



ANKENY

COMMUNITY SCHOOL DISTRICT

Department of Academic Services

6-12 English/Language Arts Curriculum Review

**(Updated April, 2018)
Board Approved August, 2018**

English Language Arts Mission Statement

The mission statement was written collaboratively by representatives of English/Language Arts teachers, Instructional Coaches and Administrators. The mission statement is a commitment by teachers across the district ensuring a guaranteed and viable curriculum.

Students will utilize critical thinking to develop literacy skills that foster a lifetime of success.

Course Purposes

The following course purposes describe what students will know and demonstrate by the end of the grade or course. Each Grade Level Standard and the Components directly align to this statement, or promise, regarding the guaranteed and viable curriculum.

6th Grade Literacy

Sixth grade students will continue development of skills in the areas of reading, writing, speaking, and listening.

7th Grade

Seventh grade students will read a variety of genres to determine and analyze the development of an author's message. Students will engage in collaborative conversations to deepen understanding and express ideas, as well as present claims and findings. Additionally, they will continue to develop and strengthen writing skills by writing in a variety of genres.

8th Grade

Eighth grade students will read and analyze a variety of texts and gather and cite relevant information; student findings will be presented through informative and argumentative writing as well as speaking opportunities.

9th Grade

Ninth grade students will engage in reading, writing, speaking, listening, and collaborating in order to interpret and analyze a variety of texts.

English 10

English Ten students will develop research skills for the purpose of creating informative and persuasive writing. Additionally, students will demonstrate and develop the ability to comprehend and analyze texts at grade level.

English 11

English Eleven students will engage in reading, writing, speaking, viewing, and listening with a focus on analysis and evaluation in order to develop literacy skills.

Literature 12

Literature Twelve students will read poetry, plays, short stories, and novels representing a diversity of genres, cultures, and time periods and will respond to these works through a variety of writing, speaking, and discussion skills and tasks.

Composition 12

Composition Twelve students will engage in writing and speaking processes from the following genres: narrative, informative, and argumentative. Students will review writing fundamentals, develop and polish their writing styles, and participate in a variety of speaking experiences.

Grade Level Standards and Components

The Grade Level Standards and Components represent the guaranteed and viable curriculum for all secondary students in Ankeny. Prioritized through a collaborative process, the Grade Level Standards and Components represent the most critical concepts and skills required to be successful learners in school and beyond high school.

The code in parenthesis represents the standards from the [Iowa Core Literacy Standards](#) - the original document used for the prioritization process. Any Grade Level Standard (Bold and Underlined) labeled as a “Focus” area will have evidence in Infinite Campus’ gradebook and student performance will be reported on a report card. Those Grade Level Standards are the most critical to student success and, as a result, have been designated as focus areas.

Those Grade Level Standards (Bold and underlined) labeled as “Foundational” or “Introductory” have been designated as agreed upon areas for instruction, but will not have performance reported in Infinite Campus or on a report card. The difference between the levels is the amount of direct instruction and/or experiences students have with the skill during that grade or course.

Any Components (not bold or underlined) under the Grade Level Standard labeled as “Focus” are the critical formative skills required to demonstrate the Grade Level Standard and evidence of learning will be recorded in Infinite Campus. The preponderance of evidence on each Grade Level Standard will determine the performance level on each Grade Level Standard.

The prioritization process allows teachers to target instruction on the skills required for that grade or course. This allows students to focus on only a few grade level standards and dive deeper into the learning. By having multiple and varied opportunities to demonstrate their learning, reporting on the performance of grade level standards is more accurate.

6th Grade Literacy

Course Purpose

Sixth grade students will continue development of skills in the areas of reading, writing, speaking, and listening.

Grade Level Standards and Components

ELA.06.01 Students will determine meaning of words and phrases. (Foundational)

ELA.06.01.01 Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4) (Foundational)

ELA.06.01.02 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI 6.4) (Foundational)

ELA.06.01.03 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (Foundational)

ELA.06.01.04 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L 6.5) (Foundational)

ELA.06.01.05 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (Foundational)

ELA.06.02 Students will present claims and findings in a logical, concise manner. (Focus)

ELA.06.02.01 Students will present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4) (Focus)

ELA.06.02.02 Students will include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5) (Foundational)

ELA.06.02.03 Students will adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (SL.6.6) (Foundational)

ELA.06.03 Students will engage in collaborative discussions to build upon and express ideas clearly. (Focus)

ELA.06.03.01 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (SL 6.1) (Focus)

