanics and Usage
      - i. Comma
      - ii. Colon and semicolon
      - iii. Word choice/Diction
    - e. Euphemisms
    - f. Active and passive voice

- g. Abstract and concrete words
  - h. Analogies and metaphors
  - i. Idioms and clichés
3. Paragraph structure
- a. Topic sentence (including specific statement of subject and opinion or controlling idea)
  - b. Supporting statements (proofs)
  - c. Conclusion (review and restatement)
  - d. Unity
  - e. Coherence
    - i. Transitional phrases
    - ii. Transitional sentences
    - iii. Transitional (bridging) paragraphs
  - f. Patterns of development
    - i. Narrative
    - ii. Descriptive
    - iii. Expository
  - g. Coordination and subordination
  - h. Climactic order
  - i. Parallel paragraph development
4. Essay
- a. Thesis statement
  - b. Outline
  - c. Techniques of development
    - i. Narrative
    - ii. Persuasive
    - iii. Comparison and Contrast
    - iv. Dividing and classifying
    - v. Cause and effect
  - d. Five paragraph structure
5. Personal writing
- a. Biography
  - b. Letter writing
  - c. Journal writing
6. Research skills
- a. Use of bound resources, e.g., Readers' Guide and Periodicals
  - b. Use of electronic sources, e.g., CDs and Internet
  - c. Translation
  - d. Paraphrasing
  - e. Summary
  - f. Note cards
  - g. Primary sources
  - h. Annotated bibliographies
  - i. MLA documentation
    - i. Parenthetical documentation
    - ii. Works cited page
- E. After successfully completing this course, the student will be able to create,

- develop, clarify, and convey in written form the logic of thinking.
- F. After successfully completing this course, the student will be able, by application and analysis of specified techniques of oral communication, to demonstrate comprehension of the following ideas, concepts, and theories:
1. Rhetorical settings
    - a. Group dynamics
    - b. Panel presentation
    - c. Individual presentation
    - d. Oral presentation
  2. Techniques of presentation
    - a. A-V usage
    - b. Live presentation
    - c. Power point or computer generated
- G. After successfully completing this course, the student will be able to create, develop, clarify and convey in spoken form the logic of thinking.
- H. After successfully completing this course, the student will be able, by application and analysis of specified techniques of listening, to demonstrate comprehension of the following ideas, concepts, and theories:
1. Note taking
  2. Role of audience (passive and active)
- I. After successfully completing this course, the student will be able to construct an accurate interpretation, understand the elements of thoughts, and evaluate the reasoning of oral communication.
- J. After successfully completing this course, the student will be able, by application and analysis of specified techniques of expanding vocabulary, to demonstrate comprehension of the following ideas, concepts, and theories:
1. Pronunciation
  2. Spelling
  3. Meaning
  4. Synonyms and antonyms
  5. Usage
  6. Connotation and denotation
  7. Word attack skills
  8. Diction
  9. The language of American Indians
  10. American slang
  11. American dialect
- K. After successfully completing this course, the student will be able to select vocabulary appropriate for the task of expressing tone, mood, meaning, and logical analysis.
- L. After successfully completing this course, the student will be able, by synthesis of studied ideas, concepts, and theories, to develop a conscious basis for choice making and defend those choices.
- M. After successfully completing this course, the student will be able, by use of comparison and contrast, to recognize and evaluate studied ideas, concepts, and theories based on culture, faith, and language.
- N. After successfully completing this course, the student will be able to develop a vicarious understanding of the human condition.

### III. Methods of Assessment

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

#### **IV. Reading List**

Varies with each high school

## COURSE TITLE

### AMERICAN LITERATURE - HONORS

#### I. Course Description

The purpose of this course is to provide a survey of American Literature from the Puritan to the contemporary period. Instruction focuses on critical understanding and analysis of the political, cultural, social, and historical forces and movements in America as reflected in literature.

#### II. Objectives

- A. After successfully completing this course, the student will proficiently construct an accurate interpretation of specified literary forms and demonstrate and comprehend the following ideas, concepts, and theories:
  1. Literary elements
    - a. Characterization
      - i. Dynamic
      - ii. Static
      - iii. Tragic flaw
    - b. Narrative hook
    - c. Symbolism
    - d. Irony
      - i. Situational
      - ii. Dramatic
      - iii. Verbal
    - e. Allusion
    - f. The Hero in American Literature
    - g. Modernism
    - h. Romanticism
    - i. Transcendentalism
    - j. Naturalism
    - k. Expressionism
    - l. Realism
    - m. Reading strategies
      - i. Cause and effect
      - ii. Skimming
      - iii. Author/Background
      - iv. Interactive annotative documentation
    - n. Flashback
    - o. Theme
    - p. Resolution
    - q. Audience
    - r. Four modes
      - i. Romance
      - ii. Tragedy
      - iii. Irony
      - iv. Comedy

