

Mandan Public School District

Language Arts

Mandan Public Schools

6-12

Language Arts Curriculum



2009

Table of Contents

Table of Contents	2
Preface.....	5
Writing Committee Members	6
Vision, Mission, Slogan and Philosophy	7
Philosophy of the 6-12 Language Arts Curriculum.....	7
6-12 Language Arts Curriculum Codes	7
6-12 Language Arts Curriculum	8
Sixth Grade	8
Seventh Grade.....	11
Eighth Grade	15
Ninth Grade.....	19
Tenth Grade	23
Eleventh Grade.....	27
Twelfth Grade	32
Course Descriptions and Course Outlines	36
AP English	36
British Literature.....	41
Composition.....	43
Creative Writing.....	45
English I.....	47
English II.....	51
English III	55

Mandan Public Schools
6-12 Language Arts Curriculum

Essential English I.....	58
Essential English II.....	62
Essential English III.....	66
Interpersonal Communication.....	68
Journalism I.....	70
Journalism II.....	71
LifeSkills English I.....	72
LifeSkills English II.....	73
Modern Literature.....	74
Recovery Reading.....	76
Speech.....	77
Technical Writing.....	78
World Literature.....	80
Appendix A.....	82
21 st Century Skills – 8 th Grade.....	82
Appendix B.....	86
21 st Century Skills – 12 th Grade.....	86
Appendix C.....	89
6 th Grade Essential Skills.....	89
Appendix D.....	90
7 th Grade Essential Skills.....	90
Appendix E.....	91
8 th Grade Essential Skills.....	91

Mandan Public Schools
6-12 Language Arts Curriculum

Appendix F.....92

9th Grade Essential Skills92

Preface

The Mandan Public Schools 6-12 Language Arts Curriculum Committee revised and updated the 6-12 Language Arts Curriculum. The 6-12 Language Arts Curriculum Committee included the current 2005 North Dakota English Language Arts Content and Achievement Standards. The committee put forth a great deal of effort to improve and update the language arts curriculum so that Mandan Public School students can have access to the best language arts curriculum experience possible.

The 6-12 Language Arts Curriculum is articulated in two ways. First, the curriculum is presented based on the 2005 North Dakota English Language Arts Content and Achievement Standards. The committee identified each benchmark specific student skill and determined the degree to which each benchmark should be addressed in each course. The following IDM coding system was used to convey this:

- I – Introduce
- D – Develop
- M – Master.

The 6-12 Language Arts Curriculum is also articulated according to the 21st Century Skills. The committee identified which Language Arts Curriculum benchmarks address specific 21st Century Skills. These 21st Century Skills can be seen in Appendices A and B.

A full year of English is required every year. If a student takes 3 semesters of English during their junior year, the student will still need to take 2 semester courses their senior year. All seniors are required to take one literature course their senior year. Beginning in the fall of 2011, Composition will no longer be offered as a separate course as it will be incorporated into English III.

It should be noted that Lifeskills English I and Lifeskills English II were developed and included in the curriculum for seniors who are not ready for senior English classes. The purpose of Lifeskills English I and Lifeskills English II is for providing an alternative to completing high school English at a level that will meet their unique individual needs in their transition process. These students have individual goals that are based on state standards and benchmarks that are addressed in their Individual Education Plan. As a result, the IDM coding was not done for these classes as the curriculum for each student is different.

The curriculum IDM matrix lists the courses that are typically available to students at specific grades. Some courses that are typically senior courses can sometimes be taken by juniors. Please read course descriptions to see which courses are available to students in specific grades.

I thank the 6-12 Language Arts Curriculum Committee for their time, effort, and professionalism in working together on this curriculum committee. I especially thank the students and parents represented on this committee. Parental and student involvement in this process is always a benefit for our school district. Mandan Public Schools is fortunate to have such dedicated hardworking professionals. Our students are the beneficiaries.

Dr. Gaylynn Becker – District Curriculum/Data Coordinator

Mandan Public Schools
2009 6-12 Language Arts Curriculum
Writing Committee Members

<u>Name</u>	<u>Building</u>	<u>Area</u>
Jann Andring	Mandan High School	English I, English II & Essential English I
Kirsten Baesler	Mandan Public School Board	School Board & Parent
Elizabeth Brick	Mandan High School	Student
Kent Brick	Mandan High School	Parent
Connie Carter	Mandan Middle School	7 th Grade Language Arts
Domingo Delvalle	Mandan High School	Student
Lance Goetz	Mandan Middle School	8 th Grade Language Arts
Candace Gerhardt	Mandan High School	English II & Essentials of English II
Susan Griffin	Mandan Middle School	Language Arts Student Teacher
Linda Johnson	Great Plains Academy	6 th Grade Language Arts
Judy Kirsch	Mandan High School	English I
Jamie Levingston	Mandan Public Schools	Technology Coordinator
Bonnie Mayer	Mandan Middle School	8 th Grade Language Arts
Laura Novak	Mandan High School	English I & Technical Writing
Seth Peterson	Mandan High School	AP English, English II, Composition, Lifeskills English I & II
Saundra Pfaff	Mandan Middle School	7 th Grade Language Arts
Patrick Pins	Mandan High School	Speech
Lisa S. Quintus	Mandan High School	English II, Modern Literature & World Literature
Debbie Rath, Chair	Mandan High School	MHS Dept. Chair, American Literature & British Literature
Kim Rickel	Mandan High School	Special Education
Benita Saur	Mandan High School	English I, Creative Writing & Interpersonal Communication
Dori Schaeffbauer	Mandan High School	English II, American Literature, Poetry
Janet Schaff	Mandan High School	MR Special Education Teacher
Helen Steckler	Mandan Middle School	7 th & 8 th Grade Reading
Amy Walker	Mandan High School	English I, Journalism I, Journalism II
Charlene Zins	Great Plains Academy	6 th Grade Language Arts
Dr. Gaylynn Becker	Central Administration	District Curriculum/Data Coordinator

Vision, Mission, Slogan and Philosophy

Mandan Public School District's vision is **“Empowering excellence.”** Its mission is **“Empowering every student to lead a productive life and positively contribute to society.”** Its slogan is **“Mandan Schools: Where the Best Begin.”**

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students' health, safety, and personal well being.

Philosophy of the 6-12 Language Arts Curriculum is:

1. Language Arts teachers have a responsibility to accept all students at their levels of ability and to develop those abilities to the fullest extent possible.
2. The goal of the reading program is to develop readers who choose to read, who comprehend and understand what they read, and who use reading as a means of enriching and extending their personal, social, academic and career lives. This goal is achieved through the combined efforts of the school, parents and community.
3. Reading, listening, speaking and writing are controlled by the thinking process; therefore, the language arts program should emphasize and develop critical thinking skills.
4. A sequential language arts curriculum for grades K-12 is essential.
5. An appreciation for varied literary forms should be developed for all students.
6. Students should be given the skills to use writing as an effective form of communication, and for the appropriate purpose and audience.

6-12 Language Arts Curriculum Codes

I – Introduce
D – Develop
M – Master

Anything beyond the mastery level we assume that reinforcement will occur in the more advanced courses.

6-12 Language Arts Curriculum

Sixth Grade

Standard 1:	
Students engage in the research process	6th Grade
PLANNING RESEARCH	
6.1.1 Pose relevant research questions	D
ACCESSING INFORMATION	
6.1.2 Use sources that are appropriate for the research purpose	D
EVALUATING RESEARCH INFORMATION	
6.1.3 Differentiate between accurate and inaccurate information	D
ORGANIZING RESEARCH INFORMATION	
6.1.4 Use information from several sources	D
PRESENTATION	
6.1.5 Write a research report	D
EVALUATING THE RESEARCH PROCESS	
6.1.6 Assess research process	D
6.1.7 Evaluate a research product using a rubric	D
Standard 2:	
Students engage in the reading process	6th Grade
LITERARY GENRES	
6.2.1 Identify characteristics of a variety of fiction genres; e.g., short stories, mysteries, poetry, fables, myths	D
6.2.2 Identify characteristics of a variety of nonfiction genres	D
WORD RECOGNITION/VOCABULARY	
6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS	
6.2.4 Use graphic organizers and summarizing to enhance comprehension	D
6.2.5 Use prior knowledge and experiences to aid text comprehension	D

PURPOSES FOR READING	
6.2.6 Read to be informed, entertained, and persuaded	D
6.2.7 Read to develop life-long reading skills and habits	
LITERARY ELEMENTS AND TECHNIQUES	
6.2.8 Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback	D
6.2.9 Identify figurative language, including personification, simile, metaphor	D
Standard 3: Students engage in the writing process	6th Grade
INFORMATIVE WRITING	
6.3.1 Produce informative writing; e.g., research-based report, instructions	D
NARRATIVE WRITING	
6.3.2 Produce narrative writing; e.g., short story, descriptive play, poetry	D
PERSUASIVE WRITING	
6.3.3 Produce persuasive writing; e.g., opinion, essay, business letter	D
PREWRITING	
6.3.4 Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining	D
6.3.5 Use strategies to write for different audiences and purposes	D
DRAFTING	
6.3.6 Use prewriting strategies to create draft	D
6.3.7 Incorporate grade-level appropriate vocabulary in writing	D
REVISING AND EDITING	
6.3.8 Use criteria to evaluate own and others' writing; e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency	D
6.3.9 Use feedback and multiple drafts to clarify language and intent	D
6.3.10 Edit for grammar, mechanics, usage, spelling	D
PUBLICATION/PRESENTATION	
6.3.11 Incorporate visual aids into written work	D
Standard 4: Students engage in the speaking and listening process	6th Grade
PLANNING FOR AN AUDIENCE/PURPOSE	
6.4.1 Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	D
6.4.2 Use supporting materials for topic development; e.g., research, personal experience, literature, interview	D

6.4.3 Incorporate literature in presentations, such as book reports	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
6.4.4 Summarize key ideas of a speaker	D
VERBAL AND NONVERBAL COMMUNICATION	
6.4.5 Use appropriate volume and eye contact when speaking	D
Standard 5:	6th Grade
Students understand media	
MEDIA GENRES	
6.5.1 Identify existing and developing media	D
USING MEDIA FOR A PURPOSE	
6.5.2 Use technology according to the district's appropriate use policy	M
6.5.3 Construct media messages; e.g., slide shows, brochures, newsletters, commercials, advertisements	I
INTERPRETING MEDIA	
6.5.4 Identify the point of view of a media message	D
6.5.5 Identify bias in media messages	D
6.5.6 Define plagiarism and its consequences	D
Standard 6:	6th Grade
Students understand and use principles of language	
LANGUAGE CONVENTIONS/MECHANICS	
6.6.1 Use grade-appropriate conventions of sentence structure; i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory	D
6.6.1.A Simple sentences	D/M
6.6.2 Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense	D
6.6.3 Use grade-appropriate mechanics and usage; i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling	D
FIGURATIVE LANGUAGE	
6.6.4 Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia	D

6-12 Language Arts Curriculum

Seventh Grade

Standard 1:		
Students engage in the research process	7th Grade	7th Grade Reading
PLANNING RESEARCH		
7.1.1 Generate and evaluate questions relevant to research topic	D	D
ACCESSING INFORMATION		
7.1.2 Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information	D	D
EVALUATING RESEARCH INFORMATION		
7.1.3 Question the accuracy and relevance of information	D	D
ORGANIZING RESEARCH INFORMATION		
7.1.4 Organize research information	D	D
7.1.5 Present research findings, including information and evidence from a variety of sources	D	I
7.1.6 Arrange sources in bibliographical format	D	I
PRESENTATION		
7.1.7 Write a research report using a thesis statement	D	I
EVALUATING THE RESEARCH		
7.1.8 Evaluate the research process	D	I
7.1.9 Evaluate a research product using a rubric	D	I
Standard 2:		
Students engage in the reading process	7th Grade	7th Grade Reading
LITERARY AND INFORMATIONAL GENRES		
7.2.1 Differentiate characteristics of fiction and nonfiction genres	D	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS		
7.2.2 Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts	D	D
7.2.3 Generate and revise predictions to aid comprehension and understanding of the meaning of texts	D	D

Mandan Public Schools
6-12 Language Arts Curriculum

7.2.4 Use prior knowledge and experiences to aid text comprehension	D	D
PURPOSES FOR READING		
7.2.5 Read to be informed, entertained, and persuaded	M	D
7.2.6 Read to develop life-long reading skills and habits	D	D
LITERARY ELEMENTS AND TECHNIQUES		
7.2.7 Identify literary elements; i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme	D	D
7.2.8 Locate figurative language in literary texts; i.e., personification, simile, metaphor, and hyperbole	I/D	I
7.2.9 Identify sound devices in literary texts; i.e., alliteration, onomatopoeia, rhyme, repetition, and rhythm	I/D	I
7.2.10 Explain the relationships between literature and historical periods, cultures, and society	I/D	I
VOCABULARY		
7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text	D	D
Standard 3: Students engage in the writing process	7th Grade	7th Grade Reading
INFORMATIVE WRITING		
7.3.1 Produce research-based writing; e.g., news article, book reports, essay	D	D
NARRATIVE WRITING		
7.3.2 Produce narrative writing; e.g., short story, poetry, drama	D	D
PERSUASIVE WRITING		
7.3.3 Produce persuasive writing; e.g., business letter, essays, opinions	D	I
PREWRITING		
7.3.4 Use strategies to write for different audiences and purposes; e.g., informative, narrative, persuasive	D	I
DRAFTING		
7.3.5 Use prewriting strategies to create a draft emphasizing details	D	D
7.3.6 Incorporate grade-level appropriate vocabulary in writing	D	D
REVISING AND EDITING		
7.3.7 Use criteria to evaluate own and others' writing	D	D
7.3.8 Use feedback and multiple drafts to revise text for specific purposes; e.g., clarity of ideas, organization, word choice, fluency	D	D
7.3.9 Edit for grammar, mechanics, usage, and spelling	D	D
PUBLICATION/PRESENTATION		
7.3.10 Incorporate visual aids in publications	I/D	

Standard 4:		
Students engage in the speaking and listening process	7th Grade	7th Grade Reading
PLANNING FOR AN AUDIENCE/PURPOSE		
7.4.1 Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	D	I
VERBAL AND NONVERBAL COMMUNICATION		
7.4.2 Use supporting materials for topic development; e.g., research, personal experience, literature, interview	D	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION		
7.4.3 Incorporate research into presentations	D	D
7.4.4 Construct questions in response to a speaker	D	D
7.4.5 Speak to entertain an audience; e.g., story telling	D	D
VERBAL AND NONVERBAL COMMUNICATION		
7.4.6 Use volume, eye contact, rate, and pronunciation effectively in oral presentations	D	D
Standard 5:		
Students understand media	7th Grade	7th Grade Reading
MEDIA GENRES		
7.5.1 Identify existing and developing media	D	D
USING MEDIA FOR A PURPOSE		
7.5.2 Construct media messages; e.g., slide shows, brochures, news articles, commercials, and advertisements	D	I
INTERPRETING MEDIA		
7.5.3 Assess the relevancy and accuracy of information in media messages	D	D
7.5.4 Locate examples of freedom of expression in media messages	I/D	I
7.5.5 Define plagiarism and its consequences	D	D

