Literacy Curriculum Review Summary

(Revised May 2017)
Goal Statement

Literacy is the foundation for all learning. A literate person has the opportunity to be successful in his or her personal, professional, and civic life. Therefore, Ankeny students will read, write, speak, listen, view, and think critically within and across content areas. Students will build, adapt, and use their literacy skills and strategies throughout the curriculum to learn, problem solve, and communicate.

Acceleration

Acceleration is inherent in this literacy curriculum. A wide range of readability levels are included throughout the K-12 curriculum to ensure teachers have access to resources that meet students’ learning needs. Assessment tools guide teachers in aligning these curricular resources and materials to students’ needs and reading levels. Additionally, teachers implement instructional approaches and strategies designed to target the specific learning needs of individual students. Consequently, students who are reading at higher levels are provided with resources that support their learning needs. Elective course offerings in Advanced Placement and college-level programming are available for 10th-12th grade students.

Intervention

Individual teachers will provide differentiated instruction to meet the needs of all students, including those who need additional support. The following are examples of potential approaches that teachers and students may choose as an intervention strategy. All grade levels will utilize the Response to Intervention Plan for students needing more intensive interventions.

**Elementary** – flexible grouping, enrichment, Title I support, literacy leader support, IEP resources, co-teaching, Ankeny Extended Learning Program (AELP)

**Parkview** – before or after school, study hall, IEP resources, learning center, targeted intervention, enrichment, co-teaching, Ankeny Extended Learning Program (AELP)

**Northview** – before or after school, Excel Center, IEP resources, co-teaching, targeted intervention, learning center, component recovery, Ankeny Extended Learning Program (AELP)

**High School** – individualized and/or small group instruction via literacy instructor in Academic Resource Center (ARC), before or after school, IEP resources, co-teaching, targeted intervention, Support Our Students (SOS), component recovery, Ankeny Extended Learning Program (AELP)

**Second Chance Reading** - The goal of Second Chance Reading (SCR) is the remediation of reading deficits for secondary students who otherwise would struggle with the demands of the secondary curriculum. SCR focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and non-fiction text. The course is designed specifically for middle and high school students who are reading below grade level.
Professional Development Plan

The multi-year Literacy Professional Development Plan is designed to deepen teacher knowledge of literacy concepts and skills as well as expand their instructional repertoire for teaching the components of reading, writing, speaking, listening and viewing. The interdisciplinary nature of literacy is an important consideration. Literacy skills need to be developed across the curriculum. Students expand their learning when applying literacy skills to a variety of content areas. Teachers who make literacy a priority understand that learning involves making meaning.

The implementation of research based instructional techniques, strategies and models in the area of literacy will support the implementation of the Iowa Core’s Characteristics of Effective Instruction: Teaching for Understanding, Rigorous and Relevant Curriculum, Formative Assessment/Assessment for Learning, Teaching for Learner Differences, and Student Centered Classrooms.

The Literacy Professional Development Plan will align with the Iowa Professional Development Model. The job embedded professional development sessions, scheduled across the year during full day release time and Wednesday morning late-starts, include multiple opportunities to study the theoretical underpinnings, view demonstration lessons, and collaboratively plan and rehearse new teaching strategies with their teaching partners. The district’s Instructional Coaches will provide on-going feedback and support by teaching demonstration lessons in the classrooms and facilitating and engaging in collaborative planning sessions.

A clearly articulated implementation plan will provide a timeframe and structure for monitoring the fidelity of use of the board approved curriculum resources and research based instructional techniques, strategies and models. Both implementation and student performance data will be gathered, organized and analyzed to determine future professional development needs. Instructors of Advanced Placement courses receive specialized training to ensure they have the strategies and skills necessary to support successful implementation of the Advanced Placement curriculum.

Materials Adoption

The Literacy Curriculum Review Team recommended the adoption of Wright Group LEAD 21, a K-5 curriculum resource from Wright Group—McGraw-Hill, to support the core reading program and Being a Writer, a K-5 curriculum resource from the Developmental Studies Center, to support a core writing program. In addition, students will have access to a variety of leveled books through building book rooms, classroom libraries and the media center.

At the secondary level the Literacy Curriculum Review Team recommended the adoption of the McDougal Littell Literature series to support literacy instruction in grades six through nine and the Prentice Hall World Literature series to support literacy instruction at the tenth grade level. Classroom sets of novels, periodicals, and web-based resources will provide additional curriculum resources at this level.

Elementary students will continue to learn D’Nealian handwriting at the kindergarten through third grade levels. A common set of curriculum resources, developed and printed locally, will be used throughout the district.
Course Descriptions

6th Grade Literacy
Students will develop as strategic readers, writers, speakers, listeners, and viewers. Through engagement in both fiction and nonfiction texts, students will analyze, evaluate, and synthesize information to create and extend meaning. The 6th grade curriculum will support students in developing and expanding their vocabulary as they read a significant number of diverse texts independently. Students will select, construct, and refine written products to communicate ideas or understanding effectively.