- s. Dramatic techniques
    - i. Comedy
    - ii. Tragedy
    - iii. History
  - t. Poetic devices
    - i. Speaker and tone
    - ii. Repetition and parallelism
    - iii. Onomatopoeia
    - iv. Figurative language
      - 1. Implied
      - 2. Extended
2. Non-fiction
    - a. Essays
    - b. Autobiographies and biographies
    - c. Journals, sermons
    - d. Historical documents
    - e. Speeches
    - f. Fact and opinion
  3. Novel
    - a. Story elements
    - b. Cause and effect
    - c. Compare/Contrast
    - d. Stream of consciousness
- B. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation, understand the elements of thought, and evaluate the reasoning of a text.
- C. After successfully completing this course, the student will be able to proficiently generate and assess solutions.
- D. After successfully completing this course, the student will be able, by analysis and synthesis of specified techniques of composition, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:
1. Written communication
    - a. Planning
      - i. Brainstorming
      - ii. Outlining
      - iii. Free association
    - b. Composing
      - i. Rough draft
      - ii. Proofreading
      - iii. Final draft
  2. Sentence structure
    - a. Four basic sentence patterns
    - b. Parallelism
    - c. Dialogue
    - d. Mechanics and usage
      - i. Comma
      - ii. Colon and semicolon
      - iii. Word choice/Diction
    - e. Euphemisms
    - f. Active and passive voice

- g. Abstract and concrete words
  - h. Analogies and metaphors
  - i. Idioms and clichés
3. Paragraph structure
- a. Topic sentence (including specific statement of subject and opinion or controlling idea)
  - b. Supporting statements (proofs)
  - c. Conclusion (review and restatement)
  - d. Unity
  - e. Coherence
    - i. Transitional phrases
    - ii. Transitional sentences
    - iii. Transitional (bridging) paragraphs
  - f. Patterns of development
  - g. Coordination and subordination
  - h. Climactic order
  - i. Parallel paragraph development
4. Essay
- a. Thesis statement
  - b. Outline
  - c. Techniques of development
    - i. Narrative
    - ii. Persuasive
    - iii. Comparison and contrast
    - iv. Dividing and classifying
    - v. Cause and effect
  - d. Five paragraph structure
5. Personal writing
- a. Biography
  - b. Letter writing
  - c. Journal writing
6. Research skills
- a. Use of bound resources, e.g., Reader's Guide and Periodicals
  - b. Use of electronic source, e.g., CDs and Internet
  - c. Translation
  - d. Paraphrasing
  - e. Summary
  - f. Note cards
  - g. Primary sources
  - h. Annotated bibliographies
  - i. MLA documentation
    - i. Parenthetical documentation
    - ii. Works cited page
- E. After successfully completing this course, the student will be able to proficiently create, develop, clarify, and convey in written form the logic of thinking.
- F. After successfully completing this course, the student will be able, by

application and analysis of specified techniques or oral communication, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:

1. Rhetorical settings
    - a. Group dynamics
    - b. Panel presentation
    - c. Individual presentation
    - d. Oral presentation
  2. Techniques of presentation
    - a. A-V usage
    - b. Live presentation
    - c. Power point or computer generated
- G. After successfully completing this course, the student will be able to proficiently create, develop, clarify, and convey in spoken form the logic of thinking.
- H. After successfully completing this course, the student will be able, by application and analysis of specified techniques of listening, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:
1. Note taking
  2. Role of audience (passive and active)
- I. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation, understand the elements of thoughts, and evaluate the reasoning of oral communication.
- J. After successfully completing this course, the student will be able, by application and analysis of specified techniques of expanding vocabulary, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:
1. Pronunciation
  2. Spelling
  3. Meaning
  4. Synonyms and antonyms
  5. Usage
  6. Connotation and denotation
  7. Word attack skills
  8. Diction
  9. The language of American Indians
  10. American slang
  11. American dialect
- K. After successfully completing this course, the student will be able to proficiently select vocabulary appropriate for the task of expressing tone, mood, meaning, and logical analysis.
- L. After successfully completing this course, the student will be able, by synthesis of studied ideas, concepts and theories, to proficiently develop a conscious basis for choice making and proficiently defend those choices.
- M. After successfully completing this course, the student will be able, by use of comparison and contrast, to proficiently recognize and evaluate studied ideas, concepts, and theories based on culture, faith, and language.
- N. After successfully completing this course, the student will be able to proficiently develop a vicarious understanding of the human condition.

