



**Grades 9-10, HS Electives, & ELL: Adopted April 21, 2020**  
**Grades 11-12: Adopted November 17, 2020**

# Grades 9-12

A photograph of a hand holding a piece of white chalk, writing the words "English Language Arts" in a white, cursive font on a green chalkboard. The text is arranged in three lines: "English", "Language", and "Arts".

English  
Language  
Arts

# Curriculum

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# Section D: High School (Grades 9 – 12)

# High School Overview

The goal of this curriculum is to prepare learners to meet and exceed identified state standards and skills. In addition, the aim is to provide continuity of instruction between schools and grades while allowing site-based decision making at each school. As such, the emphasis is on competencies at each grade level. Although different courses are available to learners at various schools in the district depending on learner and staffing needs, all learners receive comparable instruction on these competencies. Reading, writing, speaking, listening, and critical thinking occur at all levels and in all classes, including elective courses.

Although site-based decisions are imperative to best meet the needs of learners, we realize that continuity between schools benefits both learners and teachers. As such, minimum expectations for assignments and assessments are identified, as well as a common list of literature. Literature is assigned to each grade level after considering criteria such as literary quality, reading level, subject maturity, learner interest, relation to other curricula, thematic connections, and suitability for teaching the state standards. These titles have been through the FNSBSD approval process.

## **9<sup>th</sup> and 10<sup>th</sup> Grade**

The curriculum is based upon yearlong courses integrating reading, writing, speaking, listening, media literacy, research, and technology competencies. Learners read a variety of texts of various genres, as selected from the approved lists by each school and/or learner.

## **11<sup>th</sup> and 12<sup>th</sup> Grade Requirements**

- ✓ The learner must complete two literature courses, one of which is an American Literature\* course.
- ✓ The learner must complete one writing intensive course.
- ✓ The learner must complete one elective, which may be an additional literature or writing intensive course.

**Upper level literature courses** build critical thinking and literacy through a deepened analysis of literature, purposeful discussion, and engagement with texts. These courses aim to provide a working knowledge of the characteristics of various literary genres, and to develop analytical and critical thinking skills through reading, discussion, and written assignments. Learners will gain an awareness of the universal human concerns that are the basis for literary works, and will gain a greater appreciation of the ways in which language and literature empower us to shape our communities.

**Upper level writing intensive courses** build effective communication through a rigorous process of drafting, organizing, and revising a variety of rhetorical modes, including cause/effect, problem/solution, narrative, compare/contrast, process, and definition. Learners will use model texts to further their understanding of the ways in which the audience determines the mode and the final product.

## **Electives**

One core belief with this curriculum is that every English Language Arts course must be academically rigorous and contain both reading and writing competencies. Learners are encouraged to choose electives based upon their own academic needs, personal interests, and future academic/career goals. It is understood that available elective offerings will be different at each school.

## **English Language Learner (ELL) Courses**

All ELL courses included competencies based on the WIDA Standards.\*\*

\*Courses qualifying for American Literature credit: *AP English Language and American Literature*, *African American Literature*, *American Literature: Defining Freedom*, *American Literature: Shifting Dreams*, *Native American Literature*, and any honors versions of these courses.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date.

# High School Graduation Requirements

- Four (4) English/language arts credits are required for graduation.
- 11<sup>th</sup> and 12<sup>th</sup> grade requirements:
  - The learner must complete two literature courses, one of which is an American Literature course.
  - The learner must complete one writing intensive course.
  - The learner must complete one elective, which may be an additional literature or writing intensive course.

English 9 Options (Two semesters required.)	English 10 Options (Two semesters required.)
<ul style="list-style-type: none"> <li>• English 9 (yearlong)</li> <li>• English 9 Honors (yearlong)</li> </ul>	<ul style="list-style-type: none"> <li>• English 10 (yearlong)</li> <li>• English 10 Honors (yearlong)</li> <li>• AP European History/Literature (yearlong)</li> </ul>

English 11 and English 12 Options			
American Literature Courses	Literature Courses	Writing Intensive Courses	Electives
<ul style="list-style-type: none"> <li>• AP English Language and American Literature</li> <li>• African American Literature</li> <li>• American Literature: Defining Freedom</li> <li>• American Literature: Shifting Dreams</li> <li>• Native American Literature</li> <li>• Any honors version of these courses</li> </ul>	<ul style="list-style-type: none"> <li>• AP Literature and Composition</li> <li>• British Literature</li> <li>• Holocaust Literature</li> <li>• Social Themes in Literature</li> <li>• World Literature</li> <li>• Any course from the American Literature list</li> <li>• Any honors version of these courses</li> </ul>	<ul style="list-style-type: none"> <li>• AP English Language and American Literature</li> <li>• AP Language and Composition</li> <li>• AP Literature and Composition</li> <li>• Advanced Composition (UAF – Writing 111X)</li> <li>• College Preparatory Composition</li> <li>• Composition and Media Analysis</li> <li>• Creative Nonfiction</li> <li>• Creative Writing I</li> <li>• Creative Writing II</li> <li>• Journalism I</li> <li>• Journalism II</li> <li>• Journalism III</li> <li>• Journalism IV</li> <li>• Professional Writing</li> <li>• Research and Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy and Language</li> <li>• Popular Novels</li> <li>• Reading for Meaning</li> <li>• Speech and Debate</li> <li>• Sports Literature</li> <li>• Technical Drama</li> <li>• Theatre Performance I</li> <li>• Theatre Performance II</li> <li>• Vocabulary Development</li> <li>• Any course from the American literature, other literature, or writing intensive lists.</li> </ul>

**For students eligible for the English Language Learners (ELL) Program, refer to the ELL English/Language Arts Pathway Options on the next page.**