ELA.06.04 Students will cite textual evidence to support analysis of explicit information and inferences. (Focus)

ELA.06.04.01 Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (Focus)

ELA.06.04.02 Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI 6.1) (Focus)

ELA.06.04.03 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (Foundational)

ELA.06.04.04 Students will draw evidence from literary or informational texts to support analysis, reflection, and research.(Foundational)

ELA.06.05 Students will engage in the writing process to strengthen writing. (Focus)

ELA.06.05.01 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.6.4) (Focus)

ELA.06.05.02 Students will with some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (Foundational)

ELA.06.05.03 Students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (Foundational)

ELA.06.05.04 Students will 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 discipline-specific tasks, purposes, and audiences. (W.6.10) (Foundational)

ELA.06.06 Students will gather relevant information. (Introductory)

ELA.06.06.01 Students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)(introductory)

ELA.06.06.02 Students will gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (Introductory)

ELA.06.07 Students will analyze author’s craft and structure to determine how the author unfolds the plot to reveal character change.(Focus)

ELA.06.07.01 Students will describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (R.L.6.3)(Focus)

ELA.06.07.02 Students will integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (Foundational)

ELA.06.07.03 Students will explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (Foundational)

ELA.06.07.04 Students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (R.L.6.5) (Foundational)

ELA.06.07.05 Students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (Foundational)

ELA.06.07.06 Students will determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.(RI 6.6) (Foundational)

ELA.06.07.07 Students will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELA.06.07.08 Students will compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9) (Foundational)

ELA.06.07.09 Students will delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3) (Foundational)

ELA.06.07.10 Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3) (Introductory)

ELA.06.07.11 Students will compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7) (Introductory)

ELA.06.08 Students will determine a central idea of a text, providing evidence to how the author conveys it through particular details and write an objective summary of a text.

(Focus)

ELA.06.08.01 Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2) (Focus)

ELA.06.08.02 Students will determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2) (Focus)

ELA.06.08.03 Students will compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.6.9) (Foundational)

ELA.06.08.04 Students will interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL 6.2) (Introductory)

ELA.06.09 Students will use conventions in their writing and speaking. (Foundational)

ELA.06.09.01 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L6.2) (Foundational)

ELA.06.09.02 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L6.1) (Introductory)

ELA.06.09.03 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3) (Introductory)

ELA.06.10 Students will write in a variety of genres. (Focus)

ELA.06.10.01 Students will write arguments to support claims with clear reasons and relevant evidence. (Focus)

ELA.06.10.02 Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Focus)

ELA.06.10.03 Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. (Foundational)

ELA.06.11 Students will comprehend grade level texts.(Introductory)

ELA.06.11.01 By the end of the year, students will read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (R.L.6.10) (Introductory)

ELA.06.11.02 By the end of the year, students will read and comprehends literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.(R.I.6.10) (Introductory)

7th Grade

Course Purpose

Seventh grade students will read a variety of genres to determine and analyze the development of an author's message. Students will engage in collaborative conversations to deepen understanding and express ideas, as well as present claims and findings. Additionally, they will continue to develop and strengthen writing skills by writing in a variety of genres.

Grade Level Standards and Components

ELA. 07.01 Students will determine meaning of words and phrases to interpret author's message. (Focus)

ELA.07.01.01 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4.) (Focus)

ELA. 07.01.02 Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4.)(Focus)

ELA. 07.01.03 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (Foundational)

ELA 07.01.04 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (Foundational)

ELA. 07.01.05 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5) (Introductory)

ELA. 07.02 Students will present claims and findings in a coherent manner. (Focus)

ELA. 07.02.01 Students will present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)(Focus)

ELA. 07.02.02 Students will participate in public performances. (SL.7.IA.6) (Introductory)

ELA. 07.02.03 Students will include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5) Introductory)

ELA. 07.02.03 Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6) (Introductory)

ELA.07.03 Students will engage in collaborative discussions to build on and express ideas. (Focus)

ELA.07.03.01 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1)(Focus)

ELA. 07.04 Students will cite textual evidence to support analysis and inferences drawn from the text. (Focus)

ELA. 07.04.01 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (RL.7.1)(Focus)

ELA 07.04.02 Students will draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)(Focus)

ELA.07.05 Students will engage in the writing process to produce clear and coherent writing.(Foundational)

ELA.07.05.01 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4).(Foundational)

ELA.07.05.02 Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed with some guidance and support from peers and adults. (W.7.5)(Foundational)

ELA.07.05.03 Students will 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 discipline-specific tasks, purposes, and audiences(W.7.10)(Foundational)