### **III. Methods of Assessment**

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

### **IV. Reading List**

Varies with each high school

## **COURSE TITLE**

### **BRITISH LITERATURE**

#### **I. Course Description**

The purpose of this course is to provide a survey of British Literature from the Anglo-Saxons to contemporary writings. Emphasis is placed on the historical, social, and cultural forces influencing British literary works as well as the various literary movements and trends influencing the development of the English language.

#### **II. Objectives**

A. After successfully completing this course, the student will be able to construct an accurate interpretation of specified literary forms, as well as demonstrate and comprehend the following ideas, concepts, and theories:

1. Historical development
  - a. Anglo-Saxon period
  - b. Medieval period
  - c. English renaissance
  - d. Seventeenth century
  - e. Restoration and eighteenth century
  - f. Romantic age
  - g. Victorian age
  - h. Modern period
  - i. Contemporary writing
2. Literary genres
  - a. Nonfiction
  - b. Fiction
  - c. Short story
  - d. Poetry
  - e. Drama
3. Literary styles
  - a. Lyric
  - b. Epic
  - c. Historical writings
  - d. Etymology
  - e. Legends
  - f. Fantasy
  - g. Folk ballad
  - h. Morality play
  - i. Sonnet
  - j. Pastoral poetry
  - k. Allegory
  - l. Ode
  - m. Satire
  - n. Elegy
  - o. Psalm and parable
4. Literary elements

- a. Metaphysical conceit
    - i. Paradox
    - ii. Analogy
    - iii. Theme
  - b. Quatrains and couplets
  - c. Kenning
  - d. Caesura
  - e. Etymology
  - f. Symbolism
  - g. Characterization
  - h. Simile
  - i. Metaphor
  - j. Rhyme scheme
  - k. Figurative language
  - l. Verse
    - i. Verbal
    - ii. Dramatic
    - iii. Situational
  - m. Irony
    - i. Verbal
    - ii. Dramatic
    - iii. Situational
  - n. Tragic hero
  - o. Allusion
  - p. Caricature
  - q. Humor
  - r. Imagery
  - s. Rhetorical devices
  - t. Point of view
  - u. In-depth analysis
5. Literary modes of thinking
- a. Modernism
  - b. Romanticism
  - c. Transcendentalism
  - d. Naturalism
  - e. Expressionism
  - f. Realism
6. Subjects of consideration
- a. Historical
  - b. Generational
  - c. Ethnic/cultural
- B. After successfully completing this course, the student will be able to draw influences about literary style.
- C. After successfully completing this course, the student will be able to interpret and evaluate symbols, figurative language, paradox and allusions.
- D. After successfully completing this course, the student will be able, by synthesis of literary techniques, to develop a perspective on the effect of the writer's craft.
- E. After successfully completing this course, the student will be able, by application and evaluation, to demonstrate comprehension of historical and

cultural content.

- F. After successfully completing this course, the student will be able to develop a vicarious understanding of the human condition by exploring the lives and experiences of others.
- G. After successfully completing this course, the student will be able to (in written form)
  - 1. Analyze literary techniques, conventions, and elements
  - 2. Compose original fiction, poetry, dialogue, and personal statement
  - 3. Use language and style appropriate to audience
  - 4. Develop, explain and illustrate a thesis
  - 5. Research, condense, and summarize information
    - a. Apply MLA documentation system
    - b. Develop note cards
    - c. Develop an annotated bibliography
    - d. Develop a works cited page
  - 6. Use language to discover and reshape perceptions
  - 7. Create, clarify, and convey logical thinking
  - 8. Apply principles of standard English
- H. After successfully completing this course, the student will be able to generate or assess solutions and/or conclusions.
- I. After successfully completing this course, the student will be able to refine generalizations and avoid simplifications.
- J. After successfully completing this course, the student will be able to construct an accurate interpretation, understand the elements of thought, and evaluate the reasoning of oral communication.
- K. After successfully completing this course, the student will be able to verbally articulate logical thought.
- L. After successfully completing this course, the student will be able to exhibit criteria for evaluation and clarify values and standards.

### **III. Methods of Assessment**

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

### **IV. Reading List**

Varies with each high school

## **COURSE TITLE**

### **BRITISH LITERATURE - HONORS**

#### **I. Course Description**

The purpose of this course is to provide a survey of British Literature from the Anglo-Saxons to contemporary writings. Emphasis is placed on the historical, social, and cultural forces influencing British literary works as well as the various literary movements and trends influencing the development of the English language.