# English Language Learners - English/Language Arts Pathway Options: Grades 9-12

		<b>English/Language Arts Courses for ELL Students</b> All ELL courses are Expressive-Communication Domain Intensive (i.e., Speaking and Writing) and meet the upper-division writing intensive requirement when taken during 11 <sup>th</sup> or 12 <sup>th</sup> grade.
		<b>WIDA Level*</b>
Each learner's starting level on the continuum is determined on a case-by-case basis, according to the WIDA English Language Proficiency Assessment and ELL certified staff recommendation.	1	<ul style="list-style-type: none"> <li>• Two class periods scheduled concurrently               <ul style="list-style-type: none"> <li>○ U.S. English I (two semesters)</li> <li>○ U.S. Culture and Expressions (two semesters)</li> </ul> </li> </ul>
	2	<ul style="list-style-type: none"> <li>• U.S. English II (two semesters)</li> </ul>
	3 – 4	<ul style="list-style-type: none"> <li>• Literature and Current Events (two semesters)</li> <li>• ELL English/Language Arts Elective, Grades 11 and 12:               <ul style="list-style-type: none"> <li>○ Academic Composition and Communications (one semester)</li> <li>○ Career English (one semester)</li> </ul> </li> </ul>
	4 – 6	<ul style="list-style-type: none"> <li>• Mainstream general English/Language Arts courses at grade level.               <ul style="list-style-type: none"> <li>○ Placement in grade level English courses; sheltered grade-level English course sections may be taught by ELL certified staff, as needed.</li> </ul> </li> </ul>

\*WIDA Proficiency levels move from 1.0 to 6.0, with 1.0 indicating that the learner is at the Entering level in English Language Acquisition.

# Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all English/Language Arts courses, and learners are expected to be able to apply them across the curriculum.

## Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

## Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

## Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

## Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

## Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

## Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

## Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

## Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

# English/Language Arts Curriculum (Grades 9 – 10)



# English 9

Course Details:	Overview:
<b>Grade(s):</b> 9	<p><b><u>English 9</u></b>  <i>English 9</i> guides learners towards critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement.</p> <p><b><u>English 9 Honors</u></b>  <i>English 9 Honors</i> is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners therefore have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course builds critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement.</p>
<b>Length:</b> Two semesters (required)	
<b>Prerequisites:</b> None	
<b>Writing Intensive</b>	

## Required Reading Activities

### English 9 & English 9 Honors

#### First Semester

- ✓ Selections from Alaska Native literature and myths:
  - *Shadows on the Koyukuk: An Alaskan Native's Life Along the River* by Sydney Huntington
  - *Roots of Ticasuk: An Eskimo Woman's Family Story* by Emily Ticasuk Ivanoff Brown
  - *Last New Land* by Ed Mergler
- ✓ A novel (choose one):
  - *My Name is Not Easy* by Debby Dahl Edwardson
  - *Bird Girl and the Man Who Followed the Sun* by Velma Wallis
  - *Speak* by Laurie Halse Anderson
- ✓ Selections from Homer's *The Odyssey*
- ✓ Myths, legends, creation stories, and folklore
- ✓ Supplemental novels, short stories, poetry, and nonfiction listed on the supplemental book list in the appendix.

#### Second Semester:

- ✓ Choose at least one whole text from the following list:
  - *The House on Mango Street* by Sandra Cisneros
  - *To Kill a Mockingbird* by Harper Lee
  - *The Hate U Give* by Angie Thomas or *House of the Scorpion* by Nancy Farmer
- ✓ Choose one from this list:
  - *Fences* by August Wilson
  - *Romeo and Juliet* by William Shakespeare
  - *Rhinoceros* by Eugene Ionesco
  - *The Glass Menagerie* by Tennessee Williams
- ✓ Supplemental novels, short stories, poetry, and nonfiction listed on the supplemental book list in the appendix.

### Additional Requirements for Honors

Learners at the honors level read with greater speed, independence, and sophistication. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners read a larger number of texts than what is listed above, read them more closely, read longer works, read more challenging books, and/or get to a deeper level of analysis than would be required in the regular level of *English 9*.

## Required Writing

### English 9 & English 9 Honors

#### First Semester

At least:

- ✓ One analytical essay.
- ✓ One expressive piece of writing.
- ✓ One narrative essay.
- ✓ Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

**At least one of the above essays should complete the comprehensive revision process.**

#### Second Semester

At least:

- ✓ Research project (2-3 pages with 3+ sources) with citation work.
- ✓ Frequent writing experimenting with multiple genres including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

### Additional Requirements for Honors

Learners at the honors level write with more facility, depth, and style. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners write a larger number of assignments than the above, revise them to a more expert level, and/or write longer papers than would be required in the regular level of *English 9*.