Standard 6: Students understand and use principles of language	7th Grade	7th Grade Reading
LANGUAGE CONVENTIONS/MECHANICS		
7.6.1 Use grade-appropriate conventions of grammar; i.e., Capitalization: dialogue, title of people and things; Punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; Usage: double negatives	D/M	D
7.6.2 Use sentence structure; i.e., simple, compound, complex 7.6.2.A Compound sentences 7.6.2.B Complex sentences	M D I	D D I
7.6.3 Use grade-appropriate mechanics and usage; i.e., capitalization	D	D
LITERARY ELEMENTS AND TECHNIQUES		
7.6.4 Use figurative language; i.e., simile, metaphor, alliteration, personification, onomatopoeia, and hyperbole	D	D

6-12 Language Arts Curriculum

Eighth Grade

Standard 1:		
Students engage in the research process	8th Grade	8th Grade Reading
PLANNING RESEARCH		
8.1.1 Use questions to narrow research topic	M	M
ACCESSING INFORMATION		
8.1.2 Use a variety of primary and/or secondary sources to access information; i.e., computer catalogs, magazines, newspapers, and primary sources	D	D
EVALUATING RESEARCH INFORMATION		
8.1.3 Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources	D	D
ORGANIZING RESEARCH INFORMATION		
8.1.4 Use information from multiple sources when presenting research findings to defined audiences	D	D
PRESENTATION		
8.1.5 Write a research report using a thesis	D	D
EVALUATE THE RESEARCH		
8.1.6 Evaluate the research process	D	D
8.1.7 Evaluate a research product using a rubric	D	D
Standard 1:		
Students engage in the reading process	8th Grade	8th Grade Reading
LITERARY AND INFORMATIONAL GENRES		
8.2.1 Compare or contrast characteristics of fiction and nonfiction genres	D	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS		
8.2.2 Use prior knowledge and experiences to aid text comprehension	D	D
8.2.3 Use a variety of strategies to construct meaning from text; e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, and discussing	D	D

PURPOSES FOR READING		
8.2.4 Read for a variety of purposes to develop lifetime reading skills and habits, e.g., for personal recreation, to model forms of writing	D	D
LITERARY ELEMENTS AND TECHNIQUES		
8.2.5 Identify theme, protagonist, antagonist, and dialect in literary texts	D/M	D
8.2.6 Identify figurative language in literary texts including personification, simile, metaphor, and hyperbole	D/M	D
8.2.7 Make connections between literature and historical period, culture, and society	D/M	D
8.2.8 Explain the uses of sound devices in literary texts. including alliteration, onomatopoeia, rhyme, repetition, and rhythm	D/M	D
VOCABULARY		
8.2.9 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text	D	D
8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology	D	D
Standard 3: Students engage in the writing process	8th Grade	8th Grade Reading
INFORMATIVE WRITING		
8.3.1 Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews	D	D
NARRATIVE WRITING		
8.3.2 Write short stories that include story elements; e.g., dialogue, action, physical description, background description, character development	D	D
PERSUASIVE WRITING		
8.3.3 Produce persuasive writing; e.g., editorials, essays, business letters and opinions	D	D
PREWRITING		
8.3.4 Use free writing and journal writing to develop ideas for writing topics	D	D
8.3.5 Use language and format appropriate for intended audience and purpose	D	D
DRAFTING		
8.3.6 Use prewriting product to create a first draft emphasizing details and referencing sources	D	D
8.3.7 Incorporate grade-level appropriate vocabulary in writing	D	D
8.3.8 Use organizational patterns; e.g., introduction, body, conclusion <i>or</i> exposition/body/resolution	D	D
REVISING AND EDITING		
8.3.9 Use criteria to evaluate own and others' writing	D	D
8.3.10 Use feedback and multiple drafts to revise text for specific purposes, e.g., clarity of ideas, organization, word choice, and fluency	D	D

8.3.11 Edit for grammar, mechanics, usage, and spelling	D	D
PUBLICATION/PRESENTATION		
8.3.12 Incorporate a variety of visual aids in publications	D	D
8.3.13 Use computer technology to present written work	D	D
Standard 4: Students engage in the speaking and listening process	8th Grade	8th Grade Reading
PLANNING FOR AN AUDIENCE/PURPOSE		
8.4.1 Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	D	D
8.4.2 Use supporting materials for topic development; e.g., research, personal experience, literature, interview	D	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION		
8.4.3 Speak for different purposes; e.g., group discussions, research presentations and demonstrations	D	D
VERBAL AND NONVERBAL COMMUNICATION		
8.4.4 Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations	M	M
Standard 5: Students understand media	8th Grade	8th Grade Reading
MEDIA GENRES		
8.5.1 Identify existing and developing media	M	M
USING MEDIA FOR A PURPOSE		
8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	D	D
8.5.3 Construct media messages; e.g., editorials, news articles, commentaries, web sites, commercials, and advertisements	D	D
INTERPRETING MEDIA		
8.5.4 Describe the role of media in influencing and shaping public opinion	D	D
8.5.5 Show how media messages influence people in various ways; e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, and stereotyping	D	D
8.5.6 Define plagiarism and its consequences	D	D
8.5.7 Define copyright	D/M	D

Standard 6: Students understand and use principles of language	8th Grade	8th Grade Reading
LANGUAGE CONVENTIONS/MECHANICS		
8.6.1 Use varied sentence structure; i.e., simple, compound, complex, and inverted order 8.6.1.A Complex sentences 8.6.1.B Compound/complex sentences	D/M D I/D	D D I/D
8.6.2 Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements	D	D
8.6.3 Use grade-appropriate mechanics and usage; i.e., Capitalization: publications and in letters; Punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; Usage: misplaced modifiers	D	D
LANGUAGE CONTEXT		
8.6.4 Identify social differences in language; e.g., the use of slang, cliché, and formal and informal styles	I/D	I/D
8.6.5 Identify cultural and regional differences in language use; e.g., different dialects and language diversity	I/D	I/D
8.6.6 Locate examples of professional uses of language including jargon and formal styles	I/D	I/D
LITERARY ELEMENTS AND TECHNIQUES		
8.6.7 Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view	D	D

6-12 Language Arts Curriculum

Ninth Grade

Standard 1: Students engage in the research process	English I	Essential English I	Recovery Reading
PLANNING RESEARCH			
9.1.1 Choose a broad topic, state the problem, or question	M	D	
9.1.2 Formulate a preliminary thesis statement	D	D	
ACCESSING INFORMATION			
No benchmark expectations at this level			
EVALUATING RESEARCH INFORMATION			
9.1.3 Cross-reference information	D	D	
9.1.4 Evaluate relevancy of information	D	D	
ORGANIZING RESEARCH INFORMATION			
9.1.5 Organize information from a variety of sources; e.g., chronological	D	D	
9.1.6 Summarize information	D	D	
9.1.7 Identify and avoid plagiarism	I	I	
9.1.8 Use primary and secondary sources	D	D	
9.1.9 Use graphic organizer	D	D	
PRESENTATION			
9.1.10 Write research papers and presentations using a thesis and organized information	I	I	

Standard 2:	English I	Essential English I	Recovery Reading
Students engage in the reading process			
LITERARY GENRES			
9.2.1 Identify characteristics of a variety of fiction genres; i.e., novels, short stories, plays, and poetry	D	D	D
9.2.2 Identify the organizational features of fiction, drama, and poetry; i.e., stanza, act, scene, chapter, verse, and article	D	D	D
INFORMATIONAL GENRES			
9.2.3 Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches	D	D	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS			
9.2.4 Identify persuasive writing	D	D	D
9.2.5 Locate redundancies in written texts to clarify meaning	D	D	D
9.2.6 Demonstrate oral reading fluency	D	D	D
9.2.7 Access prior knowledge to interpret meaning	D	D	D
PURPOSES FOR READING			
9.2.8 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	D	D	D
LITERARY ELEMENTS AND TECHNIQUES			
9.2.9 Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	D	D	D
9.2.10 Analyze an author’s use of literary techniques and devices; i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license	D	D	D
9.2.11 Identify universal themes	D	D	D
9.2.12 Explain ways in which the setting affects the development of a story	D	D	D
9.2.13 Analyze author’s use of literary techniques and devices; i.e., foreshadowing and flashbacks	D	D	D
VOCABULARY			
9.2.14 Use decoding/encoding, connotation, and denotation	D	D	D
9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary	D	D	D

Standard 3:	English I	Essential English I	Recovery Reading
Students engage in the writing process			
INFORMATIVE WRITING			
9.3.1 Write expository texts; e.g., essays, directions, and letters	D	D	
LITERARY/NARRATIVE WRITING			
9.3.2 Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry	D	D	
PERSUASIVE WRITING			
9.3.3 Develop a composition detailing an opinion	D	D	
PREWRITING			
9.3.4 Develop a focus for composition; e.g., a theme or unifying idea	D	D	
9.3.5 Organize the ideas and details of a composition according to purpose	D	D	
DRAFTING			
9.3.6 Elaborate ideas through word choice and description using grade-level vocabulary	D	D	
9.3.7 Organize and write compositions for self and family	D	D	
9.3.8 Use supporting details	D	D	
LITERARY ELEMENTS AND TECHNIQUES			
9.3.9 Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue	D	D	
REVISING AND EDITING			
9.3.10 Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order	D	D	
9.3.11 Arrange paragraphs in a logical progression	D	D	
PUBLICATION/PRESENTATION			
9.3.12 Use technology; e.g., publishing software and graphic programs, to present written work	D	D	
Standard 4:	English I	Essential English I	Recovery Reading
Students engage in the speaking and listening process			
PLANNING FOR AN AUDIENCE/PURPOSE			
9.4.1 Analyze the audience and adjust message and wording to suit purpose	D	D	
VERBAL AND NONVERBAL COMMUNICATION			
9.4.2 Use visual aides effectively in oral presentations	D	D	
9.4.3 Use notes and manuscripts to make oral presentations	D	D	
CONVERSATION, GROUP DISCUSSION, AND ORAL			

PRESENTATION			
9.4.4 Engage in a group discussion	D	D	
9.4.5 Use critical listening skills; i.e., reflection	D	D	
Standard 5: Students understand media	English I	Essential English I	Recovery Reading
MEDIA GENRES			
9.5.1 Identify existing and developing media	D	D	
USING MEDIA FOR A PURPOSE			
9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	D	D	
INTERPRETING MEDIA			
9.5.3 Compare and contrast a written work and a media version	D	D	
Standard 6: Students understand and use principles of language	English I	Essential English I	Recovery Reading
LANGUAGE CONVENTIONS/MECHANICS			
9.6.1 Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns 9.6.1.A Compound/complex sentences 9.6.1.B Paragraph writing	M M	D	
9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement	D	D	
9.6.3 Use conventions of punctuation	D	D	
LITERARY ELEMENTS AND TECHNIQUES			
9.6.4 Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	D	D	
9.6.5 Identify the use of sound patterns in language; i.e., alliteration, assonance and consonance	D	D	
9.6.6 Interpret symbolism	D	D	
LANGUAGE CONTEXT			
9.6.7 Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	D	D	
9.6.8 Identify gender perspectives in language; i.e., biased language	D	D	

6-12 Language Arts Curriculum

Tenth Grade

Standard 1:			
Students engage in the research process	English II	Essential English II	Recovery Reading
PLANNING RESEARCH			
10.1.1 Form questions to focus research	D	D	
ACCESSING INFORMATION			
10.1.2 Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search	D	D	
10.1.3 Gather reliable information to support a thesis	D	D	
EVALUATING RESEARCH INFORMATION			
10.1.4 Use relevant information	D	D	
ORGANIZING RESEARCH INFORMATION			
10.1.5 Organize information from a variety of sources into a unified whole	D	D	
10.1.6 Use a style sheet, such as MLA or APA, for citing primary and secondary sources	D	D	
10.1.7 Paraphrase information	D	D	
10.1.8 Use note cards	D	D	
10.1.9 Develop an outline	D	D	
PRESENTATION			
10.1.10 Write a research paper	D	D	
10.1.11 Present research information; e.g., informative speech, PowerPoint presentation, video presentation	I/D	I/D	
Standard 2:			
Students engage in the reading process	English II	Essential English II	Recovery Reading
INFORMATIONAL GENRES			
10.2.1 Summarize information from nonfiction genres	D	D	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS			
10.2.2 Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion	D	D	D

PURPOSES FOR READING			
10.2.3 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	D	D	D
LITERARY ELEMENTS AND TECHNIQUES			
10.2.4 Identify author’s use of figurative language including allusion, imagery, and symbolism	D/M	D/M	D
10.2.5 Analyze literary elements; i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	D/M	D/M	D
10.2.6 Analyze author’s use of mood	D/M	D/M	D
10.2.7 Apply universal themes to real life situations	D	D	D
Standard 3: Students engage in the writing process	English II	Essential English II	Recovery Reading
INFORMATIVE WRITING			
10.3.1 Write expository texts including research papers	D	D	
PERSUASIVE WRITING			
10.3.2 Defend a personal opinion using facts as support	D	D	
PREWRITING			
10.3.3 Use prewriting techniques to generate ideas	D/M	D/M	
10.3.4 Organize the ideas and details of a composition according to purpose	D	D	
DRAFTING			
10.3.5 Elaborate ideas through word choice and description using grade-level vocabulary	D	D	
10.3.6 Organize and write compositions for school and peers	D	D	
10.3.7 Use a variety of supporting details	D	D	
LITERARY ELEMENTS AND TECHNIQUES			
10.3.8 Use language appropriate to the format of the composition	D	D	
10.3.9 Use precise language to describe people, places, and things	D	D	
10.3.10 Use a specific point of view in compositions	D	D	
REVISING AND EDITING			
10.3.11 Edit and revise compositions with attention to content	D	D	
PUBLICATION/PRESENTATION			
10.3.12 Edit and revise compositions for consistent point of view	D	D	
10.3.13 Use knowledge of sentence structure and sentence construction to edit and revise text	D	D	
10.3.14 Use sentence reduction techniques to revise and edit compositions	D	D	

Standard 4:			
Students engage in the speaking and listening process	English II	Essential English II	Recovery Reading
PLANNING FOR AN AUDIENCE/PURPOSE			
10.4.1 Analyze the audience and adjust message and wording to suit the purpose	D	D	
VERBAL AND NONVERBAL COMMUNICATION			
10.4.2 Use appropriate body language in oral presentations	D/M	D	
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION			
10.4.3 Formulate questions in response to a verbal message	D	D	
Standard 5:			
Students understand media	English II	Essential English II	Recovery Reading
MEDIA GENRES			
10.5.1 Identify existing and developing media	I/D	I/D	
USING MEDIA FOR A PURPOSE			
10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	D	D	
INTERPRETING MEDIA			
10.5.3 Evaluate the portrayal of ethnicity and lifestyles in media messages	I/D	I/D	
10.5.4 Analyze media messages	I/D	I/D	
Standard 6:			
Students understand and use principles of language	English II	Essential English II	Recovery Reading
LANGUAGE CONVENTIONS/MECHANICS			
10.6.1 Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	D	D	
LITERARY ELEMENTS AND TECHNIQUES			
10.6.2 Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	D	D	
10.6.3 Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance	D/M	D	