#### **II. Objectives**

A. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation of specified literary forms, as well as demonstrate and comprehend the following ideas, concepts, and theories:

1. Historical development
  - a. Anglo-Saxon period
  - b. Medieval period
  - c. English renaissance
  - d. Seventeenth century
  - e. Restoration and eighteenth century
  - f. Romantic age
  - g. Victorian age
  - h. Modern period
  - i. Contemporary writing
2. Literary genres
  - a. Nonfiction
  - b. Fiction
  - c. Short story
  - d. Poetry
  - e. Drama
3. Literary styles
  - a. Lyric
  - b. Epic
  - c. Historical writings
  - d. Etymology
  - e. Legends
  - f. Fantasy
  - g. Folk ballad
  - h. Morality play
  - i. Sonnet
  - j. Pastoral poetry
  - k. Allegory
  - l. Ode
  - m. Satire
  - n. Elegy
  - o. Psalm and parable
4. Literary elements

- a. Metaphysical conceit
    - i. Paradox
    - ii. Analogy
    - iii. Theme
  - b. Quatrains and couplets
  - c. Kenning
  - d. Etymology
  - e. Symbolism
  - f. Characterization
  - g. Simile
  - h. Metaphor
  - i. Rhyme scheme
  - j. Figurative language
  - k. Verse
    - i. Blank
    - ii. Free
  - l. Irony
    - i. Verbal
    - ii. Dramatic
    - iii. Situational
  - m. Tragic hero
  - n. Quatrain
  - o. Couplet
  - p. Allusion
  - q. Caricature
  - r. Humor
  - s. Imagery
  - t. Rhetorical devices
  - u. Point of view
  - v. In-depth analysis
5. Literary modes of thinking
- a. Modernism
  - b. Romanticism
  - c. Transcendentalism
  - d. Naturalism
  - e. Expressionism
  - f. Realism
6. Subjects of consideration
- a. Historical
  - b. Generational
  - c. Ethnic/Cultural
- B. After successfully completing this course, the student will be able to proficiently draw inferences about literary style.
- C. After successfully completing this course, the student will be able to proficiently interpret and evaluate symbols, figurative language, paradox, and allusions.
- D. After successfully completing this course, the student will be able, by synthesis of literary techniques, to proficiently develop a perspective on the effect of the writer's craft.
- E. After successfully completing this course, the student will be able, by

application and evaluation, to proficiently demonstrate comprehension of historical and cultural content.

- F. After successfully completing this course, the student will be able to proficiently develop a vicarious understanding of the human condition by exploring the lives and experiences of others.
- G. After successfully completing this course, the student will be able to (in written form) proficiently
  - 1. Analyze literary techniques, conventions, and elements
  - 2. Compose original fiction, poetry, dialogue, and personal statement
  - 3. Use language and style appropriate to audience
  - 4. Develop, explain and illustrate a thesis
  - 5. Research, condense, and summarize information
    - a. Apply MLA documentation system
    - b. Develop note cards
    - c. Develop an annotated bibliography
    - d. Develop a works cited page
  - 6. Use language to discover and reshape perceptions
  - 7. Create, clarify and convey logical thinking
  - 8. Apply principles of standard English
- H. After successfully completing this course, the student will be able to proficiently generate or assess solutions and/or conclusions.
- I. After successfully completing this course, the student will be able to proficiently refine generalizations and avoid simplifications.
- J. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation, understand the elements of thought, and evaluate the reasoning of oral communication.
- K. After successfully completing this course, the student will be able to proficiently verbally articulate logical thought.
- L. After successfully completing this course, the student will be able to proficiently exhibit criteria for evaluation, and clarify values and standards.

### **III. Methods of Assessment**

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

### **IV. Reading List**

Varies with each high school

# COURSE TITLE

## INTRODUCTION TO LITERATURE

### I. Course Description

The purpose of this course is to provide for the study of various literary forms and the development of critical reading, writing, listening, and speaking skills, as well as the student's ability to select, manipulate, and manage core skills, strategies, and processes, in order to effectively solve specific problems in written and oral language. The student will develop and apply criteria for evaluation by clarifying standards and values.