ELA.07.05.04 Students will use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W 7.6)(Foundational)

ELA.07.06 Students will gather relevant information from multiple print and digital sources. (Foundational)

ELA. 07.06.01 Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.7.8)(Foundational)

ELA. 07.06.02 Students will a conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)(Foundational)

ELA. 07.06.03 Students will prepare and conduct interviews. (SL.7.IA.5) (Introductory)

ELA. 07.07 Students will analyze author’s choices in developing narratives and will trace and evaluate claims and/or the author’s position on a topic.(Focus)

ELA. 07.07.01 Students will analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (Focus)

ELA. 07.07.02 Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)(Focus)

ELA. 07.07.03 Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)(Focus)

ELA. 07.07. 04 Students will compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (RL.7.9)(Focus)

ELA. 07.07.05 Students will analyze how an author develops and contrasts the point of view of different characters or narrators in a text. (RL.7.6)(Focus)

ELA.07.07.06 Students will determine an author's point of view or purpose in a text and analyze how the

author distinguishes his or her position from that of others. (RI.7.6)(Focus)

ELA.07.07.07 Students will trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)(Focus)

ELA. 07.07.08 Students will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3) (Foundational)

ELA. 07.07.09 Students will analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.(RL.7.5) Introductory

ELA. 07.07.10 Students will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (RL.7.7) (Introductory)

ELA. 07.07.11 Students will compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) (RI.7.7) (Introductory)

ELA. 07.08 Students will analyze author's meaning by determining two or more central ideas and how the author developed his/her message.(Focus)

ELA.07.08.01 Students will determine two or more central ideas in a text and analyze their development over the course of the text;provide an objective summary of the text. (RI.7.2)(Focus)

ELA.07.08.02 Students will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2)(Focus)

ELA.07.08.03 Students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9)(Foundational)

ELA.07.08.04 Students will analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)(Introductory)

ELA. 07.09 Students will use a variety of sentence structure in his/her writing. (Conventions) (Focus)

ELA.07.09.01 Students will explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1a)(Focus)

ELA 07.09.02 Students will choose among simple, compound, complex, and compound–complex sentences to signal differing relationships among ideas. (L.7.1b)(Focus)

ELA.07.09.03 Students will place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.7.1c)(Foundational)

ELA.07.09.04 Students will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). (L.7.2a) (Introductory)

ELA.07.09.05 Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a)

ELA.07.09.06 Students will spell correctly. (L.7.2b)

ELA.07.10 Students will write in a variety of genres. (Focus)

ELA.07.10.01 Students will write arguments to support claims with clear reasons and relevant evidence. (W.7.1)(Focus)

ELA.07.10.02 Students will write informative/explanatory texts to examine a topic and convey ideas,

concepts, and information through the selection, organization, and analysis of relevant content.
(W.7.2)(Focus)

ELA.07.10.03 Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
(W.7.3)(Foundational)

ELA.07.11 Students will comprehend grade level texts. (Foundational)

ELA.07.11.01 Students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the school year.
(RI.7.10)(Foundational)

ELA.07.11.02 Students will read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the school year. (RL.7.10)(Foundational)

8th Grade

Course Purpose

Eighth grade students will read and analyze a variety of texts and gather and cite relevant information; student findings will be presented through informative and argumentative writing as well as speaking opportunities.

Grade Level Standards and Components

ELA.08.01 Students will determine meaning of words and phrases. (Foundational)

ELA.08.01.01 Students will determine the meaning of unknown and multiple-meaning words or phrases based on grade 8 *reading and content*, choosing flexibly from a range of strategies (L.8.4) (Foundational)

ELA.08.01.02 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L.8.5) (Foundational)

ELA.08.01.03 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.8.6) (Foundational)

ELA.08.01.04 Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (RL.8.4) (Foundational)

ELA.08.01.05 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (RI.8.4) (Foundational)

ELA.08.02 Students will present claims and findings (Focus)

ELA.08.02.01 Students will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4) (Focus)

ELA.08.02.02 Students will integrate multimedia and visual displays into presentations to clarify information, strengthen claims, and evidence, and add interest. (SL.8.5) (Foundational)

ELA.08.02.03 Students will adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate (SL.8.6) (Introductory)

ELA.08.03 Students will engage in collaborative discussions (Focus)

ELA.08.03.01 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (SL.8.1) (Focus)

ELA.08.04 Students will cite textual evidence. (Focus)

ELA.08.04.01 Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RL.8.1) (Focus)