Mandan Public Schools
6-12 Language Arts Curriculum

LANGUAGE CONTEXT			
10.6.4 Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	D	I	
10.6.5 Critique gender perspectives in language; i.e., biased language	D	I	

6-12 Language Arts Curriculum

Eleventh Grade

Standard 1: Students engage in the research process	British Literature	Creative Writing	English III	Essential English III	Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
PLANNING RESEARCH												
11.1.1 Research topics independently using appropriate sources	D	D	D	D	D	D	D	D		D	D	D
ACCESSING INFORMATION												
11.1.2 Evaluate and incorporate information from primary sources; e.g., interviews and surveys		D	D	D	D	D	D	D			D	
EVALUATING RESEARCH INFORMATION												
11.1.3 Evaluate reliability, validity, comprehensiveness, author’s bias, and author’s expertise	D	D	D	D	D	D	D	D		D	D	D
11.1.4 Verify the quality, accuracy, and usefulness of information	D	D	D	D	D	D	D	D			D	D
ORGANIZING RESEARCH INFORMATION												
11.1.5 Synthesize information in a logical sequence	D	D	D	D	D	D	D	D		D	M	D
11.1.6 Use quotations effectively	M	D	D	D	D	D	D	M			M	M
EVALUATING RESEARCH PROCESS												
11.1.7 Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources	D	D	D	D	D	D	D	D		D	D	D

Standard 2: Students engage in the reading process	British Literature	Creative Writing	English III	Essential English III	Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
LITERARY GENRES												
11.2.1 Identify characteristics of literary forms and genres; i.e., parody	D	D	D	D				D	D			D
11.2.2 Analyze religious writing, biographies, and political writings	D		D	D				D	D			D
INFORMATIONAL GENRES												
11.2.3 Analyze details, facts, and concepts from nonfiction genres	D	D	D	D		D	D		D		D	D
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS												
11.2.4 Identify techniques used in persuasive writing including inductive reasoning and propaganda	D	D	D	D		D	D	D	D		D	
11.2.5 Locate ambiguities in written text	D	D	D	D		D	D	D	D		M	D
11.2.6 Apply prior knowledge of content to interpret meaning of text	D	D	D	D	D	D	D	D	D		M	D
PURPOSES FOR READING												
11.2.7 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	M	D	D	D	D	D	D	M	D		D	M
LITERARY ELEMENTS AND TECHNIQUES												
11.2.8 Analyze author's use of poetic license and dialogue	M	D	D	D				M	D			M
11.2.9 Evaluate literature based on social, cultural, and/or historical contexts	D	D	D	D				D	D			D
VOCABULARY												
11.2.10 Use etymology to define words	D	D	D	D	D			D	D	D	D	D

Mandan Public Schools
6-12 Language Arts Curriculum

Standard 3: Students engage in the writing process	British Literature	Creative Writing	English III	Essential English III	Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
PERSUASIVE WRITING												
11.3.1 Gather information supporting multiple sides of an issue		D	D	D	D	D	D	D		D	M	
PREWRITING												
11.3.2 Organize the ideas and details of a composition according to purpose	D	D	D	D	D	D	D	D			M	D
DRAFTING												
11.3.3 Elaborate ideas through word choice and description using grade-level vocabulary	D	D	D	D	D	D	D	D			M	D
11.3.4 Organize and write compositions for town, city, and state		D	D	D	D	D	D				M	
11.3.5 Use a variety of supporting details	M	D	M	D	D	D	D	D			M	D
LITERARY ELEMENTS AND TECHNIQUES												
11.3.6 Use figurative language in writing	D	D	D	D	D			D				D
REVISING AND EDITING												
11.3.7 Edit and revise compositions for standard writing conventions and transitional devices	M	D	D	D	D	D	D	D			M	D
PUBLISHING												
11.3.8 Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning		D	D	D	D		D				M	

Standard 4: Students engage in the speaking and listening process	British Literature	Creative Writing	English III	Essential English III	Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
PLANNING FOR AN AUDIENCE/PURPOSE												
11.4.1 Analyze the audience and adjust message and wording to suit the purpose	D	D	D	D	D	D	D	D		D	M	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION												
11.4.2 Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions	D	D	D	D	D	D	D	D		D	M	D
Standard 5: Students understand media	British Literature	Creative Writing	English III	Essential English III	I Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
MEDIA GENRES												
11.5.1 Identify existing and developing media		D			D	D	D				D	
USING MEDIA FOR A PURPOSE												
11.5.2 Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	D	D	D	D	D	D	D	D		D	D	D
INTERPRETING MEDIA												
11.5.3 Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation			D	D	D	D	D			D		
11.5.4 Evaluate the accuracy of details in media messages			D	D	D	D	D	D		D	D	
11.5.5 Evaluate the impact of media messages on daily life and politics			D	D		D	D	D		D	D	

Mandan Public Schools
6-12 Language Arts Curriculum

Standard 6: Students understand and use principles of language	British Literature	Creative Writing	English III	Essential English III	Interpersonal Com.	Journalism I	Journalism II	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
LANGUAGE CONVENTIONS/MECHANICS												
11.6.1 Use conventions of grammar, usage, and punctuation to edit and revise	M	D	D	D	D	D	D	M		D	M	M
LITERARY ELEMENTS AND TECHNIQUES												
11.6.2 Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance	M	D	D	D	D			M				M
11.6.3 Identify the use of language in different literary forms; i.e., satire and parody	D	D	D	D			D	D				D
LANGUAGE CONTEXT												
11.6.4 Identify emotionally charged language	D	D	D	D	D	D	D	D		D	M	D

6-12 Language Arts Curriculum

Twelfth Grade

Standard 1: Students engage in the research Process	AP English	British Literature	Composition	Creative Writing	Interpersonal Com.	Journalism I	Journalism II	Lifeskills English *	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
PLANNING RESEARCH													
12.1.1 Research topics independently using appropriate sources	D	D	D	D	D	D	D		D		D	M	D
12.1.2 Determine purpose; e.g., inform, persuade	D				D				D				D
12.1.3 Develop a research question	D				D				D				D
ORGANIZING RESEARCH INFORMATION													
12.1.4 Defend research paper or project		D		D	D	D	D				D	D	D
EVALUATING RESEARCH PROCESS													
12.1.5 Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources		D	D	D	D	D	D		D		D	D	D
Standard 2: Students engage in the reading Process	AP English	British Literature	Composition	Creative Writing	Interpersonal Com.	Journalism I	Journalism II	Lifeskills English	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
LITERARY GENRES													
12.2.1 Identify satire and allegory		D		D			D		D	D			D
INFORMATIONAL GENRES													
12.2.2 Critique details, facts, and concepts from nonfiction genres	D	D				D	D		D	D		D	D

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS														
12.2.3 Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language	D	D		D	D	D	D			D	D		D	D
PURPOSES FOR READING														
12.2.4 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	D	D		D	D	D	D			M	D		M	M
LITERARY ELEMENTS AND TECHNIQUES														
12.2.5 Interpret author’s use of figurative language including allusion, imagery, and symbolism	D	M		D	D					M	D			M
12.2.6 Interpret author’s use of syntax and word choice/diction	D	D		D	D	D	D			D	D		D	D
12.2.7 Critique literary merit of a work of literature		D		D						D	D			D
VOCABULARY														
12.2.8 Use technical language/jargon to decipher meaning				D		D	D				D	D	D	
Standard 3: Students engage in the writing process	AP English	British Literature	Composition	Creative Writing	Interpersonal Com.	Journalism I	Journalism II	Lifeskills English	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature	
INFORMATIVE WRITING														
12.3.1 Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint														M
PERSUASIVE WRITING														
12.3.2 Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers’ concerns and biases; e.g., editorials, critical reviews	D	D	D	D	D	D	D		D			D	D	
PREWRITING														
12.3.3 Organize the ideas and details of a composition according to purpose	D	D	D	D	D	D	D		D				M	D
12.3.4 Use variety of sources for supporting details		M	D	D	D	D	D		M				M	M
DRAFTING														
12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary	D	D	D	D	D	D	D		D				M	D
12.3.6 Organize and write compositions for nation and world														

LITERARY ELEMENTS AND TECHNIQUES														
12.3.7 Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language	D	D	D	D	D	D	D		D					D
REVISING AND EDITING														
12.3.8 Edit and revise compositions for standard writing conventions and appropriate tone	D	D	D	D	D	D	D		D					D
12.3.9 Edit and revise compositions for unity, coherence, clarity, and fluency	D	D	D	D	D	D	D		D				M	D
12.3.10 Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement	D	D	D	D	D	D	D		D				M	D
12.3.11 Edit and revise compositions for the use of proper clausal and phrasal patterns	D	D	D	D	D	D	D		D				M	D
Standard 4: Students engage in the speaking and listening process	AP English	British Literature	Composition	Creative Writing	I Interpersonal Com.	Journalism I	Journalism II	Lifeskills English	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature	
PLANNING FOR AN AUDIENCE/PURPOSE														
12.4.1 Evaluate audience based on social characteristics, e.g., religion, culture, and gender		D		D	D	D	D		D		D	M		D
VERBAL AND NONVERBAL COMMUNICATION														
12.4.2 Use tone, inflection, pitch, and emphasis effectively in oral presentations		D		D	D		D		D		D	D		D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION														
12.4.3 Analyze the audience and adjust message and wording to suit the audience while speaking		D		D	D	D	D		D		D	D		D
12.4.4 Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages		D		D	D	D	D		D		D	D		D
12.4.5 Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches		D		D	D				D		D	D		D

Standard 5: Students understand media	AP English	British Literature	Composition	Creative Writing	Interpersonal Com.	Journalism I	Journalism II	Lifeskills English	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
MEDIA GENRES													
12.5.1 Identify existing and developing media				D	D	D	D		D		D	D	
USING MEDIA FOR A PURPOSE													
12.5.2 Create a media project for a purpose	D			D		D	D		D			D	
INTERPRETING MEDIA													
12.5.3 Evaluate instances of gender equity and political correctness in media messages	D	D			D	D	D		D		D	D	
12.5.4 Evaluate media messages in their historical and/or cultural contexts and intended audience	D	D				D	D		D		D	D	
12.5.5 Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects	D			D	D				D				
Standard 6: Students understand and use principles of language	AP English	British Literature	Composition	Creative Writing	Interpersonal Com.	Journalism I	Journalism II	Lifeskills English	Modern Literature	Recovery Reading	Speech	Tech. Writing	World Literature
LANGUAGE CONVENTIONS/MECHANICS													
12.6.1 Use conventions of grammar, usage, and punctuation to edit and revise	D	D		D	D	D	D		D		D	M	D
LITERARY ELEMENTS AND TECHNIQUES													
12.6.2 Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox		M		D	D	D	D		M				M
12.6.3 Interpret the use of language in different literary forms; i.e., satire and parody	D	M	D	D			D		M				M
12.6.4 Identify allegory		M					D		M				M

A full year of English is required every year. If a student takes 3 semesters of English during their junior year, the student will still need to take 2 semester courses their senior year. All seniors are required to take one literature course during their senior year.

* Lifeskills English follows each student's Individual Education Plan. For an explanation, please see the Preface on page 4.

Course Descriptions and Course Outlines

AP ENGLISH

Course Description

AP English—Elective: Grades 11-12—1/2 unit of credit—1 Semester course. This is a college level writing course. Students who enroll must have proficient skills in grammar, spelling, and writing. The purpose of this course is to develop a high level of critical thinking, reading, and writing skills. Course reading materials are primarily non-fiction. Students will read and write with a focus on how language is used for specific effect. Students who take the College Board Advance Placement exam may be eligible to earn college credit.

Course Outline

The purpose of this class is to improve reading, thinking, and writing skills. The course work is designed not only to help you successfully write the AP exam, but also to improve your writing across the curriculum. You will have an assignment nearly every day, and often the assignments will include both reading and writing.

The materials used in this course and the writing prompts will require you to develop a sophisticated level of thinking. Your writing will need to reflect this. As the course progresses, development of a confident individual voice and style is paramount. As a high school student, you have interesting perspectives on what you read. Capitalize on them. Well-written essays that offer a unique perspective are the most interesting.

The enjoyment of this class is that you get to read challenging and interesting material, develop your own thoughts and writing style, and associate with a classroom of students who are trying to do the same. We want a classroom environment where synergism takes hold.

Review of writing

Peer review will be an integral part of the learning process. Writing is a collaborative activity, and you will benefit from sharing ideas and suggestions. Your writing will be subject to peer review, often throughout the various stages of the writing process. You will find it difficult at first to make constructive criticism on each other's writing. It is essential not only that you learn to make constructive criticism but also that you learn to learn from it. Criticism includes what is not successful as well as what is. Criticism also includes suggestions on how to remedy problems. Comments are instructional and deal only with the paper in question. Remember that writing is a process and develops through revision.

My job is similar to that of a coach. I will try to reinforce what is successful in your writing, while always expecting improvement. You may at times feel frustrated because I will constantly be pushing each of you to become a better writer. Always feel free to discuss any aspect of your writing with me at any time. The best writing lessons occur when I talk individually with you

about your writing. I will return each completed paper to you individually, so we can discuss your writing.

Suggested Routine assignments

Vocabulary
Practice AP multiple choice questions and exams
Evaluation of student sample essays

Textbooks and resource materials

Berger, T. (1964) *Little Big Man*. Delta Publishing: New York, NY.

McCuen, J. & Winkler, A.C. (Eds.) (2004). *Readings for Writers*. Boston: MA. Thompson Learning Corporation.

Laurence, J. and Lee, R. *Inherit the Wind*. (1955). New York: Ballantine Books.

Wolff, T. *The Painted Word*. (1975). New York: Bantam Books.

Humble, S. & Humble, T. (Eds.). (1995). *Teachers Manual for an Advanced Placement Course In English Language and Composition*. Durham, NC: Duke University Talent Identification Program.

UNIT 1: BIOGRAPHY

Recommended reading:

Shooting an Elephant by George Orwell
The Libido for the Ugly by H. L. Mencken
Indiana by Pearl Buck
Once More to the Lake by E.B. White
Salvation by Langston Hughes
Why I went to the Woods by Henry David Thoreau
Education of a Wandering Man by Louis L'Amour
Various handouts from the Duke University Manual

Suggested Papers

Paper #1: In many ways, H.L. Mencken's "The Libido for the Ugly" is a medical report in a travel diary as the word choice shows. In essence, landscape and population become patients. Using the vocabulary words as key examples, write an analysis explaining the effect language has on this essay.