### II. Objectives

A. After successfully completing this course, the student will be able to construct an accurate interpretation of specified literary forms and demonstrate and comprehend the following ideas, concepts, and theories:

1. Short story
  - a. Story sequence
  - b. Protagonist and antagonist
  - c. Narrator and tone
  - d. Setting
  - e. Theme
  - f. Atmosphere
  - g. Conflict
  - h. Motive
  - i. Foreshadowing
  - j. Dramatic hook
  - k. Flashback
  - l. Techniques of characterization
    - i. Direct and indirect
    - ii. Flat and round
    - iii. Dynamic and static
  - m. Symbolism
  - n. Irony
  - o. Allusion
  - p. Reading strategies
    - i. Cause and effect chain
    - ii. Skimming
    - iii. Author/Background
    - iv. Interactive annotative documentation
2. Drama
  - a. Story elements
  - b. Monologue
  - c. Aside
  - d. Soliloquy
  - e. Dialogue
  - f. Gestures

- g. Stage directions
- h. Staging techniques
- i. Shakespeare and his craft
- j. Characterization
  - i. Foil/Mirror
  - ii. Static dynamic
- k. Meter/Verse
- 3. Poetry
  - a. Narrative
  - b. Lyric
  - c. Alliteration, assonance and consonance
  - d. Blank and free verse
  - e. Imagery
  - f. Simile and metaphor
  - g. Sensory details
  - h. Inferring
  - i. Foot, meter and scansion
  - j. Rhyme and rhyme scheme
  - k. Rhythm
  - l. Symbolism
  - m. Hyperbole
  - n. Personification
- 4. Non-fiction
  - a. Essays
  - b. Autobiographies and biographies
  - c. Mass media
    - i. Propaganda
    - ii. Persuasion techniques
    - iii. Author's purpose and tone
    - iv. Literary merit
- 5. Novel
  - a. Story elements
  - b. Compare and contrast
- B. After successfully completing this course, the student will be able to construct an accurate interpretation, understand the elements of thought, and evaluate the reasoning of a text.
- C. After successfully completing this course, the student will be able to generate and assess solutions.
- D. After successfully completing this course, the student will be able, by analysis and synthesis of specified techniques of composition, to demonstrate comprehension of the following ideas, concepts, and theories:
  - 1. Written communication
    - a. Communication model
      - i. Audience
      - ii. Sender
    - b. Strategies
      - i. Planning (brainstorming, outlining, and free association)
      - ii. Composing (prewriting,

drafting, revising)

2. Sentence structure
  - a. Four basic sentence patterns
  - b. Parallelism
  - c. Dialogue
  - d. Mechanics and usage
    - i. Comma
    - ii. Colon and semicolon
    - iii. Word choice/Diction
  - e. Active and passive voice
  - f. Abstract and concrete words
  - g. Analogies and metaphors
  - h. Idioms and clichés
3. Paragraph structure
  - a. Topic sentence (including specific statement of subject and opinion or controlling idea)
  - b. Thesis
  - c. Supporting statements (proofs)
  - d. Conclusion (of review and restatement)
  - e. Unity
  - f. Coherence
    - i. Transitional words
    - ii. Transitional phrases
    - iii. Transitional sentences
  - g. Patterns of development
    - i. Narrative
    - ii. Descriptive
    - iii. Expository
  - h. Coordination and subordination
  - i. Climactic order
  - j. Parallel paragraph development
4. Essay
  - a. Thesis statement
  - b. Outline
  - c. Techniques of development
    - i. Comparison and contrast
    - ii. Dividing and classifying
    - iii. Cause and effect
  - d. Five paragraph structure
5. Personal writing
  - a. Biography
  - b. Letter writing
  - c. Journal writing
6. Research skills
  - a. Use of bound resources, e.g., Reader's Guide and Periodicals
  - b. Use of electronic source, e.g., CDs and internet
  - c. Translation
  - d. Paraphrasing

- e. Summary
  - f. Note cards
  - g. Annotated bibliographies
  - h. MLA documentation
    - i. Parenthetical documentation
    - ii. Works cited page
- E. After successfully completing this course, the student will be able to create, develop, clarify, and convey in written form the logic of thinking.
- F. After successfully completing this course, the student will be able, by application and analysis of specified techniques of oral communication, to demonstrate comprehension of the following ideas, concepts, and theories:
1. Rhetorical settings
    - a. Group dynamics
    - b. Panel presentation
    - c. Individual presentation
    - d. Oral presentation
  2. Techniques of presentation
    - a. A-V usage
    - b. Live presentation
    - c. Power point or computer generated
- G. After successfully completing this course, the student will be able to create, develop, clarify and convey in spoken form the logic of thinking.
- H. After successfully completing this course, the student will be able, by application and analysis of specified techniques of listening, to demonstrate comprehension of the following ideas, concepts, and theories.
1. Note taking
  2. Role of audience (passive and active)
- I. After successfully completing this course, the student will be able to construct an accurate interpretation, understand the elements of thoughts, and evaluate the reasoning of oral communication.
- J. After successfully completing this course, the student will be able, by application and analysis of specified techniques of expanding vocabulary, to demonstrate comprehension of the following ideas, concepts, and theories:
1. Pronunciation
  2. Spelling
  3. Meaning
  4. Synonyms and antonyms
  5. Usage
  6. Connotation and denotation
  7. Word attack skills
  8. Diction
- K. After successfully completing this course, the student will be able to select vocabulary appropriate for the task of expressing tone, mood, meaning, and logical analysis.
- L. After successfully completing this course, the student will be able, by synthesis of studied ideas, concepts, and theories, to develop a conscious basis for choice making and proficiently defend those choices.
- M. After successfully completing this course, the student will be able, by use of comparison and contrast, to recognize and evaluate studied ideas, concepts, and theories based on culture, faith, and language.