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Identify texts that appeal to them, and explain what that text may add to their understanding and lives.</li> <li>• Read a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> <li>• Use close reading strategies for better understanding, with teacher modeling and guidance.</li> <li>• Skim texts to glean specific information, with guidance from the teacher about how to best use text features.</li> <li>• Regularly support responses, both orally and in writing, with quoted or paraphrased evidence from the text.</li> <li>• Annotate and highlight text using examples and models as needed.</li> <li>• Identify an author’s message and explain how an author’s cultural background and perspective inform that message in specific ways, with guidance from the teacher as needed.</li> <li>• Examine how their own cultural background informs their world view and interpretation of a text.</li> <li>• Understand the qualities of a valid argument versus an invalid argument.</li> <li>• Make educated guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> <li>• Identify author’s strategic choices about diction, syntax, and figurative language.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> RI.1-10</p> <p style="text-align: center;"><u><b>AASL</b></u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Identify texts that appeal to them, and explain what the texts may add to their understanding and lives.</li> <li>• Read a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> <li>• Use close reading strategies for better understanding, with teacher modeling and guidance.</li> <li>• Skim texts to glean specific information, with guidance from the teacher about how to best use text features.</li> <li>• Regularly support responses, both orally and in writing, with quoted or paraphrased evidence from text.</li> <li>• Annotate and highlight text using examples and models as needed.</li> <li>• Identify an author’s message and explain how an author’s cultural background and perspective inform that message in specific ways, with guidance from the teacher as needed.</li> <li>• Examine how their own cultural background informs their world view and interpretation of a text.</li> <li>• Understand the qualities of a valid argument versus an invalid argument.</li> <li>• Make educated guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> <li>• Identify author’s strategic choices about diction, syntax, and figurative language.</li> </ul>	<p><b><u>AKSS</u></b> RL.1-10 L.4-6</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write for a variety of audiences using a given claim.</li> <li>• Use organizational strategies to support a given claim with effective textual evidence and reasoning.</li> <li>• Incorporate and cite evidence correctly into organized writing, with teacher modeling and guidance.</li> <li>• Use figurative language to develop a specific voice and meaning.</li> <li>• Engage in the process of revision to improve ideas and organization of structured writing.</li> <li>• With guidance, use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions.</li> <li>• Adhere to a given and effective format for a writing task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.1, 2, 3, 4, 5, and 10 L.1, 2, and 3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Practice various discussion protocols in both teacher-led and learner-led discussions.</li> <li>• Practice the components of formal presentation.</li> <li>• Ask questions to clarify an opposing viewpoint.</li> <li>• Identify the needs of the audience when developing a presentation.</li> <li>• Practice different modes of communication.</li> <li>• Differentiate between constructive and destructive feedback.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> SL.1, 4, 5, 6</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Establish a purpose for listening.</li> <li>• Develop an understanding of the speaker’s tone and body language; support the speaker through engaged body language and appropriate verbal response.</li> <li>• Develop an awareness of equity in live conversations.</li> <li>• With teacher guidance, make a group decision using consensus-building strategies and compromise.</li> <li>• Differentiate between claims and counter-claims presented in discussions.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> SL.2, 3</p> <p style="text-align: center;"><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Know the steps of the research process.</li> <li>• Select and vet sources with the support of scaffolds, such as a curated database or a given claim.</li> <li>• Differentiate between primary and secondary sources.</li> <li>• Organize information and research material according to a standard schema (e.g. cause/effect, compare/contrast, sequential) in order to present it coherently.</li> <li>• Differentiate between, and know when to use, a summary, common knowledge, paraphrasing with citation, quotes, and cited another’s original ideas.</li> <li>• Understand what plagiarism is, the forms it takes (accidental as well as purposeful), the consequences of it, and how to avoid it.</li> </ul>	<p><u><b>AKSS</b></u> W.6 SL.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>



## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Become familiar with a limited range of library and professional databases.</li> <li>• Use online word processing programs to write and to create projects.</li> <li>• Use technology to demonstrate learning and present material with teacher guidance.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6- 12.CC.1-4</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the societal responsibilities associated with using technology and being online.</li> <li>• Differentiate between fact and propaganda (e.g., ”fake news”).</li> <li>• Recognize the value of audio/visual/art as they connect to written pieces.</li> <li>• Be fully aware, prepared, and responsible online citizens.</li> <li>• Identify modes of persuasion in various media, with teacher guidance.</li> <li>• Recognize basic logical fallacies in arguments and advertisements, with teacher guidance.</li> <li>• Understand the qualities of a valid argument versus an invalid argument.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, and 7 RL.7 SL.3 and 5 L.</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

# English 10

Course Details:	Overview:
<b>Grade(s):</b> 10	<p><b><u>English 10</u></b> This course continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. Learners will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. They will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement.</p>
<p><b>Length:</b> English 10 &amp; Honors: Two semesters (required)</p> <p>AP European History/ Literature: Two semesters (two period block)</p>	<p><b><u>English 10 Honors</u></b> This course is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Therefore, learners have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. They will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. Learners will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement.</p>
<p><b>Prerequisites:</b> <i>English 10 &amp; Honors:</i> None</p> <p><i>AP European History/Literature:</i> <i>English 9 Honors</i> or <i>English 9</i> and teacher recommendation</p>	<p><b><u>Advanced Placement (AP) European History/Literature</u></b> This yearlong, two-period course is designed for learners capable of college level work, and combines the course work and skills of AP European History with the study of the primary literature relevant to a review of European history. They will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills through extensive experience with document-based, free-response, and change-over-time essay writing.</p> <p>Learners meet all the objectives of <i>English 10 Honors</i> for writing and literature. In addition, they will be prepared for the AP European History exam. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</p> <p>This course fulfills two semesters of the English 10 requirement and two semesters of the World History requirement. Learners receive two grades, one with a weighted AP grade and one (the literature period) without. A summer reading list or assignment may be required prior to the course.</p>
<b>Writing Intensive</b>	<p>Additional Skills and Expectations:</p> <ul style="list-style-type: none"> <li>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.</li> <li>• Demonstrate advanced, proficient, writing skills.</li> <li>• Independently analyze literature.</li> <li>• Demonstrate strong chronological thinking skills.</li> <li>• Capable of historical comprehension, analysis, and interpretation processes.</li> </ul> <p>Please visit the College Board-AP Central website for more information (<a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a>).</p>

## Required Reading Activities

### English 10 & English 10 Honors

#### First Semester

- ✓ Choose one whole text from this list:
  - *Bless Me, Ultima* by Rudolfo Anaya
  - *Lord of the Flies* by William Golding
  - *The Namesake* by Jhumpa Lahiri
  - *Purple Hibiscus* by Chimamanda Ngozi Adichie
  - *Marrow Thieves* by Cherie Dimaline
- ✓ Choose one play from this list (drama):
  - *Twelfth Night* by William Shakespeare
  - *Much Ado About Nothing* by William Shakespeare
  - *Julius Caesar* by William Shakespeare
  - *Oedipus Rex* by Sophocles
  - *Antigone* by Sophocles
  - *The Importance of Being Earnest* by Oscar Wilde
  - *Waiting for Godot* by Samuel Beckett
- ✓ Supplemental short stories, poetry, and nonfiction