7th Grade Literacy
Students will extend their learning as strategic readers, writers, speakers, listeners, and viewers utilizing more complex modes of communication. Through engagement in both fiction and nonfiction texts, students will analyze, evaluate, and synthesize information to create and extend meaning. The 7th grade curriculum will support students in developing and expanding their vocabulary as they read a significant number of diverse texts independently. Students will select, construct, and refine increasingly difficult written products to communicate ideas or understanding effectively.

8th Grade Literacy
Students will engage in a variety of literacy-rich experiences designed to increase their confidence and competence as readers, writers, speakers, listeners, and viewers. Students will develop skills to enhance expository and persuasive writing. This course also supports and encourages creativity, imagination, and curiosity.

Core Language Arts Courses (Required for Graduation)

English 9
2 Credits (Full Year) Prerequisite: None
Students in English 9 will engage in a rigorous, skill-based curriculum integrating all areas of literacy: reading, writing, speaking, listening and viewing. Students will analyze, synthesize, and evaluate to create and extend meaning in a variety of fiction and non-fiction texts. Writing skills include organizing ideas, incorporating textual evidence with appropriate documentation, utilizing transitions, and continually revising and improving the written product. Additionally, students will develop their skills as critical thinkers, readers, and writers through the research process. Speaking, viewing, and listening skills will be developed and improved continually throughout the year in all areas of study. Additional emphasis will be placed on word origins and vocabulary words in context.

English 10 or IDEASS (Integrated English 10 and Western Civilization)
2 Credits (Full Year) Prerequisite: English 9
Students will integrate reading, writing, speaking, viewing, and listening with a focus on persuasion and constructing an argument. Students will engage in group communication activities and explore world literature. Each unit will include optional extended learning opportunities.

English 11 or American Culture (Integrated English 11 and U.S. History)
2 Credits (Full Year) Prerequisite: English 10 or IDEASS (Integrated English 10 and Western Civilization)
Students will integrate reading, writing, speaking, viewing, and listening with a focus on evaluation and analysis. Students will engage in platform speaking activities and explore American literature.

AP Literature and Composition
2 Credits (Full Year) Prerequisite: English 10 or IDEASS (Integrated English 10 and Western Civilization)
Students will utilize advanced skills in reading, writing, speaking, viewing, and listening with an emphasis on platform speaking activities and an understanding of the forms of imaginative literature: short story, drama, poetry, and novel. Attention is given to personal and social values as they appear in selected reading. Basic critical approaches are emphasized, and a broad range of authors from a variety of cultural and ethnic groups and a wide span of historical periods is presented. The first semester of this course serves as a prerequisite to the second semester. During the second semester of this course, students will enroll in the aligned 3 credit DMACC course, LIT101 Intro to Literature. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement.

Communication Skills
1 Credit (One Semester) Prerequisite: English 11, American Cultures, or AP Literature and Composition
Students will learn to utilize reading, writing, speaking, and listening as methods of exploring and evaluating technological advances in trades and industry. Students will adapt communication for different audiences, evaluate industry-related literature and compose basic business writing. This course is a class that is required for many vocational technical programs at DMACC including, but not limited to, Automotive Technology and Integrated Manufacturing Technology. During this course, students will enroll in the aligned 3 credit DMACC course, COM703 Communication Skills.

College Preparatory Composition
1 Credit (One Semester) Prerequisite: English 11, American Cultures, or AP Literature and Composition
Students will undergo writing experiences in this course designed to prepare them for college-level writing. Types of writing included will be narrative, technical, analytical, and persuasive. Students will also review writing fundamentals, enrich their vocabulary, and develop and polish their writing style.

AP Language and Composition
2 Credits (Full Year) Prerequisite: English 11, American Cultures, or AP Literature and Composition
Students will construct and revise a series of writings: formal and informal, narrative, expository, argumentative, and persuasive. Students will practice effective reading and research techniques, and explore structure, style, and documentation. During the first semester of this course, students will enroll in the aligned 3 credit DMACC course, ENG105 Composition I. During the second semester of this course, students will enroll in the aligned 3 credit DMACC course, ENG106 Composition II. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement.

High School Elective Courses
Acting I
1 Credit (One semester) Prerequisite: None
Students will develop proficiency in acting through body movement, speaking for performance, and believable characterization. Students will also study plays, presentations from selected plays, and stagecraft techniques though the emphasis of the course will be on acting. Completion of this course will satisfy one Fine Arts credit or one Language Arts credit, but not both.

British Literature
1 Credit (One semester) Prerequisite: None
Students will use advanced skills in reading to interpret, analyze, and discuss British literature
from its beginnings to potentially the twenty-first century. Students will read poetry, plays, short stories, and novels, representing the works of British authors. An emphasis will be placed on interpretation, historical and cultural context, and literary analysis.