Paper #2: In both H. L. Mencken's "The Libido for the Ugly" and Pearl S. Buck's "Indiana," the writer examines landscape and architecture while traveling. Their perspectives are certainly different—Mencken expressing his repulsion and Buck admitting at one point that the houses are

ugly, though handling the scenes more charitably than Mencken. In a well-organized essay, compare the narrator's reactions to the scenes by examining the techniques they use to tell us their stories. Consider the uses which each author makes of landscape and architecture.

UNIT 2: PERSUASION

Recommended reading:

How to Say Nothing in 500 Words by Paul Roberts
Tone: The Writer's Voice in the Reader's Mind by Mort Castle
How to Write Clearly by Edward Thompson
My Wood by E. M. Forester
A Modest Proposal by Jonathan Swift
Various handouts from the Duke University Manual

Suggested Papers

Paper #3: You are a member of the state school board in Jebediah, Idaho. Yesterday, you received a copy of a letter written by an irate constituent who demands that Jonathan Swift's "A Modest Proposal" be removed from the libraries and classrooms in the Pith School District. Samuel S. Smarmy, the writer of the letter, wishes to know your stand on the issue—do you agree that Swift's essay is despicable and depraved? Or, do you disagree? Your assignment is to respond to Mr. Smarmy's letter. Because he does not appreciate or even recognize the irony in "A Modest Proposal," he has totally missed the point. Explain to him about the irony, and try to convince him that Swift's essay is not as corrupting as he thinks, and that, in fact, the essay upholds morality and decency in its self-mocking irony.

The problem of writing this essay is more difficult than you might imagine, because you must remember that Mr. Smarmy is one of your constituents. That is, you cannot simply tell him to go jump into the lake because he votes, he's politically active, and he's likely to try to prevent your reelection if you do so. Be aware of his sensitivities, be aware of his firm belief in his crusade against this essay, but try to show him the faults in his argument. Set him straight without offending him. Of course, this task will require careful choice of words and careful argumentation. Be cautious of Mr. Smarmy's stand, and write something that you can stand behind with integrity. You will find that you will have to cite Swift's essay frequently to tie your comments into the essay.

You will be given a copy of Mr. Smarmy's letter. You may laugh at it, but you should realize that Swift's "A Modest Proposal" has indeed been banned from a few school libraries. In that sense, this exercise is a serious task. No laughs and no gimmicks, please. Just write serious letters. Remember that your response to Mr. Smarmy's letter must be complete—anticipate some objections to your stand and try to answer them, argue your points concisely and politely, and make sure that he can understand your ideas.

UNIT 3: POLITICAL DISCOURSE

Recommended Reading

Declaration of Independence
Gettysburg Address by Abraham Lincoln
I Have a Dream by Martin Luther King
Politics and the English Language by George Orwell
Letter from Birmingham Jail by Martin Luther King
Civil Disobedience by Henry David Thoreau
A Hanging by George Orwell
Inherit the Wind by Jerome Lawrence and Robert E. Lee
Various handouts from the Duke University Manual

Recommended Papers

Paper # 4: Write a comparative analysis and evaluation of Thoreau’s “Civil Disobedience” and King’s “Letter from Birmingham Jail.” You will be asked to prepare a preliminary drafts and a final draft of this essay. This essay should demonstrate your progress in writing in this course.

You are evaluating whole essays. Therefore, you must compare the effectiveness of the essays as complete arguments and not merely compare particular points within the arguments. Your writing should subordinate the ideas of less importance to those of greater importance. Obviously, your analysis will consider some of the major points, but your evaluation should focus comparatively on the complete arguments. Thus, you need to think through many issues and then select the most important ones and the best insights to include in your essay.

Concentrate on structure in this paper. Your ideas are important, but they must fit logically and coherently into the essay. You may find it necessary to move large chunks around in your revising process. Of course, edit and proofread carefully.

Paper #5 and in-class presentation: The class divides into two groups. The hypothetical issue to be argued is whether Intelligent Design is an appropriate scientific theory to be included with evolution in a high school science course. One group will argue that it belongs in a science class and the other will oppose this. The group needs to organize its presentation according to the order they want each position presented. Each student will prepare a position paper to present to the class. *Your paper will need to be cited using APA citations and have a works cited page.* The class will alternate reading papers from one side of the issue to the other. After each group has read all of their position paper, the discussion will be opened for one side to question the other. Remember that you are arguing whether Intelligent Design is a valid scientific theory; you are not discussing the validity of faith based beliefs.

Over the past several years, I have collected numerous articles from various newspapers and periodicals for you to use in your presentations.

UNIT 5: FEMINIST PERSPECTIVE

Recommended Reading

I Want a Wife by Judy Brady Syfers
Politics of Housework by Pat Mainardi
Peaceful Woman Explains Why She Carries a Gun by Linda M. Hasselstrom
The Farce of Feminism by Rebecca E. Rubins
The New Feminism by Kate Gubata

Suggested paper

Paper #6: A research paper on a feminist author or a feminist issue. The book *The Feminist Companion to Literature in English* and a file of articles on women's issues will be in the library. You should plan on spending at least half an hour to go through these materials to pick a topic on which to write. Additional research will be required in order for you to write your paper. The paper must have MLA citations and a works cited page. The library will make copies for you.

Class presentation #2: Each student will prepare a presentation on the media's portrayal of women. The presentation will focus on the visual representation of women. For example, advertisements frequently use sexual images to sell a product. Teen magazines portray images of what it means to be a girl or young women in society today. During the presentation, use the images to support your presentation.

UNIT 6: CRITICAL REVIEW

Recommended Reading

Kitsch by Gilbert Highet
Total Effect and the Eighth Grade by Flannery O'Connor
Jazz and the White Critic by Leroi Jones
The Painted Word by Tom Wolff

Suggested Papers

Paper #7: A review of a jazz album. I have an extensive collection of jazz albums. Students will be given a day in class to preview and choose a jazz album that they wish to review. Students will be allowed to borrow the CD to listen to a couple of weeks before writing the review. (Please be careful with them!) During this time students should be researching the musicians, album, and genre.

Paper #8: A review of a modern piece of art. Students will have a variety of examples of modern art from which to choose. Your review should include the school/theory that the painting represents, as well as the effect the art produces on the viewer.

Paper #9: A short essay on the failure of a modern art form, for example music videos, teen films, or popular singers.

BRITISH LITERATURE

Course Description

Elective: Grades 11-12 – ½ Unit of Credit – 1 Semester Course. The study of selected British literary works of various types. These works can be approached within successive historical periods of British history with attention to differences in the cultural settings and varying styles of literary expression. This course includes essay writing and a research paper. Students may be expected to read a novel outside of class.

Course Outline

- I. Anglo-Saxon Period suggested writings
 - A. Beowulf
 - B. The Seafarer
 - C. Venerable Bede
 - D. Others
- II. Medieval Period suggested authors
 - A. Chaucer - The Canterbury Tales
 - B. The Pearl Poet – Sir Gawain and the Green Knight
 - C. Malory – Morte D’ Arthur
 - D. Film available – “A Man For All Seasons”
- III. Elizabethan Age – Renaissance
 - A. Shakespearean play, suggested Macbeth (Film available – Orson Wells)
 - B. The Sonnet – English, Italian, Spenserian
 - C. Poetry
- IV. Seventeenth Century
 - A. John Donne – metaphysical poets
 - B. John Milton – Paradise Lost
 - C. Diaries – Pepys, Defoe
 - D. Others
- V. Eighteenth Century Satire
 - A. Jonathan Swift
 - B. Alexander Pope
 - C. Samuel Johnson
 - D. Others
- VI. Romantic Age
 - A. Wordsworth
 - B. Coleridge (Film “Rime of the ancient Mariner” available)
 - C. Lord Byron
 - D. Shelley
 - E. Mary Shelley’s FRANKENSTEIN available

- F. Keats
 - G. Others
-
- VII. Victorian Age
 - A. Lord Tennyson
 - B. Robert and Elizabeth Browning
 - C. Thomas Hardy
 - D. A.E. Houseman
 - E. Others
-
- VIII. Twentieth Century – as time allows

COMPOSITION

Course Description

*COMPOSITION – Elective: Grades 11-12 – ½ Unit of credit -- 1 semester writing course. Learning activities concerned with the art of selecting, combining, and arranging words in connected written discourse. This course reviews grammar and mechanics as related to the writing process. Students practice a number of essay forms, and the course culminates in a research paper. Beginning in the fall of 2011, Composition will no longer be offered as a separate course as it will be incorporated into English III.

Course Outline

- I. Writing process
 - A. Finding ideas
 - B. Arranging ideas
 - C. Evaluating and revising

- II. Tone, purpose, audience

- III. Organizing ideas
 - A. Description
 - B. Narration
 - C. Classification
 - D. Evaluation

- IV. Paragraph structure
 - A. Topic sentence
 - B. Supporting sentences
 - C. Direct references
 - D. Transitions
 - E. Organization of ideas

- V. Composition Structure
 - A. Thesis statement
 - B. Introduction
 - C. Body
 - D. Conclusion

- VI. Sentence Structure
 - A. Writing clear sentences
 - B. Combining sentences
 - C. Improving sentence style

Papers may include but are not limited to:

Compare/contrast paper
Persuasive paper
Research Paper
Cause-and-Effect essay
Problem-Solution Essay
College Admissions essay/Scholarship essay.

CREATIVE WRITING

Course Description

Creative Writing - Elective: Grades 11-12, 1/2 unit of credit - 1 semester course. Students will study and practice the writing of personal nonfiction essays, short stories, poems, and plays while doing some sharing and performing of their written work.

Course Outline

I. Writing Process

Practice the writing process with a focus on nonfiction essays (description, narration, exposition, and persuasion), short stories, plays, and poetry

- A. Gather information supporting multiple sides of an issue (11.3.1) D
- B. Organize according to purpose (12.3.3) D
- C. Use a variety of sources for support (12.3.4) D
- D. Elaborate through word choice and grade-level vocabulary (12.3.5) D
- E. Use tone, diction, syntax, figurative language, etc., to convey voice (12.3.7) D
- F. Edit for standard writing conventions (12.3.8) D
- G. Edit for unity, coherence, clarity, and fluency (12.3.9) D
- H. Edit for parallelism, verb tense and agreement, etc., (12.3.10) D
- I. Edit for proper clause and phrase patterns (12.3.11) D
- J. Edit for standard conventions and transitional devices (11.3.7) D

II. Research Process

Incorporate research for support of argument in nonfiction essays

- A. Research topic independently using appropriate sources (11.1.1) D
- B. Evaluate and incorporate information from primary sources (11.1.2) D
- C. Evaluate reliability, validity, bias, expertise, etc (11.1.3) D
- D. Verify the quality, accuracy, and usefulness of information (11.1.4) D
- E. Synthesize information in a logical sequence (11.1.5) D
- F. Use quotations effectively (11.1.6) D

III. Reading Process

Read students' and other authors' writing to develop voice, style, etc. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

- A. Identify characteristics of literary genres – parody, etc. (11.2.1) D
- B. Identify techniques of persuasion – fallacy, manipulative language (12.2.3) D
- C. Identify techniques in persuasive writing- inductive reasoning and propaganda (11.2.4) D
- D. Interpret use of figurative lang., imagery, symbolism, etc. (12.2.5) D
- E. Interpret syntax and diction (12.2.6) D
- F. Locate ambiguities in written text (11.2.5) D
- G. Read for a variety of purposes – life-long readers, modeling (11.2.7) D
- H. Use etymology to define words (11.2.10) D
- I.

IV. Speaking and Listening

Perform oral storytelling and one-act play

- A. Analyze audience and adjust message and wording to suit purpose (11.4.1) D
- B. Use tone, inflection, pitch, emphasis on oral communication (12.4.2) D
- C. Analyze audience and adjust message/wording to suit it (12.4.3) D
- D. Adapt to a variety of speaking and listening situations (formal, group, oral interp.) (11.4.2) D

V. Media

Write a one-act play and present it in movie format

- A. Identify existing and developing media (12.5.1) D
- B. Apply media (TV, film/video, DVD, etc) for a variety of purposes (11.5.2) D
- C. Create a media project for a purpose (12.5.2) D
- D. Examine media techniques (music /sound, camera angles, lighting) (12.5.5) D

VI. Principles of Language

Review good writing conventions and apply literary techniques to essays, short stories, plays, and poetry

- A. Use conventions of grammar, usage, punctuation (12.6.1) D
- B. Apply fig. language (allusion, irony, hyperbole, oxymoron, etc.) (12.6.2) D
- C. Apply the use of language in literary forms- satire, parody, etc. (11.6.2) D
- D. Identify emotionally-charged language (11.6.4) D

English I

Course Description

English I Course Description: Required: Grade 9 – 1 Unit of credit – 2 semester course. An integrated course which requires a study of grammar, composition, researching skills, speaking, novels, short stories, drama, and poetry.

Course Outline

Semester I

I. Writing Process

Practice steps of the writing process with a focus on expository texts. Include essay, descriptive, and narrative writing; prewriting, editing, revision; introductions, thesis statements, conclusions, and transitions.

- A. Write expository texts: essays, directions, letters (3.1)
- B. Write descriptive and narrative compositions, such as journals, biographies, short stories, autobiographical sketches, one-act plays, autobiographical sketches (3.2)
- C. Develop a composition detailing an opinion (3.3)
- D. Develop or focus for composition a theme or unifying base (3.4)
- E. Organize ideas and details of a composition according to a purpose (3.5)
- F. Elaborate ideas through word choice and description (3.6)
- G. Organize and write compositions for self and family (3.7)
- H. Use supporting details (3.8)
- I. Use techniques of characterization: dialogue, monologue, etc. (3.9)
- J. Edit and revise for mechanics, grammar, syntax, diction, and order (3.10)
- K. Use technology such as publishing hardware and graphic programs to present written work (3.11)

II. Reading Process and Novels

*Read short stories, *To Kill a Mockingbird* and other selections/novel(s) as assigned by teacher to learn/review elements of a short story, develop vocabulary/recognition of literary terms and techniques through literature. Recommendations: Poe, Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.*

- A. Identify variety of fiction genres such as novels, plays, short stories (2.1)
- B. Identify organizational features of fiction, drama, poetry (2.2)
- C. Differentiate between nonfiction genres such as biographies, essays, etc. (2.3)
- D. Identify persuasive writing (2.4)
- E. Locate redundancy in written texts to clarify meaning (2.5)
- F. Demonstrate oral reading fluency (2.6)
- G. Access prior knowledge to interpret meaning (2.7)
- H. Read for a variety of purposes such as life-long reading, model writing, etc. (2.8)
- I. Identify character, setting, plot, stanza, act, verse, fiction, etc. (2.9)

- J. Analyze author's use of mood foreshadowing, flashback, dialogue, etc. (2.10)
- K. Identify universal themes (2.11)
- L. Explain ways settings affects the development of a story (2.12)
- M. Analyze author's use of literary devices, foreshadowing, flashback, etc. (2.13)
- N. Use decoding/encoding, connotation, and detonation (2.14)
- O. Build vocabulary (2.15)
- P. Identify idiomatic language and figurative language; i.e. allusion, analogy, hyperbole, irony, personification, oxymoron, paradox (6.4)
- Q. Identify the use of sound patterns in language: alliteration, assonance, consonance (6.5)
- R. Interpret symbolism (6.6)

III. Media

Incorporate media in the classroom setting.