#### Second Semester:

- ✓ Choose at least one whole text from this list:
  - *March I - III* by John Lewis, Andrew Aydin, and Nate Powell
  - *Persepolis I* by Marjane Satrapi
  - *Maus I – II* by Art Spiegelman
  - *Night* by Elie Wiesel
  - *I am Malala* by Malala Yousafzai
- ✓ Supplemental nonfiction selections
- ✓ Reading as required to support writing of research paper

### Additional Requirements for Honors

Learners at the honors level read with greater speed, independence, and sophistication. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners read a larger number of texts than what is listed above, read them more closely, read longer works, read more challenging books, and/or get to a deeper level of analysis than would be required in the regular level of *English 10*.

## Required Writing Activities

### English 10 & English 10 Honors

#### First Semester

At least:

- ✓ One analytical essay.
- ✓ One expressive piece of writing.
- ✓ One narrative essay.
- ✓ Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

**At least one of the above essays should complete the comprehensive revision process.**

#### Second Semester

At least:

- ✓ Research paper with 4-5 pages in addition to the annotated bibliography, including 5+ sources and citations.
- ✓ One resume and cover/business letter.

**All of the above should complete the comprehensive revision process.**

- ✓ Frequent writing experimenting with multiple genres including poetry, letters, and fiction.
- ✓ Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, and claim generation on demand.

### Additional Requirements for Honors

Learners at the honors level write with more facility, depth, and style. Therefore, learners in these classes are expected to not only do more, but do more independently. The teacher can choose to have learners write a larger number of assignments than what is listed above, revise them to a more expert level, and/or write longer papers than would be required in the regular level of *English 10*.

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives.</li> <li>• Interpret a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> <li>• Practice close reading strategies to increase insight and accuracy, with teacher guidance.</li> <li>• Increase accuracy and speed of skimming texts for specific information, with coaching from the teacher as needed.</li> <li>• Choose the best support for a claim from a range of textual evidence.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed.</li> <li>• Identify how their own world views might be changing, and how that informs their interpretation of text.</li> <li>• Critique valid and invalid arguments using vocabulary specific to persuasion. Increase the accuracy of their guesses about word meanings in context with teacher guidance and instruction in word origins and structures.</li> <li>• Analyze how the interpretation of written passage is affected by an author’s choice of diction, syntax, or figurative language.</li> </ul>	<p><b><u>AKSS</u></b> RI.1-10 L.4-6</p> <p><b><u>AASL</u></b> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• With increasing independence, use literature to develop cultural literacy and emotional intelligence by connecting their own culture and experience with others.</li> <li>• Read texts of various lengths, especially in a sustained, long-term manner to facilitate connections between literature and personal experience.</li> <li>• Differentiate between a variety of literary genres and purposes, and understand the author’s message and make connections to other texts.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Use knowledge of literary devices, as well as understand the importance of an author’s strategic choices of diction, syntax, and literary devices.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> RL.1-10 L.4-6</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write for a variety of audiences to develop the relationship between organized writing and social engagement.</li> <li>• Use organizational strategies to support a self-generated claim with effective textual evidence and reasoning.</li> <li>• Incorporate and cite evidence correctly.</li> <li>• Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and effects.</li> <li>• Increase skill and independence to use available tools and strategies in order to produce a syntactically correct, error-free document with standard English conventions.</li> <li>• Choose and adhere to an effective format for a writing task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>



## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Contribute to class discussions while practicing established classroom norms.</li> <li>• Practice the components of formal presentation.</li> <li>• Be able to articulate opposing sides and others’ perceptions and ideas with fidelity.</li> <li>• Consider audience when developing a presentation, suiting the needs of the audience in various ways.</li> <li>• Choose a mode of communication for a specific purpose.</li> <li>• Practice peer-to-peer constructive criticism, compliments, feedback, and responses.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> SL.1, 4, 5, 6</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Regard listening as an active component of conversations and discussions.</li> <li>• Utilize discourse markers, visuals, body language, tones, and pauses.</li> <li>• Participate in live conversations while monitoring equity of voice.</li> <li>• With teacher guidance as needed, make decisions in groups of different sizes, using consensus-building strategies and compromise.</li> <li>• Organize claims and counter-claims presented in discussions.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> SL.2, 3</p> <p style="text-align: center;"><b><u>AKSS</u></b> E/L.A.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Use the steps of the research process with the support of scaffolds, such as lists or graphic organizers.</li> <li>• Find and select appropriate databases, and vet sources for an autonomously generated claim.</li> <li>• Incorporate both primary and secondary sources into a single research project.</li> <li>• Organize information and research material independently in order to present it coherently.</li> <li>• Practice using common knowledge, summary, paraphrasing, quoting, and citing in paragraphs.</li> <li>• Recognize instances of plagiarism, as well as explain the consequences of it and the role of citation practices to avoid it.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.7, 8, and 9</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.6, SL.5</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. 1- 2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Behave in a responsible manner while using various technologies and social media.</li> <li>• Recognize propaganda (e.g., “fake news”) with a measure of independence.</li> <li>• Recognize and analyze the value of audio/visual/art as they connect to written pieces.</li> <li>• Be fully aware, prepared, and responsible online citizens.</li> <li>• Recognize modes of persuasion in various media.</li> <li>• Recognize logical fallacies in arguments and advertisements.</li> <li>• Critique valid and invalid arguments using vocabulary specific to persuasion.</li> </ul>	<p><u><b>AKSS</b></u> RL.7 SL.3 and 5 L.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