**Contemporary Literature**

1 Credit (One semester) Prerequisite: None

Students will use skills in reading to interpret, analyze, and discuss Contemporary literature from mid-twentieth century to the present day. Students will read and listen to short stories and novels, representing the works of contemporary authors. An emphasis will be placed on interpretation, cultural context, literary analysis, and personal response.

**Creative Writing**

1 Credit (One semester) Prerequisite: None

Students will be writing original poetry, fiction, and creative nonfiction as an introduction to the art of creative writing. Students will read the work of professional writers and apply the principles of imaginative writing to their own work. During this course, students will enroll in the aligned 3 credit DMACC course ENGL221, Creative Writing.

**Fundamentals of Oral Communication**

1 Credit (One semester) Prerequisite: English 11, American Cultures, or AP Literature and Composition

Students will explore the fundamentals of speech communication through the study and practice of interpersonal and small group communication and the composition and delivery of speeches in this college level course. Perception, language, listening, nonverbal communication, and how cultural and gender diversity affect the communication process are studied in depth. During this course, students will enroll in the aligned 3 credit DMACC course, SPC101, Fundamentals of Speech.

**Introduction to Classic Film (1 semester)**

1 Credit (One semester) Prerequisite: English 11, American Cultures, or AP Literature and Composition

Students will focus on pre-1980 films to study the art of film, film interpretation, and the interaction of film and print literature. A key focus will be critical viewing and analysis of film techniques. Besides watching films, students will also be doing a fair share of discussing, researching, reading, and writing about the concepts involved in film. Since this class does offer DMACC credit, students do need to be prepared for the workload that accompanies a college course. During this course, students will enroll in the aligned 3 credit DMACC course, HUM120 Introduction to Film.

**Introduction to Theatre**

1 Credit (One semester) Prerequisite: Acting I

Students will explore the elements and techniques of theatre with an emphasis on acting and directing in this college level, advanced theatre class. Attendance at dramatic productions is encouraged and participation in the fall or spring play, depending on the semester of enrollment, is mandatory. Other aspects of the class will include script analysis, acting technique, aspects of production design, and the responsibilities of a director. During this course, students will enroll in the aligned 3 credit DMACC course, DRA101, Introduction to Theatre.

**Journalism**

1 Credit (One semester) Prerequisite: None

Students will be introduced to the techniques involved in writing a news story, a feature story, a
sports story, an editorial, and headlines. They will also cover photography, journalism ethics, layout and design and editing. Journalism students may also contribute to the in-school paper, The Talon. This class provides the student with the basics necessary to produce a school newspaper.

**Literacy Matters**

*1 Credit (One semester) Prerequisite: None*

Students will develop self-knowledge of their reading interests and abilities and be able to comprehend texts that are of increasing complexity and challenge. Students will learn to utilize strategies by engaging in the critical reading of self-selected texts. Authentic purposes of reading will be developed through fiction, nonfiction, personal and job related text such as medical documents and employee forms. Literacy Matters is recommended for both college-bound and non-college bound students.

**Publications**

*1 Credit (One semester) Prerequisite: Journalism*

Students will take the full responsibility for the writing, photography, layout, editing, and leadership of the production of the The Talon, the school’s newspaper. During the course of the semester, students will have the chance to pursue their interests in the field of communications through further readings, field trips, media meetings, and guest speakers. Students may begin this class either in the fall or spring semester, and this course may be repeated for credit. **If course demand exceeds space available in the class, an application process may be required.**

**Second Chance Reading**

*2 Credits (Full Year) Criteria established to determine student placement*

Students who would otherwise struggle with the demands of the secondary curriculum will receive remediation in Second Chance Reading (SCR). SCR focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and nonfiction textual materials. The course is designed specifically for middle and high school students who are reading below grade level. The program incorporates several strands:

1. Extensive independent reading at students’ recreational level
2. Vocabulary development at both age-appropriate and recreational reading levels
3. Comprehension instruction for both lower- and higher-order comprehension tasks in fiction and non-fiction materials
4. Fluency instruction and monitoring
5. Writing as an assist to comprehension
6. Based on a comprehensive analysis of research on reading, SCR combines multiple strategies and practices into a structure for reading instruction and has proved successful.

**Shakespeare**

*1 Credit (One semester) Prerequisite: English 10 or IDEASS*

Students will use advanced reading, listening, and viewing skills to study the representative plays and poetry of William Shakespeare. An emphasis will be placed on themes, style, theatrical concerns, and historical backgrounds.