- A. Identify existing and developing media
- B. Access media for a variety of purposes
- C. Compare and contrast a written work and media version

IV. Principles of Language:

Review parts of speech; master compound-complex sentences (SIMS Strategies), paragraph writing; learn verbals, phrases, sentence errors reviews.

- A. Identify conventions of grammar related to sentence structure, sentence reduction, parallelism, elliptical clauses, conjunctions, and clausal and verbal patterns (6.1)
- B. Use conventions of grammar related to parts of speech, verb tense and agreement (6.2)
- C. Use conventions of punctuation (6.3)
- D. Locate cultural differences in language: colloquialism, dialect, etc. (6.7)
- E. Identify gender perspectives in language, biased language (6.8)

Semester II

F. Research Process

Write a research/persuasive paper. Minimum paper requirements: 2-3 pages, 20 note cards, 3 sources, works cited page, MLA format.

- A. Choose a broad top, state the problem or question (1.1)
- B. Formulate a preliminary thesis statement (1.2)
- C. Cross-reference information (1.3)
- D. Evaluate relevancy of information (1.4)
- E. Organize information from a variety of sources (1.5)
- F. Summarize information (1.6)
- G. Identify and avoid plagiarism (1.7)
- H. Use primary and secondary sources (1.8)
- I. Use graphic organizer (1.9)
- J. Write research paper and presentations with thesis and organization (1.10)

II. Speaking and Listening

Practice speaking in front of others and listening to oral presentations

- A. Analyze audience and adjust message and wording to suit purpose (4.1)
- B. Use visual aides effectively in oral presentations (4.2)
- C. Use notes and manuscripts to make oral presentations (4.3)
- D. Engage in group discussion (4.4)
- E. Use critical thinking skills, reflection (4.5)

III. Media

Incorporate media in the classroom setting

- A. Identify existing and developing media
- B. Access media for a variety of purposes
- C. Compare and contrast a written work and media version

IV. Principals of Language:

Practice and review punctuation, capitalization, abbreviation, agreement of subject/verb, pronoun/antecedent, verb tenses, active/passive voice, and general usage problems.

- A. Identify conventions of grammar related to sentence structure, sentence reduction, parallelism, elliptical clauses, conjunctions, and clausal and verbal patterns (6.1)
- B. Use conventions of grammar related to parts of speech, verb tense and agreement (6.2)
- C. Use conventions of punctuation (6.3)
- D. Locate cultural differences in language: colloquialism, dialect, etc. (6.7)
- E. Identify gender perspectives in language, biased language (6.8)

V. Reading Process and Novels

*Develop vocabulary/recognition of literary terms and techniques through literature by reading *Romeo and Juliet*, the *Iliad* and *Odyssey*, Poetry, and one of the following: *Great Expectations*, *A Tale of Two Cities*. Read other selections/novel(s) as assigned by teacher. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.*

- A. Identify variety of fiction genres such as novels, plays, short stories (2.1)
- B. Identify organizational features of fiction, drama, poetry (2.2)
- C. Differentiate between nonfiction genres such as biographies, essays, etc. (2.3)
- D. Identify persuasive writing (2.4)
- E. Locate redundancy in written texts to clarify meaning (2.5)
- F. Demonstrate oral reading fluency (2.6)
- G. Access prior knowledge to interpret meaning (2.7)
- H. Read for a variety of purposes such as life-long reading, model writing, etc. (2.8)
- I. Identify character, setting, plot, stanza, act, verse, fiction, etc. (2.9)
- J. Analyze author's use of mood foreshadowing, flashback, dialogue, etc. (2.10)

- K. Identify universal themes (2.11)
- L. Explain ways settings affects the development of a story (2.12)
- M. Analyze author’s use of literary devices, foreshadowing, flashback, etc. (2.13)
- N. Use decoding/encoding, connotation, and detonation (2.14)
- O. Build vocabulary (2.15)
- P. Identify idiomatic language and figurative language; i.e. allusion, analogy, hyperbole, irony, personification, oxymoron, paradox (6.4)
- Q. Identify the use of sound patterns in language: alliteration, assonance, consonance (6.5)
- R. Interpret symbolism (6.6)

Possible units of study:

Semester I:

Short Stories/Literary Elements
To Kill a Mockingbird/Media
Essay Writing/Media
Principles of Language

Semester II:

Romeo and Juliet/Poetry/Media
Iliad/Odyssey/Media
Research Paper/Presentation/Media
Principles of Language

Novels available for literary circles/independent reading

ENGLISH II

Course Description

Required: Grade 10 – I Unit of credit – 2 semester course. An integrated course with emphasis on the construction, use, and development of good sentences and their incorporation of good paragraphs. Also, literature in which short stories, poetry, non-fiction, drama, novels and literacy epic is stressed. Vocabulary development will be stressed in all phases. A typed mini-research paper will be required.

Course Outline

Semester I

I. Reading Process and Novels

Read short stories (Poe is required), *Animal Farm* or *1984*, Medieval literature King Arthur unit, Non-fiction (essays, biographies (*The Life of Caesar* should be covered to prepare for *Julius Caesar* in the spring) and autobiographies) * Independent novels or literary circles may be used in addition to the other literary pieces. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

- A. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. (2.3)
- B. Identify author's use of figurative language including allusion, imagery, and symbolism (2.4)
- C. Analyze literary elements; i.e., character, setting, plot, stanza act, scene, chapter, verse, article, fiction, nonfiction, point of view (2.5)
- D. Analyze author's use of mood (2.6)
- E. Apply universal themes to real life situations (2.7)
- F. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- G. Critique gender perspectives in language; i.e., biased language(6.5)

II. Principles of Language:

Grammar lessons – fragments, run-ons, misplaced and dangling modifiers, faulty parallelisms, pronoun usage and other levels of usage

- A. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns (6.1)

III Writing Process

Reading and writing essays, autobiographies and biographies

- A. Write expository texts including research papers (3.1)
- B. Defend a personal opinion using facts as support(3.2)
- C. Use prewriting techniques to generate ideas (3.3)
- D. Organize the ideas and details of a composition according to purpose (3.4)
- E. Elaborate ideas through word choice and description using grade-level vocabulary (3.5)
- F. Organize and write compositions for school and peers (3.6)
- G. Use a variety of supporting details (3.7)
- H. Use language appropriate to the format of the composition (3.8)
- I. Use precise language to describe people, places, and things (3.9)
- J. Use a specific point of view in compositions (3.10)
- K. Edit and revise compositions with attention to content (3.11)
- L. Edit and revise compositions for consistent point of view (3.12)
- M. Use knowledge of sentence structure and sentence construction to edit and revise text (3.13)
- N. Use sentence reduction techniques to revise and edit compositions (3.14)
- O. Summarize information from nonfiction genres (2.1)
- P. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion(2.2)
- Q. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- R. Critique gender perspectives in language; i.e., biased language(6.5)

III. Media

Incorporate media in the classroom setting

- A. Identifying existing and developing media (5.1)
- B. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers and periodicals) for a variety of purposes (5.2)
- C. Evaluate the portrayal of ethnicity and lifestyles in media messages (5.3)
- D. Analyze media messages (5.4)

Semester II

I. Research Process

Write a research/persuasive paper. Minimum requirements: 4-5 pages, 60 note cards, 5 sources, works cited page, MLA format

- A. Form questions to focus research (1.1)
- B. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search (1.2)
- C. Gather reliable information to support a thesis (1.3)
- D. Use relevant information (1.4)
- E. Organize information from a variety of sources into a unified whole (1.5)

- F. Use a style sheet, such as MLA or APA, for citing primary and secondary sources.(1.6)
- G. Paraphrase information (1.7)
- H. Use note cards (1.8)
- I. Develop an outline (1.9)
- J. Write a research paper (1.10)
- K. Write expository texts including research papers (3.1)
- L. Defend a personal opinion using facts as support(3.2)
- M. Use prewriting techniques to generate ideas (3.3)
- N. Organize the ideas and details of a composition according to purpose (3.4)
- O. Elaborate ideas through word choice and description using grade-level vocabulary (3.5)
- P. Organize and write compositions for school and peers (3.6)
- Q. Use a variety of supporting details (3.7)
- R. Use language appropriate to the format of the composition (3.8)
- S. Use precise language to describe people, places, and things (3.9)
- T. Use a specific point of view in compositions (3.10)
- U. Edit and revise compositions with attention to content (3.11)
- V. Edit and revise compositions for consistent point of view (3.12)
- W. Use knowledge of sentence structure and sentence construction to edit and revise text (3.13)
- X. Use sentence reduction techniques to revise and edit compositions (3.14)
- Z. Summarize information from nonfiction genres (2.1)
- A. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion(2.2)

II. Principles of Language:

Verb Usage/ Poetry

- A . Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns (6.1)
- B. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox (6.2)
- C. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance (6.3)
- D. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- E. Critique gender perspectives in language; i.e., biased language(6.5)

III. Media

Incorporate media in the classroom setting

- A. Identifying existing and developing media (5.1)

- B. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers and periodicals) for a variety of purposes (5.2)
- C. Evaluate the portrayal of ethnicity and lifestyles in media messages (5.3)
- D. Analyze media messages (5.4)

IV. Reading Process and Novels

Read *Julius Caesar* or *Hamlet*. Read *A Separate Peace* or *The Red Badge of Courage*
*Independent novels or literary circles may be used in addition to the other literary pieces. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

- A. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. (2.3)
- B. Identify author's use of figurative language including allusion, imagery, and symbolism (2.4)
- B. Analyze literary elements; i.e., character, setting, plot, stanza act, scene, chapter, verse, article, fiction, nonfiction, point of view (2.5)
- C. Analyze author's use of mood (2.6)
- D. Apply universal themes to real life situations (2.7)

V. Speech

- A. Practice speaking in front of others and listening to oral presentations
- B. Analyze the audience and adjust the message and wording to suit the purpose (4.1)
- C. Use appropriate body language in oral presentation (4.2)
- D. Formulate questions in response to a verbal message

Possible units of study:

Semester I:

Principles of Language
Animal Farm/ 1984/Media
Short Stories (Poe is required)/ King Arthur/Literary elements
Essay reading and writing
Biographies & Autobiographies

Semester II:

Principles of Language
Julius Caesar/Hamlet
Research Paper
Speech
A Separate Peace/ The Red Badge of Courage
Poetry – Must write and read poetry

Weekly vocabulary exercises will be required.

ENGLISH III

Course Description

ENGLISH III – Required – Grade 11 – 1 unit of credit – 2 semester course.

An integrated course which combines the study of selected American literary works and the distinctive qualities of the national literature with the art of composition, the selecting, combining, and arranging of words in connected written discourse. This course also reviews grammar and mechanics as related to the writing process. Students practice a number of essay forms and the course culminates in a research paper based on an American novel or on some aspect of American literature. This is done in accordance with ND State Standards and Benchmarks.

Course Outline

SEMESTER I

Colonial / Revolutionary Unit Authors

Purpose, Tone Audience
Arrangement of Order – Chronological, Spatial
Paragraph Structure
Thesis Statement

Suggested Essays:
Persuasive Essay
Reflective

Novel / Play
The Scarlet Letter or The Crucible

Romantic Authors, especially Irving, Bryant, Fireside Poets, Emerson, Thoreau
Dark Romantics – Poe, Hawthorne, Melville

Suggested Essays:
Comparison / Contrast Paper
Expository

Clear sentences
Parallelism
Tense Shifts

SEMESTER II

Realists/Naturalists
Modern Authors
Student selected novel

Research Paper – 4 to 6 page literary analysis on a novel

Suggested essays:
Problem/Solution Essay
Cause/Effect

**STANDARDS AND BENCHMARKS
GRADE 11**

1. Research process

- 11. 1. 1 – Research topics independently using appropriate sources**
- 1. 2 – Evaluate and incorporate information from primary sources**
- 1. 3 – Evaluate reliability, validity, bias, expertise, etc**
- 1. 4 – Verify the quality, accuracy and usefulness of information**
- 1. 5 – Synthesize information in as logical sequence**
- 1. 6 – Use quotations effectively**
- 1. 7 – Evaluate research process, dev. strategies for improvement, etc.**

2. Reading process

- 11. 2. 1 - Identify characteristics of literary genres – parody, etc.**
- 2. 2 – Analyze religious writings, biographies, and political writings.**
- 2. 3 – Analyze details, facts, and concepts from nonfiction genre**
- 2. 4 – Identify techniques in persuasive writing; inductive reasoning and propaganda**
- 2. 5 – Locate ambiguities in written text**
- 2. 6 – Apply prior knowledge of content to interpret meaning of text**
- 2. 7 – Read for a variety of purposes – life-long readers, modeling**
- 2. 8 – Analyze author’s use of poetic license and dialogue**
- 2. 9 – Evaluate literature based on social, cultural, historical context.**
- 2.10 – Use etymology to define words**

3. Writing process

- 11. 3. 1 – Gather information supporting multiple sides of an issue**
- 3. 2 – Organize ideas and details of a comp. according to purpose**
- 3. 3 – Elaborate ideas through word choice and description**
- 3. 4 – Organize and write compositions for town, city, and state**
- 3. 5 – Use a variety of supporting details**
- 3. 6 – Use figurative language in writing**
- 3. 7 – Edit and revise compositions for standard conventions and transitional devices**
- 3. 8 – Incorporate visual aides (graphs, pictures, etc) into written work**

4. Speaking and listening

- 11. 4. 1 – Analyze audience and adjust message and wording to suit purpose**
- 4. 2 – Adapt to a variety of speaking and listening situations (formal, group, oral interp.)**

5. Media

- 11. 5. 1 – Identify existing and developing media**
- 5. 2 – Apply media (TV, film, /video, DVD, etc) for a variety of purposes**
- 5. 3 – Evaluate how coverage of the same events differs by media type**
- 5. 4 – Evaluate accuracy of details in media messages**
- 5. 5 – Evaluate impact of media messages on life and politics**

6. Principles of Language

- 11. 6. 1 – Use conventions of grammar, usage, punctuation**
- 6. 2 – Apply use of sound patterns – alliteration, assonance, etc.**
- 6. 3 – Identify the use of language in literary forms – satire, parody, etc**
- 6. 4 – Identify emotionally charged language**

ESSENTIAL ENGLISH I

Course Description

English I Course Description: Alternative course to English I – by referral only - Grade 9 – 1 Unit of credit – 2 semester course. An integrated course which requires a study of grammar, composition, researching skills, speaking, novels, short stories, drama, and poetry. This course follows the same curriculum as English I but at a slower pace and with appropriate adaptations.