# Level Up English (9/10 Credit Recovery)

Course Details:	Overview:
<b>Grade(s):</b> 9-12	<p><i>Level Up English</i> is a personalized approach for learners who have failed a semester of required <i>English 9</i> or <i>10</i> and need to retake the class for credit. This class will meet graduation requirements for either semester of <i>English 9</i> or <i>English 10</i> for those learners who have previously failed a semester. Learners will work with the instructor to set goals to bridge gaps in competencies in order to become proficient. <i>Level Up English</i> may be repeated for credit with instructor approval.</p>
<b>Length:</b> One semester	
<b>Prerequisites:</b> Previously attempted and did not pass <i>English 9</i> or <i>English 10</i> .	
<b>Writing Intensive</b>	

## Required Activities

Reading	Writing
<ul style="list-style-type: none"> <li>✓ One book-length text from the supplemental book list in the appendix.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personalized based on learner-teacher generated plan.</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<ul style="list-style-type: none"> <li>• Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives.</li> <li>• Interpret a wide variety of texts (i.e., different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> </ul>	<p><b>AKSS</b> RI.1-10 L.4-6</p> <p><b>AASL</b> A.III.1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.III.1-2, B.IV.1-4, B.VI.1-3, C.III.1-3,</p>

Course/Grade Competencies	Content Objectives	Standards
HS.1 continued...	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Practice close reading strategies to increase insight and accuracy, with teacher guidance.</li> <li>• Increase accuracy and speed of skimming texts for specific information, with coaching from the teacher as needed.</li> <li>• Choose the best support for a claim from a range of textual evidence.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed.</li> <li>• Identify how their own world views might be changing, and how that informs their interpretation of text.</li> <li>• Critique valid and invalid arguments using vocabulary specific to persuasion.</li> <li>• Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> <li>• Analyze how the interpretation of a written passage is affected by an author’s choice of diction, syntax, or figurative language.</li> </ul>	<p>C.VI.1-2, D.I.1-4, D.II.1-3, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Literature

### Graduate-Level Competency:

#### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• With increasing independence, use literature to develop cultural literacy and emotional intelligence by connecting their own culture and experience with others.</li> <li>• Read texts of various lengths, especially in a sustained, long-term manner to facilitate connections between literature and personal experience.</li> <li>• Differentiate between a variety of literary genres and purposes, understanding the author’s message and make connections to other texts.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Use knowledge of literary devices, as well as understand the importance of an author’s strategic choices of diction, syntax, and literary devices.</li> </ul>	<p><b><u>AKSS</u></b> RL.1-10 L.4-6</p> <p><b><u>AASL</u></b> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write for a variety of audiences to develop the relationship between organized writing and social engagement.</li> <li>• Use organizational strategies to support a self-generated claim with effective textual evidence and reasoning.</li> <li>• Incorporate and cite evidence correctly.</li> <li>• Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and effects.</li> <li>• Increase skill and independence to use available tools and strategies in order to produce a syntactically correct, error-free document with standard English conventions.</li> <li>• Choose and adhere to an effective format for a writing task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>



## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>● Contribute to class discussions while practicing established classroom norms</li> <li>● Practice the components of formal presentation.</li> <li>● Be able to articulate opposing sides and others' perceptions and ideas with fidelity.</li> <li>● Consider audience when developing a presentation, suiting the needs of the audience in various ways.</li> <li>● Choose a mode of communication for a specific purpose.</li> <li>● Practice peer-to-peer constructive criticism, compliments, feedback, and responses.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> SL.1, 4, 5, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><u><b>AASL</b></u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.2-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>● Regard listening as an active component of conversations and discussions.</li> <li>● Utilize discourse markers, visuals, body language, tones, and pauses.</li> <li>● Participate in live conversations while monitoring equity of voice.</li> <li>● With teacher guidance as needed, make decisions in groups of different sizes using consensus-building strategies and compromise.</li> <li>● Organize claims and counter-claims.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Use the steps of the research process with the support of scaffolds, such as lists or graphic organizers.</li> <li>• Find and select appropriate databases, and vet sources for an autonomously generated claim.</li> <li>• Incorporate both primary and secondary sources into a single research project.</li> <li>• Organize information and research material independently in order to present it coherently.</li> <li>• Practice using common knowledge, summary, paraphrasing, quoting, and citing in paragraphs.</li> <li>• Recognize instances of plagiarism, as well as explain the consequences of it and the role of citation practices to avoid it.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.7, 8, 9</p> <p style="text-align: center;"><u><b>AASL</b></u> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> W.6 SL.5</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><b><u>AASL</u></b> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Behave in a responsible manner while using various technologies and social media.</li> <li>• Recognize propaganda (e.g., “fake news”) with a measure of independence.</li> <li>• Recognize and analyze the value of audio/visual/art as they connect to written pieces.</li> <li>• Be fully aware, prepared, and responsible online citizens.</li> <li>• Recognize modes of persuasion in various media.</li> <li>• Recognize logical fallacies in arguments and advertisements.</li> <li>• Critique valid and invalid arguments using vocabulary specific to persuasion.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, 7 RL.7 SL.3, 5 L.5</p> <p style="text-align: center;"><b><u>AASL</u></b> A.I.1-2, A.II.1-3, A.III.1-3, A.IV. 1-3, A.V.1-3, A.VI.1-3, B.I.1-3, B.II.1-3, B.III.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, C.I.1-4, C.II.1-2, C.III.1-2, C.IV.1-3, C.V.1-3, C.VI.1-2, D.I.1-4, D.II.1-3, D.III.1-2, D.IV.1-3, D.V.1-3, D.VI.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

# English/Language Arts Curriculum (Grades 11 – 12)

# Upper-Division Literature Courses

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 11-12	Upper level literature courses build critical thinking and literacy through diverse literature, participation in purposeful discussions, and engagement with texts. These courses aim to provide a working knowledge of the characteristics of various literary genres, and to develop analytical and critical thinking skills through reading, discussion, and written assignments. Learners will gain an awareness of the universal human concerns that are the basis for literary works, and will gain a greater appreciation of the ways in which language and literature empower us to shape our communities.
<b>Length:</b> One semester each	
<b>Prerequisites:</b> <i>English 10</i>	
The learner must complete two literature courses, one of which is an American literature course. Any literature course can be used for honors courses; see the honors sections below for more information.	