ELA.08.04.02 Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI.8.1) (Focus)

ELA.08.04.03 Students will draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9) (Foundational)

ELA.08.05 Students will engage in the writing process. (Foundational)

ELA.08.05.01 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.5) (Foundational)

ELA.08.05.02 Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (Foundational)

ELA.08.05.03 Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6) (Introductory)

ELA.08.05.04 Students will 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 discipline-specific tasks, purposes, and audiences. (W.8.10) (Introductory)

ELA.08.06 Students will gather relevant information (Focus)

ELA.08.06.01 Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (Focus)

ELA.08.06.02 Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (Foundation)

ELA.08.07 Students will analyze author’s craft and structure. (Focus)

ELA.08.07.01 Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (RI.8.8) (Focus)

ELA.08.07.02 Students will analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL.8.3) (Foundational)

ELA.08.07.03 Students will analyze how differences in the points of view (perspectives)* of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (RL.8.6)(Foundational)

ELA.08.07.04 Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (RL.8.7) (Foundational)

ELA.08.07.05 Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3) (Foundational)

ELA.08.07.06 Students will determine an author’s point of view or purposes in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI.8.6) (Foundational)

ELA.08.07.07 Students will Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5) (Introductory)

ELA.08.08.08 Students will Analyze how a modern work of fiction draws on themes, patterns of events,

or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. (RL.8.9) (Introductory)

ELA.08.07.09 Students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5) (Introductory)

ELA.08.07.10 Students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.8.8) (Introductory)

ELA.08.07.11 Students will Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3) (Introductory)

ELA.08.08 Students will analyze author's meaning (Focus)

ELA.08.08.01 Students will determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (RL.8.2) (Focus)

ELA.08.08.02 Students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (RI.8.2) (Focus)

ELA.08.08.03 Students will analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9) (Foundational)

ELA.08.08.04 Students will analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2) (Introductory)

ELA.08.09 Students will use conventions. (Focus)

ELA.08.09.01 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L8.2) (Focus)

ELA.08.09.02 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a-d) (L.8.1) (Introductory)

ELA.08.09.03 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening (L.8.3) (Introductory)

ELA.08.10 Students will write in a variety of genres. (Focus)

ELA.08.10.01 Students will write arguments to support claims with clear reason (a-e) (W.8.1) (Focus)

ELA.08.10.02 Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a-f) (W.8.2) (Focus)

ELA.08.10.03 Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (a-e) (W.8.3) (Foundational)

ELA.08.11 Students will comprehend grade level texts (Focus)

ELA.08.11.01 Students will by the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of grades 6-8 text complexity band independently and proficiently. Read on level text both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension (RL.8.10) (Foundational).

ELA.08.11.02 Students will by the end of the year, read and comprehend literary nonfiction at the high

end of the grades 6-8 text complexity band independently and proficiently. Read on-level text both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension (RI.8.10) (Focus)

9th Grade

Course Purpose

Ninth grade students will engage in reading, writing, speaking, listening, and collaborating in order to interpret and analyze a variety of texts.

Grade Level Standards and Components

ELA.09.01 Students will determine meaning of words and phrases (Focus)

ELA.09.01.01: Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL.9-10.4) (focus)

ELA.09.01.02: Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4) (focus)

ELA.09.01.03: Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. (L.910.5) (focus)

ELA.09.01.04: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (L.9-10.4) (foundational)

ELA.09.01.05: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6) (foundational)

ELA.09.02: Students will present claims and findings. (Focus)

ELA.09.02.01: Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9.4) (focus)

ELA.09.02.02: Students will adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations) (SL.9.6) (foundational)

ELA.09.02.03: Students will make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9.5) (introductory)

ELA.09.03 Students will engage in collaborative discussions. (Focus)

ELA.09.03.01: Students will initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9.1) (focus)

ELA.09.04 Students will cite textual evidence. (Focus)

ELA.09.04.01: Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9.1) (focus)

ELA.09.04.02: Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9.1) (focus)

ELA.09.04.03: Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9.9) (foundational)

ELA.09.05 Students will engage in the writing process. (Foundational)

ELA.09.05.01: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.9.4) (foundational)

ELA.09.05.02: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9– 10) (W.9.5) (foundational)

ELA.09.05.03: Students will 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. (W.9.10) (foundational)

ELA.09.05.04: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9.6) (Introductory)

ELA.09.06 Students will gather relevant information. (Focus)

ELA.09.6.01: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9.8) (focus)

ELA.09.06.02: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7) (foundational)

ELA.09.06.03: Students will integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9.2) (foundational)