- N. After successfully completing this course, the student will be able to develop a vicarious understanding of the human condition.

### **III. Methods of Assessment**

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

### **IV. Reading List**

Varies with each high school

## COURSE TITLE

### INTRODUCTION TO LITERATURE - HONORS

#### I. Course Description

The purpose of this course is to provide for the study of various literary forms and the development of critical reading, writing, listening, and speaking skills, as well as the student's ability to select, manipulate, and manage core skills, strategies, and processes, in order to effectively solve specific problems in written and oral language. The student will develop and apply criteria for evaluation by clarifying standards and values.

#### II. Objectives

A. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation of specified literary forms, and demonstrate and comprehend the following ideas, concepts, and theories:

1. Short story
  - a. Story sequence
  - b. Protagonist and antagonist
  - c. Narrator and tone
  - d. Setting
  - e. Theme
  - f. Atmosphere
  - g. Conflict
  - h. Motive
  - i. Foreshadowing
  - j. Dramatic hook
  - k. Flashback
  - l. Techniques of characterization
    - i. Direct and indirect
    - ii. Flat and round
    - iii. Dynamic and static
  - m. Symbolism
  - n. Irony
  - o. Allusion
  - p. Reading strategies
    - i. Cause and effect chain
    - ii. Skimming
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2. Drama
  - a. Story elements
  - b. Monologue
  - c. Aside
  - d. Soliloquy
  - e. Dialogue
  - f. Gestures
  - g. Stage directions

- h. Staging techniques
    - i. Shakespeare and his craft
    - j. Characterization
      - i. Foil/Mirror
      - ii. Static dynamic
    - k. Meter/Verse
  - 3. Poetry
    - a. Narrative
    - b. Lyric
    - c. Alliteration, assonance, and consonance
    - d. Blank and free verse
    - e. Imagery
    - f. Simile and metaphor
    - g. Sensory details
    - h. Inferring
    - i. Foot, meter, and scansion
    - j. Rhyme and rhyme scheme
    - k. Rhythm
    - l. Symbolism
    - m. Hyperbole
    - n. Personification
  - 4. Non-fiction
    - a. Essays
    - b. Autobiographies and biographies
    - c. Mass media
      - i. Propaganda
      - ii. Persuasion techniques
      - iii. Author's purpose and tone
      - iv. Literary merit
  - 5. Novel
    - a. Story elements
    - b. Compare and contrast
- B. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation, understand the elements of thought, and evaluate the reasoning of a text.
- C. After successfully completing this course, the student will be able to proficiently generate and assess solutions.
- D. After successfully completing this course, the student will be able, by analysis and synthesis of specified techniques of composition, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:
  - 1. Written communication
    - a. Communication model
      - i. Audience
      - ii. Sender
    - b. Strategies
      - i. Planning (brainstorming, outlining, and free association)
      - ii. Composing (prewriting, drafting, revising)

2. Sentence structure
  - a. Four basic sentence patterns
  - b. Parallelism
  - c. Dialogue
  - d. Mechanics and usage
    - i. Comma
    - ii. Colon and semicolon
    - iii. Word choice/Diction
  - e. Active and passive voice
  - f. Abstract and concrete words
  - g. Analogies and metaphors
  - h. Idioms and clichés
3. Paragraph structure
  - a. Topic sentence (including specific statement of subject and opinion or controlling idea)
  - b. Thesis
  - c. Supporting statements (proofs)
  - d. Conclusion (of review and restatement)
  - e. Unity
  - f. Coherence
    - i. Transitional words
    - ii. Transitional phrases
    - iii. Transitional sentences
  - g. Patterns of development
    - i. Narrative
    - ii. Descriptive
    - iii. Expository
  - h. Coordination and subordination
  - i. Climactic order
  - j. Parallel paragraph development
4. Essay
  - a. Thesis statement
  - b. Outline
  - c. Techniques of development
    - i. Comparison and contrast
    - ii. Dividing and classifying
    - iii. Cause and effect
  - d. Five paragraph structure
5. Personal writing
  - a. Biography
  - b. Letter writing
  - c. Journal writing
6. Research skills
  - a. Use of bound resources, e.g., Readers' Guide and Periodicals
  - b. Use of electronic source, e.g., CDs and Internet
  - c. Translation
  - d. Paraphrasing
  - e. Summary