American Literature Courses	Other Literature Courses
<ul style="list-style-type: none"> <li>• AP English Language and American Literature</li> <li>• African American Literature</li> <li>• American Literature: Defining Freedom</li> <li>• American Literature: Shifting Dreams</li> <li>• Native American Literature</li> <li>• Any honors version of these courses</li> </ul>	<ul style="list-style-type: none"> <li>• AP Literature and Composition</li> <li>• British Literature</li> <li>• Holocaust Literature</li> <li>• Social Themes in Literature</li> <li>• World Literature</li> <li>• Any honors version of these courses</li> <li>• Any course from the American Literature list</li> </ul>

## Required Reading for Any Literature Course

- Read at least 2-4 book-length reading selections from the accompanying course list below, under each course section (novel, drama, biography, autobiography, etc.)
- Read at least 3-5 shorter written pieces from the accompanying course list below (articles, essays, speeches, short stories, poetry, etc.).
- Incorporate other media resources that connect to the piece of literature being read (television, film, podcast, webpage, etc.).
- For additional site-based options, see the supplemental book list in the appendix.
- If a student or family wants to opt-out of a teacher-selected text, they will be given an equally rigorous option.

## Required Writing for Any Literature Course

- One analysis essay.
- One essay with research. (Option: 4-5 pages with 5+ sources and citation work; if this is not chosen, then a project with the equivalent research work represented is required.)
- One additional essay, as appropriate for the course.
- Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.
- Frequent analytical practice through journals, informal responses, short fiction, and poetry exercises, as well as claim generation on demand.

## Required Activities for Any Literature Course

- At least one formal presentation using technology.
- Participate in class and group discussions.
- Vocabulary development.

## Honors Requirements for Any Literature Course

### Additional Requirements for Honors:

- Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments.

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts, including texts for science, social studies, technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> <li>• Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society.</li> <li>• Read independently for in-depth understanding.</li> <li>• Skim independently for important/specific information using text features, etc.</li> <li>• Evaluate a variety of textual evidence in order to create a nuanced and fluid support for a claim.</li> <li>• Independently evaluate a text for purpose, credibility, bias, and perspective using textual evidence to support that evaluation.</li> <li>• Identify and analyze how an author’s strategic choices of diction, syntax, and figurative language affect the specific tone and meaning of a text.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> RI.1-10 L.4-6</p> <p style="text-align: center;"><u><b>AASL</b></u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1- 2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1- 3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p style="text-align: center;"><u><b>AK Cultural</b></u> A,B, &amp; D</p>



# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society.</li> <li>• Read texts of various lengths, especially in a sustained, long-term manner, in order to prepare for college and career pathways and to facilitate personal growth.</li> <li>• Explain how the various perspectives and voices within our nation’s stories inform how we define our communities, ourselves, and others.</li> <li>• Independently determine the manner and quantity of annotations necessary to fully engage in a given text.</li> <li>• Identify and explain how an author’s strategic choices of diction, syntax, and literary devices affect the specific tone and meaning of a text.</li> <li>• Understand how modern works of fiction draw on ancient myths, traditional stories, or religious works, and describe how the material is reinterpreted.</li> </ul>	<p><b><u>AKSS</u></b> RL.1-10 L.4-6</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p><b><u>AK Cultural</u></b> A,B, &amp; D</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Develop sustained, purposeful multi-paragraph writing that addresses an audience beyond the classroom.</li> <li>• Write effective arguments to support a claim using specific evidence and reasoning.</li> <li>• Employ strategic diction, syntax, and figurative language to establish a specific voice and meaning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice.</li> <li>• Use available tools and strategies independently to produce a syntactically correct, error-free, professional-quality document with standard English conventions.</li> <li>• Choose and adhere to an established and effective format specific to the purpose of the writing task.</li> </ul>	<p><u><b>AKSS</b></u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>• Negotiate different cultural perspectives with sensitivity.</li> <li>• Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>• Synthesize and share information from a variety of sources and perspectives.</li> <li>• Respond appropriately to others’ constructive criticism, compliments, and feedback to improve future communication.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> SL.1, 4, 5, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.a, 6.a,c-d</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Listen to understand, as well as to respond and build understanding collaboratively rather than competitively.</li> <li>• Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms and body language).</li> <li>• Participate in live conversations while monitoring and enhancing equity of voice.</li> <li>• Independently make decisions in groups of all sizes using consensus-building strategies and compromise.</li> <li>• Evaluate the validity of claims and counter-claims presented in discussions.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Smoothly integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> </ul>	<p><b><u>AKSS</u></b> W.7, 8, 9</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases autonomously.</li> <li>• Make choices about technology platforms and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Seek out and adapt to new developments and tools in order to select the best technology for the task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.6, SL.5</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces.</li> </ul>	<p><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

# American Literature Course Options

## Course Descriptions and Required Reading Choice Lists

### Advanced Placement (AP) English Language and American Literature

**AP English Language and American Literature:** This course is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.

**Prerequisite:** *English 10* and teacher recommendation

#### Writing Intensive

This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.

Please see the *American Literature* course offerings and the College Board – AP Central website for more information (<https://apcentral.collegeboard.org/>).