ELA.09.06.04: Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9.7) (introductory)

ELA.09.07 Students will analyze author’s craft and structure. (Foundational)

ELA.09.07.01: Students will analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.9.3) (foundational)

ELA.09.07.02: Students will analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.9.5) (foundational)

ELA.09.07.03: Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (RL.9.7) (foundational)

ELA.09.07.04: Students will analyze how an author draws on and transforms source material in a specific work. (RL.9.9) (foundational)

ELA.09.07.05: Students will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI.9.3) (foundational)

ELA.09.07.06: Students will analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9.5) (foundational)

ELA.09.07.07: Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9.8) (foundational)

ELA.09.07.08: Students will determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9.6) (foundational)

ELA.09.07.09: Students will evaluate a speaker’s point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9.3) (foundational)

ELA.09.08 Students will analyze author’s meaning. (Focus)

ELA.09.08.01 Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2) (focus)

ELA.09.08.02 Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2) (Focus)

ELA.09.08.03 Students will analyze a particular point of view (perspective)* or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9.6) (foundational)

ELA.09.08.04 Students will analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. (RI.9.9) (foundational)

ELA.09.09 Students will use conventions. (Focus)

ELA.09.09.01: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9.1) (focus)

ELA.09.09.02: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9.2) (focus)

ELA.09.09.03: Students will 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. (L.9.3) (foundational)

ELA.09.10 Students will write in a variety of genres. (Focus)

ELA.09.10.01: Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9.3) (focus)

ELA.09.10.02: Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9.1) (focus)

ELA.09.10.03: Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9.2) (foundational)

ELA.09.11 Students will comprehend grade level texts. (Foundational)

ELA.09.11.01: Students will by the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.9.10) (foundational)

ELA.09.11.02: Students will by the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI.9.10) (foundational)

English 10

Course Purpose

English Ten students will develop research skills for the purpose of creating informative and persuasive writing. Additionally, students will demonstrate and develop the ability to comprehend and analyze texts at grade level.

Grade Level Standards and Components

ELA.10.01 Students will determine meaning of words and phrases. (Foundational)

ELA.10.01.01 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. (L4) (Foundational)

ELA.10.01.02 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L5) (Foundational)

ELA.10.01.03 Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL4) (Introductory)

ELA10.01.04 Students will Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI4) (Introductory)

ELA.10.01.05 Students will Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L6) (Introductory)

ELA.10.02 Students will present claims and findings. (Focus)

ELA 10.02.01 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL4)(Focus)

ELA 10.02.02 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL5)(Introductory)

ELA 10.02.03 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(SL6)(Introductory)

ELA.10.03 Students will engage in collaborative discussions. (Foundational)

ELA10.03.01: Students will Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL1) (Foundational)

ELA.10.04 Students will cite textual evidence (Focus)

ELA10.04.01: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W9) (Focus)

ELA 10.04.02 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL1)(Foundational)

ELA 10.04.03 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI1)(Foundational)

ELA.10.05 Students will engage in the writing process (Focus)

ELA.10.05.01 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(W4)(Focus)

ELA 10.05.02 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. (W10)(Foundational)

ELA 10.05.03 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W5)(Introductory)

ELA 10.05.04 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W6)(Introductory)

ELA.10.06 Students will gather relevant information. (Focus)

ELA10.06.01: Students will Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.(W8) (Focus)

ELA.10.06.02: Students will Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W7) (Foundational)

ELA.10.06.03 Students will Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI7) (Foundational)

ELA.10.06.04: Students will Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL2) (Foundational)

ELA.10.07 Students will analyze author's craft and structure. (Focus)

ELA 10.07.01 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.(RL3)(Focus)

ELA 10.07.02 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL5)(Focus)

ELA 10.07.03 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (RL7)(Foundational)

ELA 10.07.04 Analyze how an author draws on and transforms source material in a specific work. (RL9)(Foundational)

ELA10.07.05 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI3) (Introductory)

ELA10.07.06 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI5) (Introductory)

ELA10.07.07 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI6) (Introductory)

ELA10.07.08 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI8) (Introductory)

ELA10.07.09, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL3) (Introductory)

ELA.10.08 Students will analyze author's meaning. (Focus)

ELA 10.08.01 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.(RI2)(Focus)

ELA 10.08.02 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL2)(Focus)

ELA 10.08.03 Analyze a particular point of view (perspective) or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL6)(Introductory)

ELA 10.08.04 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (RI9)(Introductory)

ELA.10.09 Students will use conventions. (Focus)

ELA 10.09.01 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)(Focus)