Course Outline

Semester I

V. Writing Process

Practice steps of the writing process with a focus on expository texts. Include essay, descriptive, and narrative writing; prewriting, editing, revision; introductions, thesis statements, conclusions, and transitions.

- A. Write expository texts: essays, directions, letters (3.1)
- B. Write descriptive and narrative compositions, such as journals, biographies, short stories, autobiographical sketches, one-act plays, autobiographical sketches (3.2)
- C. Develop a composition detailing an opinion (3.3)
- D. Develop or focus for composition a theme or unifying base (3.4)
- E. Organize ideas and details of a composition according to a purpose (3.5)
- F. Elaborate ideas through word choice and description (3.6)
- G. Organize and write compositions for self and family (3.7)
- H. Use supporting details (3.8)
- I. Use techniques of characterization: dialogue, monologue, etc. (3.9)
- J. Edit and revise for mechanics, grammar, syntax, diction, and order (3.10)
- K. Use technology such as publishing hardware and graphic programs to present written work (3.11)

- L. Use digital technology and communication tools appropriately to access, evaluate, and create information (8.1)
- M. Use technology as a tool to research, organize, evaluate and communicate information (9.1)

VI. Reading Process and Novels

*Read short stories, *To Kill a Mockingbird* and other selections/novel(s) as assigned by teacher to learn/review elements of a short story, develop vocabulary/recognition of literary terms and techniques through literature. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.*

Recommendations: Poe,

- A. Identify variety of fiction genres such as novels, plays, short stories (2.1)

- B. Identify organizational features of fiction, drama, poetry (2.2)
- C. Differentiate between nonfiction genres such as biographies, essays, etc. (2.3)
- D. Identify persuasive writing (2.4)
- E. Locate redundancy in written texts to clarify meaning (2.5)
- F. Demonstrate oral reading fluency (2.6)
- G. Access prior knowledge to interpret meaning (2.7)
- H. Read for a variety of purposes such as life-long reading, model writing, etc. (2.8)
- I. Identify character, setting, plot, stanza, act, verse, fiction, etc. (2.9)
- J. Analyze author's use of mood foreshadowing, flashback, dialogue, etc. (2.10)
- K. Identify universal themes (2.11)
- L. Explain ways settings affects the development of a story (2.12)
- M. Analyze author's use of literary devices, foreshadowing, flashback, etc. (2.13)
- N. Use decoding/encoding, connotation, and detonation (2.14)
- O. Build vocabulary (2.15)
- P. Identify idiomatic language and figurative language; i.e. allusion, analogy, hyperbole, irony, personification, oxymoron, paradox (6.4)
- Q. Identify the use of sound patterns in language: alliteration, assonance, consonance (6.5)
- R. Interpret symbolism (6.6)

VII. Media

Incorporate media in the classroom setting.

- A. Identify existing and developing media
- B. Access media for a variety of purposes
- C. Compare and contrast a written work and media version

VIII. Principles of Language:

Review parts of speech; master compound-complex sentences (SIMS Strategies), paragraph writing; learn verbals, phrases, sentence errors reviews.

- A. Identify conventions of grammar related to sentence structure, sentence reduction, parallelism, elliptical clauses, conjunctions, and clausal and verbal patterns (6.1)
- B. Use conventions of grammar related to parts of speech, verb tense and agreement (6.2)
- C. Use conventions of punctuation (6.3)
- D. Locate cultural differences in language: colloquialism, dialect, etc. (6.7)
- E. Identify gender perspectives in language, biased language (6.8)

Semester II

F. Research Process

Write a research/persuasive paper. Minimum paper requirements: 2-3 pages, 20 note cards, 3 sources, works cited page, MLA format.

- K. Choose a broad top, state the problem or question (1.1)
 - L. Formulate a preliminary thesis statement (1.2)
 - M. Cross-reference information (1.3)
 - N. Evaluate relevancy of information (1.4)
 - O. Organize information from a variety of sources (1.5)
 - P. Summarize information (1.6)
 - Q. Identify and avoid plagiarism (1.7)
 - R. Use primary and secondary sources (1.8)
 - S. Use graphic organizer (1.9)
 - T. Write research paper and presentations with thesis and organization (1.10)
-
- K. Use digital technology and communication tools appropriately to access, evaluate, and create information (8.1)
 - L. Use technology as a tool to research, organize, evaluate and communicate information (9.1)

VI. Speaking and Listening

Practice speaking in front of others and listening to oral presentations

- A. Analyze audience and adjust message and wording to suit purpose (4.1)
- B. Use visual aides effectively in oral presentations (4.2)
- C. Use notes and manuscripts to make oral presentations (4.3)
- D. Engage in group discussion (4.4)
- E. Use critical thinking skills, reflection (4.5)

VII. Media

Incorporate media in the classroom setting

- A. Identify existing and developing media
- B. Access media for a variety of purposes
- C. Compare and contrast a written work and media version

VIII. Principals of Language:

Practice and review punctuation, capitalization, abbreviation, agreement of subject/verb, pronoun/antecedent, verb tenses, active/passive voice, and general usage problems.

- A. Identify conventions of grammar related to sentence structure, sentence reduction, parallelism, elliptical clauses, conjunctions, and clausal and verbal patterns (6.1)
- B. Use conventions of grammar related to parts of speech, verb tense and agreement (6.2)
- C. Use conventions of punctuation (6.3)
- D. Locate cultural differences in language: colloquialism, dialect, etc. (6.7)
- E. Identify gender perspectives in language, biased language (6.8)

IX. Reading Process and Novels

Develop vocabulary/recognition of literary terms and techniques through literature by reading Romeo and Juliet, the Iliad and Odyssey, Poetry, and one of the following: Great Expectations, A Tale of Two Cities. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

Read other selections/novel(s) as assigned by teacher.

Recommendations: _____

- A. Identify variety of fiction genres such as novels, plays, short stories (2.1)
- B. Identify organizational features of fiction, drama, poetry (2.2)
- C. Differentiate between nonfiction genres such as biographies, essays, etc. (2.3)
- D. Identify persuasive writing (2.4)
- E. Locate redundancy in written texts to clarify meaning (2.5)
- F. Demonstrate oral reading fluency (2.6)
- G. Access prior knowledge to interpret meaning (2.7)
- H. Read for a variety of purposes such as life-long reading, model writing, etc. (2.8)
- I. Identify character, setting, plot, stanza, act, verse, fiction, etc. (2.9)
- J. Analyze author's use of mood foreshadowing, flashback, dialogue, etc. (2.10)
- K. Identify universal themes (2.11)
- L. Explain ways settings affects the development of a story (2.12)
- M. Analyze author's use of literary devices, foreshadowing, flashback, etc. (2.13)
- N. Use decoding/encoding, connotation, and detonation (2.14)
- O. Build vocabulary (2.15)
- P. Identify idiomatic language and figurative language; i.e. allusion, analogy, hyperbole, irony, personification, oxymoron, paradox (6.4)
- Q. Identify the use of sound patterns in language: alliteration, assonance, consonance (6.5)
- R. Interpret symbolism (6.6)

Possible units of study:

Semester I:

Short Stories/Literary Elements
To Kill a Mockingbird/Media
Essay Writing/Media
Principles of Language

Semester II:

Romeo and Juliet/Poetry/Media
Iliad/Odyssey/Media
Research Paper/Presentation/Media
Principles of Language

Novels available for literary circles/independent reading

ESSENTIAL ENGLISH II

Course Description

Alternative to English II – by referral only : Grade 10 – 1 Unit of credit – 2 semester course. An integrated course with emphasis on the construction, use, and development of good sentences and their incorporation of good paragraphs. Also, literature in which short stories, poetry, non-fiction, drama, novels and literacy epic is stressed. Vocabulary development will be stressed in all phases. A typed mini-research paper will be required. This course follows the English II course outline but at a slower pace and with appropriate adaptations.

Course Outline

Semester I

IV. Reading Process and Novels

Read short stories (Poe is required), *Animal Farm* or *1984*, Medieval literature King Arthur unit, Non-fiction (essays, biographies (*The Life of Caesar* should be covered to prepare for *Julius Caesar* in the spring) and autobiographies) * Independent novels or literary circles may be used in addition to the other literary pieces. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

- A. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. (2.3)
- B. Identify author's use of figurative language including allusion, imagery, and symbolism (2.4)
- C. Analyze literary elements; i.e., character, setting, plot, stanza act, scene, chapter, verse, article, fiction, nonfiction, point of view (2.5)
- D. Analyze author's use of mood (2.6)
- E. Apply universal themes to real life situations (2.7)
- F. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- G. Critique gender perspectives in language; i.e., biased language(6.5)

V. Principles of Language:

Grammar lessons – fragments, run-ons, misplaced and dangling modifiers, faulty parallelisms, pronoun usage and other levels of usage

- A. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns (6.1)

III Writing Process

Reading and writing essays, autobiographies and biographies

- S. Write expository texts including research papers (3.1)
- T. Defend a personal opinion using facts as support(3.2)
- U. Use prewriting techniques to generate ideas (3.3)
- V. Organize the ideas and details of a composition according to purpose (3.4)
- W. Elaborate ideas through word choice and description using grade-level vocabulary (3.5)
- X. Organize and write compositions for school and peers (3.6)
- Y. Use a variety of supporting details (3.7)
- Z. Use language appropriate to the format of the composition (3.8)
- AA. Use precise language to describe people, places, and things (3.9)
- BB. Use a specific point of view in compositions (3.10)
- CC. Edit and revise compositions with attention to content (3.11)
- DD. Edit and revise compositions for consistent point of view (3.12)
- EE. Use knowledge of sentence structure and sentence construction to edit and revise text (3.13)
- FF. Use sentence reduction techniques to revise and edit compositions (3.14)
- GG. Summarize information from nonfiction genres (2.1)
- HH. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion(2.2)
- II. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- JJ. Critique gender perspectives in language; i.e., biased language(6.5)

VI. Media

Incorporate media in the classroom setting

- A. Identifying existing and developing media (5.1)
- B. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers and periodicals) for a variety of purposes (5.2)
- C. Evaluate the portrayal of ethnicity and lifestyles in media messages (5.3)
- D. Analyze media messages (5.4)

Semester II

J. Research Process

Write a research/persuasive paper. Minimum requirements: 4-5 pages, 60 note cards, 5 sources, works cited page, MLA format

- A. Form questions to focus research (1.1)
- B. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search (1.2)

- C. Gather reliable information to support a thesis (1.3)
- D. Use relevant information (1.4)
- E. Organize information from a variety of sources into a unified whole (1.5)
- F. Use a style sheet, such as MLA or APA, for citing primary and secondary sources.(1.6)
- G. Paraphrase information (1.7)
- H. Use note cards (1.8)
- I. Develop an outline (1.9)
- J. Write a research paper (1.10)
- K. Write expository texts including research papers (3.1)
- L. Defend a personal opinion using facts as support(3.2)
- M. Use prewriting techniques to generate ideas (3.3)
- N. Organize the ideas and details of a composition according to purpose (3.4)
- O. Elaborate ideas through word choice and description using grade-level vocabulary (3.5)
- P. Organize and write compositions for school and peers (3.6)
- Q. Use a variety of supporting details (3.7)
- R. Use language appropriate to the format of the composition (3.8)
- S. Use precise language to describe people, places, and things (3.9)
- T. Use a specific point of view in compositions (3.10)
- U. Edit and revise compositions with attention to content (3.11)
- V. Edit and revise compositions for consistent point of view (3.12)
- W. Use knowledge of sentence structure and sentence construction to edit and revise text (3.13)
- X. Use sentence reduction techniques to revise and edit compositions (3.14)
- AA. Summarize information from nonfiction genres (2.1)
- E. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion(2.2)

II. Principles of Language:

Verb Usage/ Poetry

- A. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns (6.1)
- B. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox (6.2)
- C. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance (6.3)
- D. Critique cultural differences in language; e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary (6.4)
- E. Critique gender perspectives in language; i.e., biased language(6.5)

III. Media

Incorporate media in the classroom setting

- A. Identifying existing and developing media (5.1)

- B. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers and periodicals) for a variety of purposes (5.2)
- C. Evaluate the portrayal of ethnicity and lifestyles in media messages (5.3)
- D. Analyze media messages (5.4)

IV. Reading Process and Novels

Read *Julius Caesar* or *Hamlet*. Read *A Separate Peace* or *The Red Badge of Courage*
*Independent novels or literary circles may be used in addition to the other literary pieces. Vocabulary studies will include prefixes, suffixes, and Greek and Latin root words.

- A. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. (2.3)
- B. Identify author's use of figurative language including allusion, imagery, and symbolism (2.4)
- C. Analyze literary elements; i.e., character, setting, plot, stanza act, scene, chapter, verse, article, fiction, nonfiction, point of view (2.5)
- D. Analyze author's use of mood (2.6)
- E. Apply universal themes to real life situations (2.7)

VI. Speech

- A. Practice speaking in front of others and listening to oral presentations
- B. Analyze the audience and adjust the message and wording to suit the purpose (4.1)
- E. Use appropriate body language in oral presentation (4.2)
- F. Formulate questions in response to a verbal message

Possible units of study:

Semester I:

Principles of Language
Animal Farm/ 1984/Media
Short Stories (Poe is required)/ King Arthur/Literary elements
Essay reading and writing
Biographies & Autobiographies

Semester II:

Principles of Language
Julius Caesar/Hamlet
Research Paper
Speech
A Separate Peace/ The Red Badge of Courage
Poetry – Must write and read poetry
Weekly vocabulary exercises will be required.

ESSENTIAL ENGLISH III

Course Description

ENGLISH III – Alternative to English III – Grade 11 – 1 unit of credit – 2 semester course. An integrated course which combines the study of selected American literary works and the distinctive qualities of the national literature with the art of composition, the selecting, combining, and arranging of words in connected written discourse. This course also reviews grammar and mechanics as related to the writing process. Students practice a number of essay forms and the course culminates in a research paper based on an American novel or on some aspect of American literature. This is done in accordance with ND State Standards and Benchmarks. This course follows the English III course outline, but at a slower pace and with appropriate adaptations.