#### Required Reading

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.).
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Read a variety of materials with a focus on classic and current nonfiction selections, and aligned with the recommended reading list as provided by the College Board.
- ✓ Utilize the online tutorials available on [Collegeboard.org](https://collegeboard.org).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

#### Required Writing

- ✓ Individual writing requirements outlined in instructor's syllabus and subject to approval by the College Board.
- ✓ Multiple timed essays.
- ✓ Multiple revised essays.
- ✓ One formal, revised research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Refine skills of the writing process, both as writers and as response partners.
- ✓ Develop a sophisticated writing style across essay types.
- ✓ Refine analytical skills introduced in previous courses.
- ✓ Apply the principles of logic and rhetorical strategies in essays.
- ✓ Apply tools of technology to writing as appropriate.

## African American Literature

***African American Literature:*** This course is a thematic approach to the study of African American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the African American culture and its relationships and contributions to the mosaic of cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *Akata Witch* by Nnedi Okorafor
  - *The Boy in the Black Suit* by Jason Reynolds
  - *Brown Girl Dreaming* by Jacqueline Woodson
  - *Dear Martin* by Nic Stone
  - *The Hate U Give* by Angie Thomas
  - *I Know Why the Caged Bird Sings* by Maya Angelou
  - *Monster* by Walter Dean Myers
  - *Salvage the Bones* by Jesmyn Ward
  - Selections from the following authors:
    - Angela Davis
    - Ta-Nehisi Coates
    - Frederick Douglass
    - Olauda Equiano
    - Lorraine Hansberry
    - bell hooks
    - Martin Luther King, Jr.
    - Barack Obama
    - Michelle Obama
    - Booker T. Washington
    - August Wilson
    - Malcolm X
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or pieces from the following authors:
  - Elizabeth Alexander
  - Maya Angelou
  - Countee Cullen
  - Rita Dove
  - Paul Laurence Dunbar
  - Ernest Gaines
  - Nikki Giovanni
  - Langston Hughes
  - James Weldon Johnson
  - Audre Lorde
  - Toni Morrison
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).



### American Literature: Defining Freedom

**American Literature: Defining Freedom:** This integrated thematic course allows learners to explore literature in connection with social and cultural themes that define the American understanding of freedom. It combines a survey of diverse American authors with composition. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *Kindred* by Octavia Butler
  - *The Crucible* by Arthur Miller
  - *Incidents in the Life of a Slave Girl* by Harriet Jacobs
  - *The Narrative of the Life of Frederick Douglass* by Frederick Douglass
  - *Orphan Train* by Christina Baker Kline
  - *Our Town* by Thornton Wilder
  - *The Way to Rainy Mountain* by Scott Momaday
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following:
  - “The Story of an Hour” by Kate Chopin
  - “The Yellow Wallpaper” by Charlotte Perkins Gilman
  - Speeches from Indigenous leaders (for example, Chief Seattle’s speech of 1854).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### American Literature: Shifting Dreams

**American Literature: Shifting Dreams:** This integrated thematic course combines a survey of diverse American authors with composition, and allows learners to explore the changing understanding of the American dream. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *All American Boys* by Brendan Kiely and Jason Reynolds
  - *A Raisin in the Sun* by Lorraine Hansberry
  - *The Catcher in the Rye* by J.D. Salinger
  - *The Great Gatsby* by F. Scott Fitzgerald
  - *Interpreter of Maladies* by Jhumpa Lahiri
  - *Of Mice and Men* by John Steinbeck
  - *The Piano Lesson* by August Wilson
  - *Their Eyes Were Watching God* by Zora Neale Hurston
  - *The Things They Carried* by Tim O’Brien
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

## Native American Literature

**Native American Literature:** This course is a thematic approach to the study of Native American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the Native American culture and its role in, and contribution to, the mosaic of all cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This course fulfills the American Literature requirement.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *Braiding Sweetgrass* by Robin Wall Kimmerer
  - *Ceremony* by Leslie Marmon Silko
  - *Fifty Miles from Tomorrow* by Willie Hensley
  - *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie
  - *Raising Ourselves* by Velma Wallis
  - *The Round House* by Louise Erdrich
  - *The Way to Rainy Mountain* by Scott Momaday
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or selections from the following anthologies:
  - *Earth Song, Sky Spirit* (ed. Clifford E. Trafzer)
  - *Growing up Native American: An Anthology* (ed. Patricia Riley)
  - *Reinventing the Enemy's Language: Contemporary Native Women's Writings of North America* (ed. Joy Harjo & Gloria Bird)
  - *Spiderwoman's Granddaughters: Traditional Tales and Contemporary Writing by Native American Women* (ed. Paula Gunn Allen)
- ✓ Teachers and students may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