ELA 10.09.02 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2) (Foundational)

ELA 10.09.03 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. (L3)(Introductory)

ELA.10.10 Students will write in a variety of genres. (Focus)

ELA10.10.01 (Sem 2) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W1) (Focus)

ELA10.10.02 (Sem 1) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W2) (Focus)

ELA 10.10.03 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W3) (Foundational)

ELA.10.11 Students will comprehend grade level texts. (Focus)

ELA.10.11.01 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL10) (Focus)

ELA.10.11.02

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI10) (Focus)

English 11

Course Purpose

English Eleven students will engage in reading, writing, speaking, viewing, and listening with a focus on analysis and evaluation in order to develop literacy skills.

Grade Level Standards and Components

ELA.11.01 Students will determine meaning of words and phrases. (Foundational)

ELA.11.01.01 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4) (Found.)

ELA.11.01.02 Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (RL.11-12.4) (Intro)

ELA.11.01.03 Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (Intro)

ELA.11.01.04 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) (Introductory)

ELA.11.01.05 Students will determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings; students will analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) (Focus)

ELA.11.02 Students will present claims and findings. (Focus)

ELA.11.02.01 Students will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; students will use appropriate eye contact, adequate volume, and clear pronunciation. (SL.11-12.4) (Focus)

ELA.11.02.02

Students will make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5) (Intro)

ELA.11.02.03 Students will adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6) (Intro)

ELA.11.03 Students will engage in collaborative discussions (Focus)

ELA.11.03.01 Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1) (Focus)

ELA.11.04 Students will cite textual evidence. (Focus)

ELA.11.04.01 Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including, determining where the text leaves matters uncertain. (RL.11-12.1) (Focus)

ELA.11.04.02 Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1) (Focus)

ELA.11.04.03 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9) (Intro)

ELA.11.05 Students will engage in the writing process. (Foundational)

ELA.11.05.01 Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11–12.5) (Found.)

ELA.11.05.02 Students will 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. (W.11-12.10) (Found.)

ELA.11.05.03 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.11-12.4) (Foundational)

ELA.11.05.04 Students will use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6) (Introductory)

ELA.11.06 Students will gather relevant information. (Foundational)

ELA.11.06.01 Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; students will assess the strengths and limitations of each source in terms of the task, purpose, and audience; students will integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. (W.11-12.8) (Found.)

ELA.11.06.02 Students will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) (Found.)

ELA.11.06.03 Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; Students will narrow or broaden the inquiry when appropriate; students will synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (Found.)

ELA.11.06.04 Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7) (Intro)

ELA.11.07 Students will analyze author’s craft and structure. (Focus)

ELA.11.07.01 Students will determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6) (Focus)

ELA.11.07.04 Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) (Found.)

ELA.11.07.05 Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and

engaging. (RI.11-12.5) (Found.)

ELA.11.07.06 Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

(RL.11-12.3) (Intro)

ELA.11.07.07 Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.11-12.5)

(Intro)

ELA.11.07.08 Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (RL.11-12.7)

(Intro)

ELA.11.07.09 Students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (RI.11-12.8) (Intro)

ELA.11.08 Students will analyze author's meaning. (Focus)

ELA.11.08.01 Students will analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

(RI.11-12.9) (Focus)

ELA.11.08.02 Students will determine two or more central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to provide a complex analysis; students will provide an objective summary of the text. (RI.11-12.2) (Foundational)

ELA.11.08.03 Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

(RL.11-12.6) (Introductory)

ELA.11.08.04 Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2) (Intro)

ELA.11.09 Students will use conventions. (Focus)

ELA.11.09.01 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (Focus)

ELA.11.09.02 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2) (Foundational)

ELA.11.10 Students will write in a variety of genres. (Focus)

ELA.11.10.01 Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2) (Focus)

ELA.11.10.02 Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1) (Found.)

ELA.11.10.03 Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3) (Focus)

ELA.11.11 Students will comprehend grade level texts (Foundational)

ELA.11.11.01 By the end of grade 11, students will read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.11-12.10) (Found.)

ELA.11.11.02 By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI.11-12.10) (Found.)

Literature 12

Course Purpose

Literature Twelve students will read poetry, plays, short stories, and novels representing a diversity of genres, cultures, and time periods and will respond to these works through a variety of writing, speaking, and discussion skills and tasks.