**Yearbook**

*2 Credits (Full Year) Prerequisite: None*

Students will develop knowledge and skill in planning, designing, writing, and selling the school yearbook. The class will utilize many resource personnel from the yearbook publishing industry. The course will take the student from the yearbook as an idea to the yearbook as a complete and
actual book. The major part of the class will deal with layout design and writing copy. The student will be required to devote some time outside of the classroom to work on the school annual. Those students who elect yearbook for the first semester must also register for the second semester. **If course demand exceeds space available in the class, an application process may be required.**

**Language Arts Course Sequence to Meet 4-year Graduation Requirement**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Courses</th>
<th>Advance Placement Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English 9 (Full year)</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>English 10 (Full year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR IDEASS (English 10</strong></td>
<td><strong>AP Literature and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>integrated with Western Civ.)</strong></td>
<td><strong>Composition (Full year)</strong></td>
</tr>
<tr>
<td>11th</td>
<td>English 11 (Full year) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Cultures (English 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>integrated with U.S. History)</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Communication Skills (1 semester) OR College Preparatory Composition (1 semester) <strong>AND Choice of one English/language arts elective (1 semester) from the list of university-accepted electives below:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>British Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Oral Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy Matters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shakespeare</td>
<td></td>
</tr>
</tbody>
</table>

**Consensus Maps**

Each course has created a consensus map that documents the month by month content of the unit, the essential questions for that unit, the skills to be learned, the alignment of the unit to the Iowa Core Curriculum, the resources used to teach the content, and the common vocabulary for the unit. Throughout the 2010-2011 school year, teachers will add assessments that will be included in the consensus map.

**K-12 Literacy Power Standards**

Two fundamental concepts have guided the creation of the K-12 Literacy Power Standards. First, literacy learning is recursive. That is, students at every grade level apply similar literacy skills and concepts as they use increasingly more complex materials. As a result, students will build upon and refine their knowledge, gaining sophistication and independence as they grow in their use and application of the Power Standards.
Second, although listed separately, the individual strands of Reading, Writing, Speaking, Listening, and Viewing are not exclusive of the other. Each strand links to and supports the rest. At any time, or at the same time, students may read, write, and view, or speak and listen to convey meaning. To be learned and used effectively, the processes of reading, writing, speaking, listening, and viewing are best taught in an integrated manner and assessed in the same way. (Adapted from the Iowa Core Literacy Essential Concepts and Skills)

**Kindergarten**

**Reading**  
The student will be able to…
- Apply knowledge of concepts of print, written language and the relationship of the sounds of speech to letters and words to read
- Apply multiple decoding strategies to read words in text
- Establish purposes for reading, monitor and adjust according to purpose
- Create and extend meaning by reading nonfiction and informational text
- Create and extend meaning by reading fiction text
- Apply a variety of strategies to develop and expand vocabulary

**Writing**  
The student will be able to…
- Produce writing using an effective process
- Produce writing using knowledge of purpose, audience and formats
- Communicate and support understanding through writing
- Use conventions of grammar, usage, and mechanics
- Print upper-and lowercase letters legibly

**Speaking, Listening & Viewing**  
The student will be able to…
- Communicate orally to deliver a coherent message
- Engage in collaborative conversations for a variety of purposes.
- Listen and view for information and understanding

**First Grade**

**Reading**  
The student will be able to…
- Apply knowledge of concepts of print, written language and the relationship of the sounds of speech to letters and words to read
- Apply multiple decoding strategies to read words in text
- Read and comprehend independently a significant number of books and texts in a variety of genres
- Establish purposes for reading, monitor and adjust according to purpose
- Create and extend meaning by reading nonfiction and informational text
- Create and extend meaning by reading fiction text
- Read with sufficient accuracy and fluency to support comprehension
- Apply a variety of strategies to develop and expand vocabulary

**Writing**  
The student will be able to…
- Produce writing using an effective process
• Produce writing using knowledge of purpose, audience and formats
• Communicate and support understanding through writing
• Access and use information and ideas
• Use conventions of grammar, usage, and mechanics
• Produce a coherent message in response to a prompt or other on-demand task
• Print all upper- and lowercase letters legibly

Speaking, Listening & Viewing
The student will be able to…
• Communicate orally to deliver a coherent message
• Engage in collaborative conversations for a variety of purposes
• Listen and view for information and understanding

Second Grade

Reading
The student will be able to…
• Apply multiple decoding strategies to read words in text
• Read and comprehend independently a significant number of books and texts in a variety of genres
• Establish purposes for reading, monitor and adjust according to purpose
• Create and extend meaning by reading nonfiction and informational text
• Create and extend meaning by reading fiction text
• Read with sufficient accuracy and fluency to support comprehension
• Apply a variety of strategies to develop and expand vocabulary

Writing
The student will be able to…
• Produce writing using an effective process
• Produce writing using knowledge of purpose, audience and formats
• Communicate and support understanding through writing
• Access and use information and ideas
• Produce a coherent message in response to a prompt or other on-demand task
• Use conventions of grammar, usage, and mechanics
• Write lowercase letters in cursive legibly

Speaking, Listening & Viewing
The student will be able to…
• Communicate orally to deliver a coherent message
• Engage in collaborative conversations for a variety of purposes
• Listen and view for information and understanding