- f. Note cards
  - g. Annotated bibliographies
  - h. MLA documentation
    - i. Parenthetical documentation
    - ii. Works cited page
- E. After successfully completing this course, the student will be able to proficiently create, develop, clarify, and convey in written form the logical analysis.
- F. After successfully completing this course, the student will be able, by application and analysis of specified techniques of oral communication, to proficiently demonstrate comprehension of the following ideas, concepts, and theories.
- 1. Rhetorical settings
    - a. Group dynamics
    - b. Panel presentation
    - c. Individual presentation
    - d. Oral presentation
  - 2. Techniques of presentation
    - a. A-V usage
    - b. Live presentation
    - c. Power point or computer generated
- G. After successfully completing this course, the student will be able to proficiently create, develop, clarify, and convey in spoken form the logic of thinking.
- H. After successfully completing this course, the student will be able, by application and analysis of specified techniques of listening, to proficiently demonstrate comprehension of the following ideas, concepts, and theories.
- 1. Note taking
  - 2. Role of audience (passive and active)
- I. After successfully completing this course, the student will be able to proficiently construct an accurate interpretation, understand the elements of thoughts, and evaluate the reasoning of oral communication.
- J. After successfully completing this course, the student will be able, by application and analysis of specified techniques of expanding vocabulary, to proficiently demonstrate comprehension of the following ideas, concepts, and theories:
- 1. Pronunciation
  - 2. Spelling
  - 3. Meaning
  - 4. Synonyms and antonyms
  - 5. Usage
  - 6. Connotation and denotation
  - 7. Word attack skills
  - 8. Diction
- K. After successfully completing this course, the student will be able to proficiently select vocabulary appropriate for the task of expressing tone, mood, meaning, and logic thinking.
- L. After successfully completing this course, the student will be able, by synthesis of studied ideas, concepts and theories, to proficiently develop a conscious basis for choice making and proficiently defend those choices.

- M. After successfully completing this course, the student will be able, by use of comparison and contrast, to proficiently recognize and evaluate studied ideas, concepts, and theories based on culture, faith, and language.
- N. After successfully completing this course, the student will be able to proficiently develop a vicarious understanding of the human condition.

### **III. Methods of Assessment**

- A. Daily homework
- B. Quizzes
- C. Tests
- D. Final examinations
- E. Cooperative group work
- F. Projects related to material studied
- G. Compositions/Essays/Research papers

### **IV. Reading List**

Varies with each high school

## **COURSE TITLE**

### **WORLD LITERATURE**

#### **I. Course Description**

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students need to consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

#### **II. Objectives**

- A. The course includes a comprehensive study of representative works from the various genres and periods, concentrating on works of both recognized literary merit and contemporary classics that will engender reading. Students read works from the sixteenth to the twentieth century - but breadth supercedes depth, so ultimately, students read a wide variety of works allowing for the enjoyment of reading for several students. When reading works of recognized literary merit, students take time to understand a work's complexity, absorbing its richness of meaning, and analyzing how that meaning is embodied in literary form. Students also need to consider the social and historical values the work reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.
- B. Students in World Literature should read actively and deliberately. Approaches to analyzing and interpreting texts involve students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.
- C. Most of the works studied in the course should have been written originally in English, including works by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included such as Greek tragedies, Russian, German, French, or Latin American fiction.
- D. Although neither linguistic nor literary history should be the principal focus in the World Literature course, students should gain some awareness that the English language writers use has changed dramatically through history and that today it exists in many national and local varieties.
- E. Students need to be aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors or earlier times.
- F. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences will sharpen their understanding of what writers have accomplished and deepen their

appreciation of literary artistry. Both types of writing assignments should increase students' ability to explain clearly what they understand about literary works and why they interpret them as they do.