Grade Level Standards and Components

ELA.LIT12.01 Students will determine the meaning of words and phrases. (Focus)

ELA.LIT12.01.01 Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4) (Focus)

ELA.LIT12.01.02 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) (Focus)

ELA.LIT12.01.03 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (L.11-12.4) (Introductory)

ELA.LIT12.01.04 Students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.(ELA.L.11-12.5) (Introductory)

ELA.LIT12.02 Students will present claims and findings. (Focus)

ELA.LIT12.02.01 Students will make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Focus) (SL.11-12.5)

ELA.LIT12.02.02 Students will adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations) (SL.11-12) (Introductory)

ELA.LIT12.03 Students will engage in collaborative discussions.(Focus)

ELA.LIT12.03.01 Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1) (Focus)

ELA.LIT12.04 Students will cite textual evidence. (Focus)

ELA.LIT12.04.01 Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Focus) (RL.11-12.1)

ELA.LIT12.05 Students will analyze author's craft and structure. (Focus)

ELA.LIT12.07.01 Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.11-12.3) (Focus)

ELA.LIT12.05.02 Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) (Focus)

ELA.LIT12.05.03 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.11-12.5) (Focus)

ELA.LIT12.05.04 Student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6) (Foundational)

ELA.LIT12.05.05 Students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8) (Foundational),

ELA.LIT12.05.06 Students will analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9) (Foundational)

ELA.LIT12.05.07 Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist) (RL.11-12.7) (Introductory)

ELA.LIT12.06 Students will analyze author's meaning. (Focus)

ELA.LIT12.06.01 Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2) (Focus)

ELA.LIT12.06.02 Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2) (Foundational)

ELA.LIT12.06.03 Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6) (Introductory)

ELA.LIT12.06.04 Students will analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9) (Introductory)

ELA.LIT12.07 Students will write in a variety of genres. (Focus)

ELA.LIT12.07.01. Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2) (Focus)

ELA.LIT12.08 Students will comprehend grade level texts. (Foundational)

ELA.LIT12.08.01 By the end of grade 12, students will read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.11-12.10) (Foundational)

ELA.LIT12.08.02 By the end of grade 12, students will read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI.11-12.10) (Foundational)

Composition 12

Course Purpose

Composition Twelve students will engage in writing and speaking processes from the following genres: narrative, informative, and argumentative. Students will review writing fundamentals, develop and polish their writing styles, and participate in a variety of speaking experiences.

Grade Level Standards and Components

ELA.COMP12.01 Students will determine the meaning of words and phrases.

(Foundational)

ELA.COMP12.01.01 Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (Foundational)

ELA.COMP12.02 Students will present claims and findings. (Focus)

ELA.COMP12.02.01 Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4) (Focus)

ELA.COMP12.02.02 Students will adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations) (SL.11- 12.6) (Focus)

ELA.COMP12.03 Students will engage in collaborative discussions

ELA.COMP12.04 Students will cite textual evidence. (Foundational)

ELA.COMP12.04.01 Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1) (Foundational)

ELA.COMP12.04.02 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy). (W.11-12.9) (Introductory)

ELA.COMP12.05 Students will engage in the writing process (Foundational)

ELA.COMP12.05.01 Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12) (W.11-12.5) (Foundational)

ELA.COMP12.05.02 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.11-12.4) (Foundational)

ELA.COMP12.05.03 Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6) (Foundational)

ELA.COMP12.05.04 Students will 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. (W.11-12.10) (Foundational)

ELA.COMP12.06 Students will gather relevant information. (Focus)

ELA.COMP12.06.01 Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (Focus)

ELA.COMP12.06.02 Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8) (Focus)

ELA.COMP12.06.03 Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7) (Foundational)

ELA.COMP12.06.04 Students will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) (Foundational)

ELA.COMP12.07 Students will analyze author’s craft and structure.(Foundational)

ELA.COMP12.07.01 Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) (Foundational)

ELA.COMP12.07.02 Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5) (Foundational)

ELA.COMP12.07.03 Students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8) (Foundational)

ELA.COMP12.07.04 Students will evaluate a speaker’s point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3) (Foundational)

ELA.COMP12.08 Students will analyze author’s meaning

ELA.COMP12.09 Students will use conventions. (Focus)

ELA.COMP12.09.01 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.11-12.1) (Focus)

ELA.COMP12.09.02 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. (L.11-12.2) (Focus)

ELA.COMP12.09.03 Students will 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.(L.11-12.3) (Focus)

ELA.COMP12.10 Students will write in a variety of genres. (Focus)

ELA.COMP12.10.01 Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.(W.11-12.1) (Focus)

ELA.COMP12.10.02 Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2) (Focus)

ELA.COMP12.10.03 Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3) (Focus)

ELA.COMP12.11 Students will comprehend grade level texts.