Course Outline

SEMESTER I

Colonial / Revolutionary Unit Authors

Purpose, Tone Audience
Arrangement of Order – Chronological, Spatial
Paragraph Structure
Thesis Statement

Suggested Essays:
Persuasive Essay
Reflective

Novel / Play
The Scarlet Letter or The Crucible

Romantic Authors, especially Irving, Bryant, Fireside Poets, Emerson, Thoreau
Dark Romantics – Poe, Hawthorne, Melville

Suggested Essays:
Comparison / Contrast Paper
Expository

Clear sentences
Parallelism
Tense Shifts

SEMESTER II

Realists/Naturalists
Modern Authors
Student selected novel

Research Paper – 4 to 6 page literary analysis on a novel

Suggested essays:
Problem/Solution Essay
Cause/Effect

INTERPERSONAL COMMUNICATION

Course Description

Interpersonal Communication - Elective: Grades 11-12, 1/2 unit of credit - 1 semester course. Students will improve their ability to communicate effectively by studying such topics as self concept, perception, emotions, language barriers, listening, nonverbal communication, assertion without aggression, and intimacy in relationships while completing oral and written work that demonstrates their knowledge of communication theories. This course is an elective and does not fulfill an English requirement.

Course Outline

- I. Writing Process
Practice the writing process focusing on essays/poems that explain interpersonal communication theories
 - A. Gather information supporting multiple sides of an issue (11.3.1) D
 - B. Organize according to purpose (12.3.3) D
 - C. Use a variety of sources for support (12.3.4) D
 - D. Elaborate through word choice and grade-level vocabulary (12.3.5) D
 - E. Use tone, diction, syntax, figurative language, etc., to convey voice (12.3.7) D
 - F. Edit for standard writing conventions (12.3.8) D
 - G. Edit for unity, coherence, clarity, and fluency (12.3.9) D
 - H. Edit for parallelism, verb tense and agreement, etc., (12.3.10) D
 - I. Edit for proper clause and phrase patterns (12.3.11) D
 - J. Edit for standard conventions and transitional devices (11.3.7) D

- II. Research Process
Incorporate research for support of argument in essays and oral presentations
 - A. Research topic independently using appropriate sources (11.1.1) D
 - B. Evaluate and incorporate information from primary sources (11.1.2) D
 - C. Evaluate reliability, validity, bias, expertise, etc (11.1.3) D
 - D. Verify the quality, accuracy, and usefulness of information (11.1.4) D
 - E. Synthesize information in a logical sequence (11.1.5) D
 - F. Use quotations effectively (11.1.6) D

- III. Reading Process

Read comics, songs/poetry, fiction/nonfiction, communication journals/articles that relate to interpersonal communication theories

- A. Interpret use of figurative lang., imagery, symbolism, etc. (12.2.5) D
- B. Interpret syntax and diction (12.2.6) D
- C. Use etymology to define words (11.2.10) D

IV. Speaking and Listening

Participate in small group discussions and complete formal oral presentations

- A. Analyze audience and adjust message and wording to suit purpose (11.4.1) D
- B. Use tone, inflection, pitch, emphasis on oral communication (12.4.2) D
- C. Analyze audience and adjust message/wording to suit it (12.4.3) D
- D. Adapt to a variety of speaking and listening situations (formal, group, oral interp.) (11.4.2) D

V. Media

Incorporate TV, film/video, DVD, etc . as support for interpersonal communication theories

- A. Identify existing and developing media (12.5.1) D
- B. Apply media (TV, film/video, DVD, etc) for a variety of purposes (11.5.2) D

VI. Principles of Language

Review good writing conventions and apply literary techniques to essays and poetry

- A. Use conventions of grammar, usage, punctuation (12.6.1) D
- B. Apply fig. language (allusion, irony, hyperbole, oxymoron, etc.) (12.6.2) D

JOURNALISM I

Course Description

Description: Journalism I is an English elective course for students in grades 10-12 that studies the role and importance of newspapers in a democracy. The primary emphases are to obtain a basic understanding of free press operations, practice critically examining issues related to journalism, and develop knowledge of journalistic writing styles. Ethical issues related to journalism are also studied. Writing instruction emphasizes news and feature writing styles, including AP editing/style. Students should expect to do a lot of reading, writing and speaking. **Prerequisite: typing skills.**

Course Outline

- I. History/Future of Journalism
 - a. Understanding the importance/role of newspapers
 - i. Beginnings
 - ii. Evolution
 - 1. TV, radio, non-print
 - iii. Future
 - 1. Internet
- II. Media Ethics & Laws
- III. Anatomy/Terminology/Operations of a Newspaper
 - a. Types of papers, newspaper operations & advertising, layout terminology, etc.
- IV. AP Style
 - a. Such as: punctuation, sentence structure, quoting, attribution, proofreading, editing
- V. Interviewing
 - a. Such as: preparation, conducting, accuracy
- VI. Leads
 - a. 5 W & H
 - b. Creative leads
- VII. Types of Articles: inverted pyramid format & “I” formats
 - i. News
 - 1. Polls
 - 2. Sports
 - ii. Features
 - 1. Reviews
 - 2. Editorials
 - 3. Sports

JOURNALISM II

Course Description

Description: Journalism II is an English elective course that produces the high school newspaper, the Courier. Students will be responsible for all editorial decisions and newspaper operations, including raising printing fees through advertisements, producing (reporting, layout and design), and distributing the paper. Students will learn Adobe InDesign for production, as well as practice digital photography. Students will be required to meet on the weekends three times each semester for layout and design, plus additional out-of-class time is required. Teamwork is an essential component of the course, as is self-motivation and personal responsibility. This course is available for duplicate English credit up to 2 credits. It does not take the place of the required courses, but may count as the senior English elective when taken the senior year, even when taken as a duplicate credit.

Prerequisite: Completion of Journalism I and adviser's recommendation.

Course Outline

- VIII. Advertising
 - a. How to sell ads and manage advertising accounts

- IX. Newspaper Design
 - a. Adobe InDesign
 - b. Digital photography

- X. News writing
 - a. Features
 - b. News
 - c. Editorials
 - d. Opinions
 - e. Sports

- XI. Portfolios/Stringbooks

LIFESKILLS ENGLISH I

Course Description

Lifeskills I: Elective: Grades 12-1/2 unit of credit. This is a one semester course. Lifeskills English I is offered during the first semester of the student's senior year. It is recommended that Lifeskills English I be taken before enrolling in Lifeskills English II. The purpose of the course is to provide a functional communications course for non-college bound students who have experienced difficulties in regular English courses. Although students may indicate a desire for this course, they are not registered unless they have been recommended and have been accepted by a committee representing the English department staff, the resource room staff, and the Counseling and Principal's staff. Units covered in the course may include the following: reading and interpreting labels, reading newspapers, reading critically, understanding agreements and warranties, filling out forms, reference strategies.

Course Outline

Suggested Units include:

Reference Strategies:

Dictionary skills, table of contents, indexes

Special reading strategies:

Reading maps, time tables, charts and graphs

Reading labels:

Medicine labels, household products labels, clothing labels, food labels

Following directions:

Taking tests, reading directions

Filling out forms:

Bank forms, consumer credit applications, order forms, income tax forms

Understanding agreements and warranties:

Agreements, contracts, warranties

Reading critically:

Advertisements, special offers

Reading newspapers

Sections of a newspaper, using the classified section, editorials, news stories

Literature: time allowing

Options include Old Man and the Sea, or other selections

LIFESKILLS ENGLISH II

Course Description

Lifeskills English II: Elective: Grade 12-1/2 Unit of credit- 1 semester course. Lifeskills English II is offered during the second semester of the student's senior year. Taking Lifeskills English I before taking this course is recommended. The purpose of this course is to provide a functional communications course for non-college bound students who have experienced difficulties in regular English courses. Although students may indicate a desire for this course, they are not registered unless they have been recommended and have been accepted by a committee representing the English staff, the Resource Room staff, and the Counseling and Principal's office staff.

Course Outline

Suggested Units include:

Learning about work:

Why people work, differences between work, occupations, and jobs

Work histories:

Stable jobs

Looking for employment:

Setting goals, identifying sources of job leads

Applying for employment:

Contacting employers, assembling information for applications

Interviewing:

Preparing for an interview, being interviewed, accepting a job

Beginning a new job:

Orientation to the workplace, organizational structure

Expectations of employers:

Job performance, work habits and attitudes

Worker rights and protections:

Fair employment practices, protection from discrimination

Human relations at work:

Bosses, co-workers, group participation, appearance

MODERN LITERATURE

Course Description

MODERN LITERATURE – Elective: Grades 11-12 - 1/2 Unit of credit -1 semester course. The course includes the study of selected literary works of prose and poetry from the Modern Era (1890-1950) which promotes analysis of literature and application of themes relevant to our world today. Evaluation may include essays, essay questions, creative writing, group work, small group discussion, class discussion, independent projects and presentations, and group projects and presentations. Unit project suggestions are: creating a booklet, newspaper, comic strip, or other illustration of a selection, movies depicting theme and content, panel discussions, research projects etc. Studies or research may include 20th Century-Modern Art masterpieces, movements, and authors.

Course Outline

Short Story Unit

“The Tell-Tale Heart” (Poe story of choice)
“The Jewels”
“The Devil”
“Gooseberries”
“A Problem”
“A Clean Well-Lighted Place”
“In Another Country”
“Bliss”
“The Singing Lesson”
“The Fly”
“The Lottery”
“The Possibility of Evil”
“The Devil and Daniel Webster”
“The Metamorphosis”
“A Hunger Artist”
“The Rocking Horse Winner”

Drama Unit

Our Town
A Raisin in the Sun (movie)
The Glass Menagerie
All My Sons
Pygmalion/My Fair Lady (movie)

Novel Unit

Brave New World

Lord of the Flies

Student Selected Modern Novel – Time allowing

- written or oral
- personal novel study and analysis
- critical analysis

Poetry Unit – Time allowing

- selections from various modern poets
- create a modern poetry anthology

RECOVERY READING

Course Description

RECOVERY READING – Elective: Grades 9-12 – ½ Unit of credit – 1 Semester course. This goal of this course is to improve reading skills. It will focus on the reading standards and benchmarks and will be based upon the needs and abilities of the class. The course will include reading comprehension, active reading skills, vocabulary studies, and test-taking skills.

Course Outline

- I. Reading Comprehension
- II. Reading Strategy Skills
- III. Vocabulary Studies
- IV. Test Taking Skills

SPEECH

Course Description

SPEECH – Elective: Grades 11-12 – ½ Unit of credit -- 1 semester course. The study of the practical arts of speaking as revealed in the variety of forms and functions evident in public discourse. Emphasis is placed on speech construction, oral interpretation, radio, and persuasive and informative speaking. Students may take 1 or 2 field trips and work with a visual aid. Students may at the instructor's discretion, be offered the option of participating in one speech tournament if time and scheduling allow for it.

Course Outline

- I. Required Assignments
 - A. Interview and introduction speech
 - B. Pantomime and loosening up exercises
 - C. Pet peeve and personal experience speech
 - D. How to construct, research, and deliver a speech
 - E. Informative speech
 - F. Attention steps
 - G. Informative using a visual aid speech
 - H. Demonstration speech (emphasis on bodily action)
 - I. Persuasive speech
 - J. Non-verbal communication
 - K. Sales/commercials/advertising
 - L. Impromptu speech
 - M. Listening
 - N. Vocabulary
- II. Optional Assignments
 - A. Group discussion
 - B. Radio broadcasting
 - C. Discussion
 - D. Analysis of vital speeches
 - E. Speaker's kit
 - F. Oral interpretation of prose/poetry/drama
 - G. Speech to entertain
 - H. Special occasion speech
- III. Evaluation
 - A. Written and/or oral critiques by instructor
 - B. Written and/or oral critiques by student members

TECHNICAL WRITING

Course Description

Technical Writing (Grades 11-12 Elective of 1 semester for one-half credit)

This is a practical course in written and spoken communication. The course strongly emphasizes grammar, mechanics, and usage of the language. It also covers items such as composing business and employment letters and other documents, styles and uses of letters in business, communication in business, and employment procedures. This course helps to develop skills in listening and reading, as well as in speaking and writing. Major written work (letters, papers, etc.) must be typed.

Course Outline

CODE: I – Introduce D – Develop M – Master

Skills	Technical Writing
Quarter 1	
I. Language of business	
A. English: Tool for communication	D
B. Types of communication	D
II. C-Qualities-Grammar and writing skills	
A. Courtesy	D
B. Consideration	D
C. Clarity	D
D. Correctness	D
E. Conciseness	D
F. Concreteness	D
G. Completeness	D
III. Composition skills	
A. Sentences-unity and coherence	M
B. Sentences-variety and emphasis	M
C. This section expands in the following sections	
IV. Effective message formats	
A. Memos	M
B. Overview of related technology (as needed)	D
Quarter 2	
I. Standard business messages	
A. Letters	
1. Inquiry and reply	D

Mandan Public Schools
6-12 Language Arts Curriculum

2. Order and remittance	D
3. Claims and adjustments	D
B. Expression of numbers	M
C. Acknowledgements, simple and special requests (optional)	D
II. Employment-related communications	
A. Job application process	
1. Personal evaluation	M
2. Resume	D
3. Application letter	M
4. Application form	M
B. Interviews	D
C. Other employment-related letters	D
III. Career exploration	
A. Self-assessment	M
B. Research a career (through school/community sources)	
1. Explore occupation	M
2. Conduct an interview	D
C. Written presentation of career information	D
D. Verbal presentation of career information	D
IV. Current issues/trends in the workplace – research-based options include:	
A. Writing on current topics	D
B. Verbal presentation on current topics	D
C. Group projects	D

WORLD LITERATURE

Course Description

World Literature - Elective – Grades 11-12 – ½ unit of credit – 1 Semester course.

World literature is a thematically arranged course studying classical and modern literature in translation. The objective of the course is to familiarize students with world literature and world cultures while promoting a process of critical analysis. Grading may include daily accountability and participation, class and small group work and discussion, tests, essays, creative writing assignments, oral presentations, group projects and independent work. A variety of literary forms should be incorporated into each quarter. Cultural art and architecture may be included in instruction. The class offers many opportunities for guest speaker presentations.