Third Grade

Reading
The student will be able to…
• Read and comprehend independently a significant number of books and texts in a variety of genres
• Establish purposes for reading, monitor and adjust according to purpose
• Create and extend meaning by reading nonfiction and informational text
• Create and extend meaning by reading fiction text
• Read with sufficient accuracy and fluency to support comprehension
• Apply a variety of strategies to develop and expand vocabulary

Writing
The student will be able to…
• Produce writing using an effective process
• Produce writing using knowledge of purpose, audience and formats
• Communicate and support understanding through writing
• Access, use, and communicate information and ideas
• Produce a coherent message in response to a prompt or other on-demand task
• Use conventions of grammar, usage, and mechanics
• Write all upper- and lowercase letters in cursive legibly

Speaking, Listening & Viewing
The student will be able to…
• Communicate orally to deliver a coherent message
• Engage in collaborative conversations for a variety of purposes
• Listen and view for information and understanding
• Listen and view for interpretation, analysis, and evaluation

Fourth Grade

Reading
The student will be able to…
• Read and comprehend independently a significant number of books and texts in a variety of genres
• Establish purposes for reading, monitor and adjust according to purpose
• Create and extend meaning by reading nonfiction and informational text
• Create and extend meaning by reading fiction text
• Read with sufficient accuracy and fluency to support comprehension
• Apply a variety of strategies to develop and expand vocabulary

Writing
The student will be able to…
• Produce writing using an effective process
• Produce writing using knowledge of purpose, audience and formats
• Communicate and support understanding through writing
• Access, use, and communicate information and ideas
• Produce a coherent message in response to a prompt or other on-demand task
• Use conventions of grammar, usage, and mechanics

Speaking, Listening & Viewing
The student will be able to…
• Communicate orally to deliver a coherent message
• Engage in collaborative conversations for a variety of purposes
• Listen and view for information and understanding
• Listen and view for interpretation, analysis, and evaluation
Fifth Grade

**Reading**
The student will be able to...
- Read and comprehend independently a significant number of books and texts in a variety of genres
- Establish purposes for reading, monitor and adjust according to purpose
- Create and extend meaning by reading nonfiction and informational text
- Create and extend meaning by reading fiction text
- Read with sufficient accuracy and fluency to support comprehension
- Apply a variety of strategies to develop and expand vocabulary

**Writing**
The student will be able to...
- Produce writing using an effective process
- Produce writing using knowledge of purpose, audience and formats
- Communicate and support understanding through writing
- Access, use, and communicate information and ideas
- Produce a coherent message in response to a prompt or other on-demand task
- Gather text evidence to support or revise conjecture.
- Use conventions of grammar, usage, and mechanics

**Speaking, Listening & Viewing**
The student will be able to...
- Communicate orally to deliver a coherent message
- Engage in collaborative conversations for a variety of purposes
- Listen and view for information and understanding
- Listen and view for interpretation, analysis, and evaluation

Sixth Grade

**Reading**
The student will be able to...
- Select, read, and comprehend a significant number of books and text from a diverse collection of materials
- Establish purpose for reading, monitor, and adjust according to purpose
- Analyze, evaluate, and synthesize to create and extend meaning in nonfiction and informational text
- Identify main ideas and supporting details using text structure and context clues
- Analyze, evaluate, and synthesize to create and extend meaning in fiction text
- Identify and analyze a character’s thoughts, feelings, and actions
- Identify and analyze the elements of a story
- Read fluently and vary rate according to purpose and nature of the text
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections

**Writing**
The student will be able to...
- Produce writing using an effective process
Select, construct, and refine using a writing process in multi-paragraph development emphasizing topic sentence, developing supporting ideas, and concluding sentence
Produce writing using knowledge of purpose, audience, and formats
Communicate and support understanding through writing including on-demand tasks
Utilize the appropriate conventions and grammar of the English language to produce a clear message in written format
Access, analyze, and evaluate information from various sources to answer questions, solve problems, and communicate ideas
Gather and use credible information
Recognize and record authorship and publication information

Speaking, Listening, & Viewing
The student will be able to...
- Listen to interpret, analyze, and evaluate in formal and informal situations
- Apply listening skills as a member of a group in a variety of settings
- Communicate orally using language and vocabulary appropriate to the purpose, message, and audience
- Participates effectively in discussion by using verbal and nonverbal communication strategies
- Apply strategies to interpret, draw conclusions, make generalizations, synthesize, and evaluate visual media

Seventh Grade

Reading
The student will be able to...
- Select, read, and comprehend a significant number of books and text from a diverse collection of materials
- Establish purpose for reading - monitor and adjust according to purpose
- Analyze, evaluate, and synthesize to create and extend meaning in nonfiction and informational text
- Determine importance and summarize information
- Analyze, evaluate, and synthesize to create and extend meaning in fiction text
- Analyze and evaluate a character’s thoughts, feelings and actions
- Analyze and evaluate the plot and conflict of a story
- Read fluently and vary rate according to purpose and nature of the text.
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections

Writing
The student will be able to...
- Produce writing using an effective process
- Select, construct, and refine using a writing process in essay development emphasizing thesis statement, transitions between paragraphs, and conclusion statement
- Produce writing using knowledge of purpose, audience, and formats
- Communicate and support understanding through writing
- Utilize the appropriate conventions and grammar of the English language to produce a clear message in written format
- Access, analyze, and evaluate information from various sources to answer questions, solve problems, and communicate ideas
- Gather, use, and synthesize credible information
Speaking, Listening, & Viewing
The student will be able to…
- Listen to interpret, analyze, and evaluate in formal and informal situations
- Apply listening skills as a member of a group in a variety of settings
- Communicate orally using language and vocabulary appropriate to the purpose, message, and audience
- Participate effectively in discussion by using verbal and nonverbal communication strategies
- Apply strategies to interpret, draw conclusions, make generalizations, synthesize, and evaluate visual media

Eighth Grade

Reading
The student will be able to…
- Select, read, and comprehend a significant amount of books and text from a diverse collection of materials.
- Establish purpose for reading- monitor and adjust according to purpose
- Analyze, evaluate, and synthesize to create and extend meaning in fiction text.
- Distinguish how various elements of characterization, plot structure and figurative language impact text.
- Analyze, evaluate, and synthesize to create and extend meaning in non-fiction and informational text.
- Read fluently and vary rate according to purpose and nature of the text.
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections.

Writing
The student will be able to…
- Produce writing using effective process
- Produce and refine expository essay writing emphasizing hooks, clinchers, and thesis development
- Produce and refine creative and narrative writing emphasizing effective use of dialogue, developing character, setting, and theme, and incorporating figurative language
- Produce writing using knowledge of purpose, audience and format
- Communicate and support learning through writing
- Utilize the appropriate conventions and grammar of the English language to produce a clear message in written format
- Access, analyze and evaluate information from various sources to answer questions, solve problems, and communicate ideas
- Directly quote and summarize information using correct MLA in text citation format and MLA Works Consulted or Works Cited page.

Speaking, Listening, & Viewing
The student will be able to…
- Listen to interpret, analyze, and evaluate in both formal and informal situations
- Apply listening skills as a member of a group in a variety of settings
- Communicate orally using language and vocabulary appropriate to the purpose, message and audience
- Participates effectively in discussion by using verbal and non-verbal communication strategies
- Apply strategies to interpret, draw conclusions, make generalizations, synthesize and evaluate visual media.

**Ninth Grade**

*Reading*

The student will be able to…

- Select, read, and comprehend a significant number of books and text from a diverse collection of materials
- Analyze, evaluate, and synthesize to create and extend meaning in nonfiction and informational text
- Analyze, evaluate, and synthesize to create and extend meaning in fiction text
- Evaluate how an author uses elements of characterization, plot, and figurative language to develop a story
- Read fluently and vary rate according to purpose and nature of the text.
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections

*Writing*

The student will be able to…

- Produce and refine expository and position essays, emphasizing transitions and cohesive paragraph development
- Produce and refine creative and narrative writing emphasizing multi-genre writing, developing personal style and voice, and incorporating figurative language
- Access, analyze, and evaluate information from various sources to answer questions, solve problems, and communicate ideas
- Utilize the appropriate conventions and grammar of the English language to produce a clear message in written format
- Use single and multiple source in-text documentation and an MLA Works Cited page
- Directly quote, paraphrase, and summarize information accurately without plagiarizing

*Speaking, Listening, & Viewing*

The student will be able to…

- Listen to interpret, analyze, and evaluate in formal and informal situations
- Apply listening skills as a member of a group in a variety of settings
- Communicate orally using language and vocabulary appropriate to the purpose, message, and audience
- Participate effectively in discussion by using verbal and nonverbal communication strategies
- Apply strategies to interpret, draw conclusions, make generalizations, synthesize, and evaluate visual media

**Tenth Grade**

*Reading*

The student will be able to…

- Select, read and comprehend a number of texts
- Analyze, synthesize, and evaluate to create and extend meaning by reading a variety of genres
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections
Writing
The student will be able to…
- Create persuasive documents using a writing process based upon purpose, audience and format
- Utilize a writing and research process to expand and communicate knowledge on a topic
- Utilize the appropriate conventions and grammar of the English language to produce a clear message in written format
- Write on demand to persuade

Speaking, Listening, & Viewing
The student will be able to…
- Generate individual components of group presentations
- Employ group decision making technique to achieve the group goal
- Deliver individual components of group presentations using appropriate verbal and nonverbal communication skills
- Identify types of arguments and logical fallacies
- Formulate a judgment about the issues under discussion
- Critically analyze and evaluate information and messages presented through the media