- G. Writing instruction should include attention to developing and organizing ideas in a clear, coherent, and persuasive language. It should include the elements of style. And it should attend to matters of precision and correctness as necessary. Emphasis should also be placed on helping students achieve stylistic maturity characterized by the following:
1. A wide range of vocabulary used with denotative accuracy and connotative resourcefulness
  2. A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
  3. A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
  4. A balance of generalization with specific illustrative detail
  5. An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis
- H. Writing instruction in World Literature reinforces student reading. Since reading and writing stimulate and support one another, they should be taught together in order to underscore both their common and their distinctive elements. A World Literature course should include numerous opportunities for students to write and rewrite. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, negotiating different critical perspectives. Much of the writing should involve extended discourse in which students can develop an argument or present an analysis at length. Some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

## **COURSE TITLE**

### **WORLD LITERATURE - HONORS**

#### **I. Course Description**

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students need to consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

#### **II. Objectives**

- A. The course includes intensive study of representative works from the various genres and periods, concentrating on works of recognized literary merit. Students read works from the sixteenth to the twentieth century - but depth supercedes breadth, so ultimately, students need to know a few works well by reading deliberately and thoroughly, taking time to understand a work's complexity, absorbing its richness of meaning, and analyzing how that meaning is embodied in literary form. Students also need to consider the social and historical values the work reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.
- B. Students in World Literature Honors should read actively and deliberately. Approaches to analyzing and interpreting texts involve students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.
- C. Works studied in the course should be multi-cultural in content to include works originally in English, including works by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included such as Greek tragedies, Russian, French, German or Latin American fiction.
- D. Although neither linguistic nor literary history should be the principal focus in the World Literature course, students should gain some awareness that the English language writers use has changed dramatically through history and that today it exists in many national and local varieties.
- E. Students need to be aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors or earlier times.
- F. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences will sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. Both types of writing assignments should

increase students' ability to explain clearly what they understand about literary works and why they interpret them as they do.

- G. Writing instruction should include attention to developing and organizing ideas in a clear, coherent, and persuasive language. It should include the elements of style. And it should attend to matters of precision and correctness as necessary. Emphasis should also be placed on helping students achieve stylistic maturity characterized by the following:
1. A wide range of vocabulary used with denotative accuracy and connotative resourcefulness
  2. A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
  3. A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
  4. A balance of generalization with specific illustrative detail
  5. An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis
- H. Writing instruction in World Literature - Honors reinforces student reading. Since reading and writing stimulate and support one another, they should be taught together in order to underscore both their common and their distinctive elements. A World Literature Honors course should include numerous opportunities for students to write and rewrite. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, negotiating different critical perspectives. Much of the writing should involve extended discourse in which students can develop an argument or present an analysis at length. Some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

## COURSE TITLE

### ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

#### I. Course Description

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students need to consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

#### II. Objectives

- A. The course includes intensive study of representative works from the various genres and periods, concentrating on works of recognized literary merit. Students read works from the sixteenth to the twentieth century - but depth supercedes breadth, so ultimately, students need to know a few works well by reading deliberately and thoroughly, taking time to understand a work's complexity, absorbing its richness of meaning, and analyzing how that meaning is embodied in literary form. Students also need to consider the social and historical values the work reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.
- B. Students should read actively and deliberately. Approaches to analyzing and interpreting texts involve students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.
- C. Most of the works studied in the course should have been written originally in English, including works by African, Australian, Canadian, Indian and West Indian authors. Some works in translation may also be included such as Greek tragedies, Russian or Latin American fiction.
- D. Although neither linguistic nor literary history should be the principal focus in the AP course, students should gain some awareness that the English language writers use has changed dramatically through history and that today it exists in many national and local varieties.
- E. Students need to be aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors or earlier times.
- F. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences will sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. Both types of writing assignments should increase students' ability to explain clearly what they understand about literary works and why they interpret them as they do.

- G. Writing instruction should include attention to developing and organizing ideas in a clear, coherent, and persuasive language. It should include the elements of style. And it should attend to matters of precision and correctness as necessary. Emphasis should also be placed on helping students achieve stylistic maturity characterized by the following:
1. A wide range of vocabulary used with denotative accuracy and connotative resourcefulness
  2. A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
  3. A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
  4. A balance of generalization with specific illustrative detail
  5. An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
- H. Writing instruction in AP English Literature reinforces student reading. Since reading and writing stimulate and support one another, they should be taught together in order to underscore both their common and their distinctive elements. An AP English Literature course should include numerous opportunities for students to write and rewrite. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, negotiating different critical perspectives. Much of the writing should involve extended discourse in which students can develop an argument or present an analysis at length. Some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.