Creative Writing

ELA.CW.01 Students will demonstrate understanding of genre (Focus)

ELA.CW.02 Students will utilize various techniques within the composition of texts (Focus)

ELA.CW.03 Students will engage in the workshop process and the revision process (Focus)

ELA.CW.04 Students will analyze creative writing (Focus)

Acting

ELA.ACT.01 Students will convey meaning through the presentation of artistic work. (Focus)

ELA.ACT.01.01 Students will perform a scripted drama/theatre work for a specific audience.

ELA.ACT.02 Students will develop and refine artistic techniques and work for presentation

ELA.ACT.02.01 Students will practice various acting techniques to expand skills in a rehearsal or drama/theatre Performance.

ELA.ACT.03 Students will select, analyze, and interpret artistic work for presentation.

ELA.ACT.03.01 Students will Examine how character relationships assist in telling the story of a drama/theatre work.

ELA.ACT.03.02 Students will Shape character choices using given circumstances in a drama/theatre work.

ELA.ACT.04 Students will refine and complete artistic work.

ELA.ACT.04.01 Students will Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

ELA.ACT.04.02 Students will Explore physical, vocal, and physiological choice to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

ELA.ACT.05 Students will generate and conceptualize artistic ideas and work. (Foundational)

ELA.ACT.06 Students will organize and develop artistic ideas and work. (Foundational)

ELA.ACT.07 Students will apply criteria to evaluate artistic work. (Foundational)

ELA.ACT.08 Students will perceive and analyze artistic work.(Introductory)

ELA.ACT.09 Students will interpret intent in artistic work. (Introductory)

ELA.ACT.10 Students will synthesize and relate knowledge and personal experiences to make art. (Introductory)

ELA.ACT.11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.(Introductory)

Intro to Theatre

ELA.IT.01 Students will interpret dramatic literature with clear and interesting storytelling.

ELA.IT.01.01 Students will break down traditional script analysis. (Focus)

ELA.IT.01.02 Students will demonstrate comprehension of dramatic literature. (Focus)

ELA.IT.01.03 Students will create a distinct directorial interpretation of at least one play. (Focus)

ELA.IT.02 Students will outline the elements of performance as they affected society and/or culture throughout history. (Focus)

ELA.IT.02.01 Students will distinguish trends that affect contemporary theatre. (Focus)

ELA.IT.02.02 Students will point out the impacts of society and culture on theatre and vice versa. (Focus)

ELA.IT.03 Students will synthesize an imaginative application of the elements of a production as a script, or other theatrical and creative project. (Focus)

ELA.IT.03.01 Students will use the elements of script analysis within an imaginative project. (Focus)

ELA.IT.03.02 Students will apply the elements of a play to the same project. (Focus)

ELA.IT.04 Students will perform the functions of at least one member of the theatrical creative team. (Focus)

ELA.IT.04.01 Students will design effective foundations of a creative act of live storytelling in a theatrical setting. (Focus)

ELA.IT.04.02 Students will develop the design. (Focus)

ELA.IT.04.03 Students will relate the design as a presentation. (Focus)

ELA.IT.05 Students will critique a live theatrical production. (Focus)

ELA.IT.05.01 Students will evaluate the effectiveness of two aspects of the play. (Focus)

ELA.IT.05.02 Students will argue why each aspect was or was not effective, citing specific examples. (Focus)

ELA.IT.06 Students will classify the elements of theatre. (Foundational)

ELA.IT.06.01 Students will distinguish the basic facets of a play on paper.(Foundational)

ELA.IT.06.02 Students will distinguish the basic facets of a play in production.(Foundational)

ELA.IT.06.03 Students will prioritize what makes a play effective.(Foundational)

ELA.IT.06.04 Students will chart the methodology and practice of bringing a play from the page to the stage.(Foundational)

ELA.IT.07 Students will distinguish the various professional opportunities for practitioners and patrons in the field of theatre.(Foundational)

ELA.IT.07.01 Students will assess how training in theatre affects theatre practitioners. (Foundational)

ELA.IT.07.02 Students will correlate how theatre and arts education applies to other fields. (Foundational)

ELA.IT.07.03 Students will determine the practicalities of working in the arts, particularly theatre. (Foundational)

ELA.IT.08 Students will examine the value of arts education, particularly theatre. (Introductory)

ELA.IT.08.01 Students will relate the benefits of engaging in the arts and arts education. (Introductory)

ELA.IT.08.02 Students will distinguish why training and education in theatre is unique. (Introductory)