Eleventh Grade

Reading
The student will be able to…
- Select, read and comprehend a significant number of texts
- Analyze, synthesize, and evaluate to create and extend meaning by reading a variety of genres
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections
- Evaluate individual elements in a variety of texts

Writing
The student will be able to…
- Create analytical and evaluative essays using a writing process based upon purpose, audience, and format
- Construct writing that utilizes established conventions including style and voice to enhance the message
- Write on demand to explain an analysis of a text

Speaking, Listening, & Viewing
The student will be able to…
- Develop a coherent message for individual platform presentations
- Deliver presentation using appropriate verbal and nonverbal communication skills
- Design an appropriate organizational structure and language style for the purpose and appeals to the audience
- Evaluate public performances
- Formulate a judgment about the issues under discussion
- Analyze the effects of media on the individual and society
- Evaluate media and visuals using visual literacy skills

Twelfth Grade
Reading
The student will be able to…
- Select, read and comprehend a significant number of texts
- Analyze, synthesize, and evaluate to create and extend meaning by reading a variety of genres
- Select and implement a variety of vocabulary strategies to determine meaning of unfamiliar words encountered in reading selections
- Evaluate individual elements in a variety of texts

Writing
The student will be able to…
- Produce writing (expository, persuasive, narrative, technical, professional, job-search) using appropriate format, style, and syntax for purpose and audience
- Integrate a range of formats to enhance the message
- Write on demand to inform or explain

Speaking, Listening, & Viewing
The student will be able to…
- Participate effectively in discussions in a variety of situations
- Accurately summarizes the essence of each speaker’s remarks
- Formulates a judgment about the issues under discussion
- Analyze the effects of media on the individual and society
- Determine criteria for evaluating visual messages to evaluate their effectiveness
- Evaluate whether or not the media successfully captures the audience and achieves the creator’s purpose

Acting
The student will be able to…
- Identify general technical and movement terms
- Incorporate language into performance scenes.
- Construct and present characters.
- Utilize proper blocking and movement techniques.
- Implement memorization techniques through various acting scenes.
- Apply observation techniques to in-class improvisation scenes.
- Identify characteristics of different types and styles of acting.
- Perform scenes utilizing various types and styles of acting.
- Demonstrate knowledge of stagecraft techniques through set construction.

British Literature
Reading
The student will be able to…
- Read and comprehend a significant number of fictional works by British authors
- Analyze, synthesize, and evaluate to create and extend meaning by reading
- Analyze literature: plot, setting, characterization, theme, mood, point of view, tone, symbolism.
- Interpret literature: context, author’s intent, and reader’s response
- Make warranted and responsible assertions
- Support assertions with convincing evidence
- Compare and contrast fictional works
- Make perceptive and well-developed connections
Critically analyze and evaluate fictional works by connecting and synthesizing information from multiple sources

**Writing**

**The student will be able to…**

- Produce literary analysis using knowledge of purpose and audience to evaluate and/or analyze literature
- Use writing to create and extend meaning in learning through connections and articulate opinions
- Write about fictional works on demand

**Speaking, Listening, & Viewing**

**The student will be able to…**

- Interpret literary works orally, citing textual data in support of assertions
- Use specialized vocabulary related to content learning
- Listen for interpretation, analysis, and evaluation

**Contemporary Literature**

**Reading**

**The student will be able to…**

- Read and comprehend a significant number of fictional works by contemporary authors
- Analyze, synthesize, and evaluate to create and extend meaning by reading
- Analyze literature: plot, setting, characterization, theme, mood, point of view, tone, symbolism.
- Interpret literature: context, author’s intent, and reader’s response
- Make warranted and responsible assertions
- Support assertions with convincing evidence
- Compare and contrast fictional works
- Make perceptive and well-developed connections
- Critically analyze and evaluate fictional works by connecting and synthesizing information from multiple sources

**Writing**

**The student will be able to…**

- Produce literary analysis using knowledge of purpose and audience to evaluate and/or analyze literature
- Use writing to create and extend meaning in learning through connections and articulate opinions
- Write about fictional works on demand

**Speaking, Listening, & Viewing**

**The student will be able to…**

- Interpret literary works orally, citing textual data in support of assertions
- Use specialized vocabulary related to content learning
- Understand how literary forms can be represented in visual narratives

**Creative Writing**

**The student will be able to…**

- Develop critical reading and writing skills.
- Identify the elements of poetry and apply them to the composition of poetry.
• Identify the elements of fiction and creative nonfiction and apply them to the composition of fiction and creative nonfiction.
• Apply concepts and/or techniques from other student and/or professional writers to the composition of poetry, fiction and creative nonfiction.
• Evaluate one’s own individual writing process to allow flexibility in writing poetry, fiction and creative nonfiction.
• Demonstrate an understanding of a wide range of poetry, fiction and creative nonfiction

**Fundamentals of Oral Communication**

**The student will be able to…**

• Explain the transactional nature of the communication process.
• Explain how perceptions influence human communication.
• Describe relationships between verbal and non-verbal messages in communication.
• Demonstrate appropriate language in a variety of contexts.
• Demonstrate ways cultural diversity affects interpersonal communication and public speaking.
• Demonstrate active listening skills.
• Analyze how communication functions in relationships.
• Identify characteristics and functions of small groups.
• Identify roles in groups and participate in problem-solving or decision-making groups.
• Develop main ideas specifically and coherently that address the issue of purpose and audience.
• Deliver informative and persuasive speeches in an extemporaneous style.