Course Outline

Suggestions from current text and other sources:

A.) Sumerian, Egyptian, and Hebrew Literature

1. Sumerian-from The Epic of Gilgamesh: Enkidu’s Dream of the Underworld, Story of the Flood, “The Return”
2. Egyptian Poetry: “Your Love Dear Man is as Lovely to Me,” “I Think I’ll Go Home and Lie Very Still,” The Voice of the Swallow”
3. Hebrew- from Genesis: The Creation and the Fall, The Story of the Flood (compare/contrast to Gilgamesh flood)
David and Goliath and various Psalms

B.) Persian/Arabic Literature

1. The Rubai’yat’, various sections: from The Koran, from the Gulistan: The Manners of Kings and On the Excellence of Contentment, from the Masnavi: The Marks of the Wiseman, the Half Wise and the Fool, The Counsels of the Bird and from The Thousand and One Nights: The Fisherman and the Jinnee

C.) Indian Literature

1. From The Rig Veda: Creation Hymn, from the Upanishads -The Mystery of Brahman, from the Mahabharata -Sibi, from The Bhagavad-Gita – The Yoga of Knowledge, from the Panchatantra- The Numskull and the Rabbit

D.) Chinese Literature

1. T’ao Ch’ien: Substance, Shadow, and Spirit, Selections/sections from the Tao Te Ching, selection from the Analects by Confucius

E.) Japanese Literature

1. Various Zen Parables, selection from Essays and Idleness, "I Loved Her Like Leaves", various haiku, choka and tanka poems, selection from The Pillow Book

F.) Greek Literature

1. Selection(s) from the Illiad by Homer, from the Apology by Plato, Oedipus the King by Sophocles

G.) Roman Literature

1. Selection from The Aeneid - How They Took the City and/or The Passion of the King,
From the Metamorphoses by Ovid, from the Annals selection from The Burning Of Rome

H.)The Middle Ages

1. Selection from The Song of Roland, selection from the Nibelungenlied – How Siegfried was Slain, from Percival – The Grail, The Lay of the Werewolf by Mari de France, and selections from the Inferno by Dante Alighieri, morality play Everyman

I.)The Renaissance

1. excerpt from The Prince by Machiavelli, excerpt from The Tragical History of the Life and Death of Doctor Faustus, Shakespeare play: The Tempest or The Taming of the Shrew

J.) The Age of Rationalism

1. A Modest Proposal by Swift, excerpt from Paradise Lost by Milton, excerpt from Man and the Universe by Pascal

K.) Romanticism and Realism

1. Two Friends by Maupassant, How Much Land Does a Man Need by Tolstoy, The Bet by Checkov, and A Doll's House by Ibsen

L.) The Modern World

1. The Infant Prodigy by Mann, The Glass of Milk by Rojas and The Artist by Tagore

M.) The Contemporary Period

1. The Handsomest Drowned Man in the World by Mar'quez, The Myth of Sisyphus by Camus, The Happy Man by Mahfouz and No Witchcraft for Sale by Lessing

APPENDIX A

21st Century Skills – 8th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' 6-8 Language Arts Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' 6-8 Language Arts Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' 6-8 Language Arts Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

8.1 Creativity and Innovation

8.1.1 Demonstrate originality and inventiveness in work

(6.3.11)

(7.1.7; 7.3.1; 7.3.2; 7.3.3; 7.5.2; 7.6.4)

(8.1.5; 8.3.1; 8.3.2; 8.3.3; 8.3.4; 8.3.6; 8.5.2; 8.6.7)

8.1.2 Be open and responsive to new and diverse perspectives

(6.2.6)

8.1.3 Develop and communicate new ideas to others

(6.3.1; 6.3.3)

(7.3.4; 7.3.6; 7.4.1; 7.6.4)

(8.3.1; 8.3.2; 8.3.3; 8.3.4; 8.3.5; 8.3.7; 8.3.10; 8.4.1; 8.4.2; 8.4.3; 8.5.5; 8.6.7)

8.2 Critical Thinking & Problem Solving

8.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions

(6.1.3; 6.1.4)

(7.2.7; 7.2.8; 7.2.9; 7.2.10)

(8.2.5; 8.2.6; 8.2.7; 8.2.8; 8.4.2; 8.4.3)

8.2.2 Make complex choices and decisions

(6.1.4; 6.1.5; 6.1.6)

(8.1.2; 8.1.3; 8.1.4; 8.1.5; 8.1.6)

8.2.3 Identify and ask significant questions that clarify various points of view

(6.1.4; 6.1.5; 6.1.6)
(7.2.5; 7.3.3; 7.4.4)
(8.1.1; 8.1.2; 8.1.3; 8.1.4; 8.4.2)

8.3 Communication

8.3.1 Articulate thoughts and ideas clearly and effectively

(6.4.1; 6.4.2)

(7.3.1; 7.4.1; 7.4.5; 7.4.6)

(8.3.1; 8.3.2; 8.3.3; 8.3.5 8.4.1; 8.4.3; 8.4.4)

8.3.2 Articulate thoughts and ideas clearly and effectively through writing

(6.3.1; 6.3.2; 6.3.3; 6.3.4; 6.3.5; 6.3.6; 6.3.7; 6.3.8; 6.3.9; 6.3.10; 6.3.11)

(7.1.4; 7.3.1; 7.3.2; 7.3.3; 7.3.4; 7.3.5; 7.6.1; 7.6.2; 7.6.3; 7.6.4)

(8.1.5; 8.3.1; 8.3.2; 8.3.4; 8.3.5; 8.3.6; 8.6.1; 8.6.2; 8.6.3; 8.6.7)

8.4 Collaboration

8.4.1 Assume shared responsibility for collaborative work

(6.4.1)

(7.1.9)

8.4.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

(7.3.8)

(8.3.10)

8.4.3 Demonstrate the ability to work effectively with diverse teams

(6.4.4; 6.4.5)

(7.3.8)

(8.3.10; 8.4.1; 8.4.3; 8.4.4)

8.5 Information Literacy

8.5.1 Use information accurately and creatively for the issue or problem at hand

(6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5; 6.1.6)

(7.1.2; 7.2.5; 7.2.6)

(8.1.2; 8.1.3; 8.1.4)

8.5.2 Use information accurately and creatively to generate new knowledge

(6.1.2; 6.1.3; 6.1.4)

(7.2.1; 7.2.2; 7.2.3; 7.2.10; 7.2.11)

(8.1.2; 8.1.3; 8.2.2; 8.2.3)

8.5.3 Evaluate information critically and competently

(6.1.2; 6.1.3; 6.5.4; 6.5.5)

(7.1.1; 7.1.3; 7.2.1; 7.2.4)

(8.1.3; 8.1.4)

8.5.4 Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

(6.5.5; 6.5.6)

(8.5.5; 8.5.6)

8.6 Media Literacy

8.6.1 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors

(6.5.4; 6.5.5; 6.5.6)

(7.5.1)

(8.5.4; 8.5.5)

8.6.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

(6.5.4; 6.5.5; 6.5.6)

(7.5.1; 7.5.4)

(8.5.1; 8.5.4; 8.5.5)

8.7 ICT Literacy

8.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

(6.5.5; 6.5.6)

(7.1.3; 7.4.2; 7.4.3)

(8.1.3; 8.1.4 8.5.4; 8.5.5)

8.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information

(6.5.3)

(7.3.1; 7.3.2; 7.3.3; 7.3.4)

(8.3.1; 8.3.12; 8.3.13; 8.5.1; 8.5.2; 8.5.3; 8.5.4; 8.5.5)

8.7.3 Demonstrate an understanding of legal, ethical, and safe online behavior

(6.5.1; 6.5.2; 6.5.3; 6.5.6)

(7.1.2; 7.1.3)

(8.5.1; 8.5.3; 8.5.6; 8.5.7)

8.8 Flexibility & Adaptability

8.8.1 Adapt to varied roles and responsibilities

(All 7th grade standards)

8.9 Initiative & Self-Direction

8.9.1 Utilize time efficiently and manage workload

(All 7th grade standards)

8.9.2 Monitor one's own understanding and learning needs

(7.3.7; 7.3.8; 7.3.9)

(8.3.9; 8.3.10)

8.10 Social & Cross-Cultural Skills

8.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work

8.11 Productivity & Accountability

8.11.1 Set and meet high standards and goals for delivering quality work on time

(6.1.7)

(All 7th grade standards)

(8.1.7)

8.12 Leadership & Responsibility

8.12.1 Demonstrate integrity and ethical behavior

(6.1.7; 6.5.6)

(7th grade standards 3, 4, 6)

(8.1.7; 8.5.4; 8.5.5; 8.5.6; 8.5.7)

Appendix B

21st Century Skills – 12th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' 9-12 Language Arts Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' 9-12 Language Arts Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' 9-12 Language Arts Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

12.1 Creativity and Innovation

12.1.1 Develop and communicate new ideas to others
(9.1.1; 9.1.2; 9.1.10; 9.3.1; 9.3.2; 9.3.3; 9.3.4; 9.3.5; 9.3.7;)
(10.1.1; 10.1.10; 10.3.1; 10.3.6)
(11.1.1; 12.1.1)

12.1.2 Demonstrate originality and inventiveness in work
(9.3.9; 10.1.11; 11.3.6; 12.3.7; 12.6.2)

12.1.3 Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

12.2 Critical Thinking & Problem Solving

12.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions
(9.1.3; 9.1.5; 9.1.8; 9.2.3; 9.2.4; 9.2.5; 9.2.7; 9.2.10; 9.2.11; 9.2.13;)
(10.1.4; 10.1.5; 10.1.6; 10.1.9; 10.2.4; 10.2.5; 10.2.6; 10.3.4; 10.6.2)
(11.1.2; 11.1.3; 11.1.4; 11.3.1; 12.1.3; 12.2.3)

12.2.2 Identify and ask significant questions that clarify various points of view
(10.3.10; 10.4.3; 11.2.2; 12.2.2)

12.2.3 Exercise sound reasoning in understanding
(10.2.2; 10.3.2; 11.2.4; 11.2.5; 11.2.6; 12.2.7)

12.3 Communication

12.3.1 Articulate thoughts clearly and effectively through writing, speaking, and multimedia
(9.2.6; 9.3.6; 9.3.8; 9.3.10; 9.4.2; 9.4.3)

(10.3.1; 10.3.6; 10.3.9)

(11.1.1; 11.4.2; 11.3.2; 11.3.3; 11.3.4; 11.3.7;)

(12.3.1; 12.3.2; 12.3.3; 12.3.4; 12.3.5; 12.3.6; 12.3.8; 12.3.9; 12.3.10; 12.3.11; 12.4.2; 12.4.3;
12.4.5)

12.3.2 Articulate thoughts clearly and effectively through writing

(9.3.6; 9.3.11;)

(10.3.7; 10.3.8; 10.3.9; 10.3.11; 10.3.12; 10.3.13; 10.3.14;)

12.4 Collaboration

12.4.1 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

12.4.2 Assume shared responsibility for collaborative work

(9.4.4; 9.4.5; 11.4.2)

12.4.3 Demonstrate the ability to work effectively with diverse teams

12.5 Information Literacy

12.5.1 Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information

(9.1.7; 10.1.7; 11.1.1; 12.1.1)

12.5.2 Use information accurately and creatively for the issue or problem at hand

12.6 Media Literacy

12.6.1 Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions

(9.5.1; 9.5.2; 9.5.3;)

(10.5.1; 10.5.3; 10.5.4)

(11.5.1; 11.5.2; 11.5.3; 11.5.4;)

(12.5.1; 12.5.3; 12.5.4)

12.7 ICT Literacy

12.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

(9.1.7; 9.3.12;)

(10.1.2; 10.1.3;)

(11.1.1; 12.1.1)

12.7.2 Use technology as a tool to communicate information

(10.1.11; 11.3.8; 12.5.2)

12.7.3 Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information

12.8 Flexibility & Adaptability

12.8.1 Work effectively in a climate of ambiguity and changing priorities

12.9 Initiative & Self-Direction

12.9.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

12.9.1 Demonstrate commitment to learning as a lifelong process

(9.2.8; 10.2.3; 10.2.7; 11.2.7; 12.2.4)

12.10 Social & Cross-Cultural Skills

12.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work

12.10.2 Leverage the collective intelligence of groups when appropriate

12.11 Productivity & Accountability

12.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

12.12 Leadership & Responsibility

12.12.1 Act responsibly with the interests of the larger community in mind

Appendix C

6th Grade Essential Skills

Sixth grade teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful students entering 6th grade need specific reading and language arts knowledge and skills.

Reading

Upon entering 6th Grade students need to be able to:

1. Read at or making gains toward reading at the 5.0 reading level
2. Have knowledge of reference materials and know how to utilize them
3. Have the ability to read independently for at least 20 minutes with understanding

Upon leaving 6th Grade students need to be able to:

1. Read at or making gains toward reading at the 6.0 reading level
2. Have the ability to research and complete an essay using at least three reference materials – one being the computer
3. Have the ability to read independently for at least 30 minutes with understanding

Language Arts

Upon entering 6th Grade students need to be able to:

1. Identify the subject and predicate parts of a sentence
2. Recognize a noun and a verb
3. Identify the topic sentence of a paragraph

Upon leaving 6th Grade students need to be able to:

1. Recognize a noun, verb, adjective, adverb, and pronoun
2. Identify an infinitive and prepositional phrase
3. Write a simple sentence
4. Identify the topic sentence of a paragraph and supporting details

Appendix D

7th Grade Essential Skills

Essential Skills

Seventh grade teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 7th grade need specific language arts knowledge and skills.

Language Arts

Upon entering 7th Grade students need to be able to:

1. Read at or making gains toward reading at the 6.0 reading level
2. Have the ability to research and complete an essay using at least three reference materials – one being the computer.
3. Have the ability to identify a paragraph: topic sentence, supporting details, and clincher (concluding sentence).
4. Write a simple sentence.
5. Recognize the following: noun, pronoun, verb, adjective, adverb, infinitive phrase, prepositional phrase

Upon leaving the 7th Grade students will be able to:

1. Read at or making gains toward reading at the 7.0 reading level
2. Have the ability to research, develop, and give an informative speech utilizing reference material: Internet, electronic database, hardcopy (book, pamphlet, etc.)
3. Have the skills to write a paragraph and an essay
4. Write both a simple and compound sentence
5. Identify the 8 parts of speech for usage skills

Appendix E

8th Grade Essential Skills

Essential Skills

Eighth grade teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 8th grade need specific language arts knowledge and skills.

Language Arts

Upon entering 8th Grade students need to be able to:

1. Read at or making gains toward reading at the 7.0 reading level
2. Have the ability to research, develop, and give an informative speech utilizing reference material: Internet, electronic database, hardcopy (book, pamphlet, etc.)
3. Have the skills to write a paragraph and an essay
4. Write both a simple and compound sentence
5. Identify the 8 parts of speech for usage skills

Upon leaving the 8th Grade students will be able to:

1. Read at or making gains toward reading at the 8.0 reading level
2. Have the ability to research, develop, and give a persuasive speech utilizing reference material: Internet, electronic database, hardcopy
3. Have the skills to create a multiple paragraph essay
4. Write a simple, a compound, and a complex sentence
5. Use the 8 parts of speech correctly in sentences

Appendix F

9th Grade Essential Skills

Essential Skills

Ninth grade teachers at Mandan High School in Mandan Public Schools have determined that in order to be successful, students entering 9th grade need specific language arts knowledge and skills.

Language Arts

Upon entering 9th Grade students need to be able to:

1. Read at or making gains toward reading at the 8.0 reading level
2. Have the ability to research, develop, and give a persuasive speech utilizing reference material: Internet, electronic database, hardcopy (book, pamphlet, etc.)
3. Have the skills to write a paragraph and a Multi-paragraph essay
4. Write simple, compound and complex sentences
5. Identify the 8 parts of speech correctly in sentences

Upon leaving the 9th Grade students will be able to:

1. Read at or making gains toward reading at the 9.0 reading level
2. Have the ability to develop a thesis and use research materials to support a thesis in written essay
3. Employ reading strategies to read for a variety of purposes
4. Use simple, compound, complex and compound/complex sentences to vary writing
5. Identify and use phrases and clauses.