**Introduction to Classic Film**

**The student will be able to…**

• Identify narrative film’s elements borrowed from literature, drama, music, and graphic arts.
• Define and explain basic film elements.
• Analyze and evaluate film elements that are critical in good narrative film.
• Analyze and evaluate a director’s style in film making.

**Introduction to Theatre**

**The student will be able to…**

• Discuss the value of theatre and the broader functions of the arts.
• Describe and discuss types of theatre spaces (proscenium, thrust, arena, black box).
• Analyze a script, attend a play, and apply Aristotle’s six elements of theatre (plot, character, thought, diction, music, and spectacle).
• Identify various forms (comedy, farce, tragedy, etc.) of drama and their corresponding characteristics.
• Describe functions of stage design and evaluate some aspects of the production such as acting, lighting, set design, costumes, etc.
• Identify characteristics/functions of costume design and make-up techniques.
• Identify functions of a producer and director.
• Strategies and techniques for acting by participating in classroom exercises and a short duet scene using body and voice for expression.
• Describe, identify, and explain various theatre conventions and how selected plays reflect changes within society and culture.

**Journalism**

**The student will be able to…**

• Create a variety of types of writing working from the original concept to final publication.
• Use photography as a key component to convey or enhance the intended message for the final publication.
• Create a final publication using desktop publishing software
• Synthesize the layout and design principals of contrast, repetition, alignment, proximity.
• Recognize, strategize, or utilize basic legal, ethical, and social aspects of publications

**Literacy Matters**
The student will be able to…
• Develop self-knowledge of their reading interests and abilities and be able to comprehend text that are of increasing complexity and challenge
• Generate an authentic purpose for reading both fiction and nonfiction. Monitor and adjust reading rate and apply strategies according to purpose.
• Read complex texts and functional documents independently, proficiently and fluently, sustaining concentration, monitoring comprehension and when useful, rereading.
• Select and use a variety of vocabulary strategies to determine meaning of unfamiliar words encounters in reading selections.

**Publications**
The student will be able to…
• Evaluate the audience and news cycle to determine articles appropriate for final publications
• Produce photography as a key component to convey or enhance the intended message for the final publication.
• Collaborate with a staff to create multiple publications using desktop publishing software.
• Evaluate and utilize principles of contrast, repetition, alignment, and proximity for multiple publications in a cooperative team setting.
• Apply basic legal, ethical, and social aspects of publications

**Shakespeare**
**Reading**
The student will be able to…
• Read and comprehend a significant number of Shakespeare’s works
• Analyze, synthesize, and evaluate to create and extend meaning by reading
• Analyze literature: plot, setting, characterization, theme, mood, point of view, tone, symbolism.
• Interpret literature: context, author’s intent, and reader’s response
• Make warranted and responsible assertions
• Support assertions with convincing evidence
• Compare and contrast fictional works
• Make perceptive and well-developed connections
• Critically analyze and evaluate fictional works by connecting and synthesizing information from multiple sources
• Read orally with fluency with accuracy and prosody (rhythm, stress, and intonation of speech)
• Apply a variety of strategies to develop and expand reading vocabulary

**Writing**
The student will be able to…
• Use writing to create and extend meaning in learning
• Write on demand
Speaking, Listening, & Viewing
The student will be able to…
- Interpret literary works orally, citing textual data in support of assertions
- Participate in class performances
- Use specialized vocabulary related to content learning
- Deliver messages using appropriate emphasis and expression
- Listen to interpret, analyze, and evaluate according to the established purpose
- Understand how literary forms can be represented in visual narratives

Yearbook
The student will be able to…
- Brainstorm and develop a publication plan to guide the year’s book.
- Use standard design principles and technology to create a yearbook spread.
- Recognize basic legal, ethical, and social aspects of yearbook production.
- Utilize desktop photography software to enhance the context of the yearbook.
- Summarizes and applies interview concepts in written copy
- Prepare and execute advertising sales plan
- Analyze and evaluate written copy to meet journalistic standards

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries and grievances may be directed to Dr. Bruce Kimpston, Associate Superintendent, 306 S.W. School Street, P.O. Box 189, Ankeny, Iowa 50021-0189, (515) 965-9600, or the Director of the Iowa Civil Rights Commission, 500 West Madison Street, Suite 2800, Chicago, IL 60661.