# Other Literature Course Options

## Course Descriptions and Required Reading Choice Lists

Advanced Placement (AP) Literature and Composition	British Literature
<p><b>AP Literature and Composition:</b> This is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.</p> <p><b>Prerequisite:</b> <i>English 10</i> and teacher recommendation</p> <p><b>Writing Intensive</b></p> <p>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.</p> <p>Please visit the College Board-AP Central website for more information (<a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a>).</p>	<p><b>British Literature:</b> This course combines a survey of British texts, with an emphasis in formal structured writing. <i>British Literature</i> lays a foundation for understanding modern events, society, and conflict. Canonical British literature and post-colonialist texts are the tools used to analyze the relationship between the past and the present, and to examine contemporary issues related to race, class, and gender.</p> <ul style="list-style-type: none"> <li>✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:               <ul style="list-style-type: none"> <li>○ <i>1984</i> by George Orwell</li> <li>○ <i>Alice’s Adventures in Wonderland</i> by Lewis Carroll</li> <li>○ <i>Brave New World</i> by Aldous Huxley</li> <li>○ <i>Frankenstein</i> by Mary Shelley</li> <li>○ <i>Heart of Darkness</i> by Joseph Conrad (option to pair it with <i>Things Fall Apart</i> by Chinua Achebe)</li> <li>○ <i>The Importance of Being Earnest</i> by Oscar Wilde</li> <li>○ <i>Jane Eyre</i> by Charlotte Bronte</li> <li>○ <i>Pride and Prejudice</i> by Jane Austen (option to pair with <i>Pride</i> by Ibi Zoboi)</li> <li>○ <i>Wuthering Heights</i> by Emily Bronte</li> <li>○ At least one Shakespeare play:                   <ul style="list-style-type: none"> <li>▪ <i>Hamlet</i> (option to pair with <i>Rosencrantz and Guildenstern are Dead</i> by Tom Stoppard)</li> <li>▪ <i>Macbeth</i></li> <li>▪ <i>Othello</i></li> </ul> </li> </ul> </li> <li>✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following:               <ul style="list-style-type: none"> <li>○ <i>The Danger of a Single Story</i> by Chimamanda Ngozie Adichie</li> <li>○ <i>A Room of One’s Own</i> by Virginia Woolf</li> <li>○ <i>Shooting an Elephant</i> by George Orwell</li> <li>○ <i>A Vindication of the Rights of Women</i> by Mary Wollstonecraft Shelley</li> <li>○ Excerpts from Edward Said, such as <i>Culture and Imperialism</i></li> <li>○ Excerpts from at least two of the following:                   <ul style="list-style-type: none"> <li>▪ Arthurian legend</li> <li>▪ <i>Beowulf</i> (option to pair with excerpts from <i>Grendel</i> by John Gardner)</li> <li>▪ <i>The Canterbury Tales</i> by Geoffrey Chaucer</li> <li>▪ <i>Paradise Lost</i> by John Milton</li> <li>▪ Romance poetry</li> <li>▪ Victorian poetry</li> </ul> </li> </ul> </li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul>

## Holocaust Literature

**Holocaust Literature:** This course is a thematic approach that challenges learners to pull lessons that connect our contemporary era to the history of the Holocaust, teaching awareness and tolerance for other cultures internationally as well as within our own communities. The course continues to build on historic and literary foundations through activities that involve critical thinking and analysis. Learners focus on individual stories and historic content that connect a variety of experiences, allowing learners to ‘own’ their study of the Holocaust. In giving historical content to literature, it provides clarity and builds better foundations for reference points, thus making a meaningful connection for all learners. Formal literary analysis is required, as well as a variety of other writing experiences.

- ✓ Core Requirements:
  - One fiction or drama selection
  - One graphic selection
  - One nonfiction selection
- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as
  - *Alicia, My Story* by Alicia Appleman-Jurman
  - *All But My Life* by Gerda Weissmann Klein
  - *The Book Thief* by Mark Zusak
  - *Diary of Anne Frank (play)* by Francis Goodrich and Albert Hackett
  - *Diary of David Sierakowiak* by David Sierakowiak
  - *Man’s Search for Meaning* by Viktor Frankl
  - *Maus I – II* by Art Spiegelman
  - *Notes from the Warsaw Ghetto* by Emanuel Ringelblum
  - *Survival in Auschwitz* by Primo Levi
  - *Survivors of the Holocaust* by Zane Whittingham
  - *Upon the Head of a Goat: A Childhood in Hungary* by Aranka Siegal
  - *The Wave* by Todd Strasser (pseudonym Morton Rhue)
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course, selections on the supplemental book list (either whole text or excerpts), or the following:
  - *I Never Saw Another Butterfly* by Hana Volavkova
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

## Social Themes in Literature

**Social Themes in Literature:** This course is a thematic approach to the study of contemporary and historical social issues through a variety of texts, including fiction, nonfiction, poetry, and drama. Learners respond to the texts verbally, in writing, and through classroom presentations. They will read and explore narratives written by and about people who have been historically under-represented in the literary canon (women, Native Americans, African Americans/Africans, Latinx, Asian/Asian Americans and LGBTQ+ peoples). They will gain an understanding of diverse people, experiences, and contributions of the many voices that make up the global community. Learners will also gain a deeper awareness and appreciation for their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.

This is a personalized learning course. **This class provides a unique opportunity for learners to create their own reading list, which must include one item from fiction, nonfiction, drama or graphic, and poetry.** Learners will examine contemporary and historical social issues through diverse perspectives and authors. They are encouraged to choose diverse selections, and may appeal to the teacher to use a different title from the supplemental reading list in the appendix.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *The 57 Bus* (Slater)
  - *All You Can Ever Know* (Chung)
  - *American Born Chinese* (Yang)
  - *Aristotle and Dante Discover the Secrets of the Universe* (Sáenz)
  - *Bless Me, Ultima* (Anaya)
  - *Enchanted Air* (Margarita Engle)
  - *Farewell to Manzanar* (Jeanne Wakatsuki Houston)
  - *Handmaid's Tale* (Atwood)
  - *I am Nujood, Age 10 and Divorced*
  - *Little Foxes* (Helman)
  - *Mexican White Boy* (de la Pena)
  - *Obasan* (Kogawa)
  - *Persepolis* (Satrapi)
  - *Poet X* (Acevedo)
  - *Poisonwood Bible* (Kingsolver)
  - *Simon Vs. the Homo Sapiens Agenda* (Albertalli)
  - *They Called Us Enemy* (Takei)
  - *Trifles* (Glaspell)
  - *When Heaven and Earth Changed Places* (Hayslip)
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts), such as pieces written by:
  - Maya Angelou
  - W.H. Auden
  - Jimmy Santiago Baca
  - Rick Barot
  - Elizabeth Bishop
  - Lord Byron
  - Dorothy Chan
  - Countee Cullen
  - Rita Dove
  - Mariposa Fernandez
  - Hafiz
  - Garret Hongo
  - Hiromi Ito
  - Ha Jin
  - June Jordan
  - Federico Garcia Lorca
  - Audre Lorde
  - Edna St. Vincent Millay
  - Pablo Neruda
  - 
  - Aimee Nezhukumatathil
  - Naomi Shihab Nye
  - Sharon Olds
  - Mary Oliver
  - Michael Ondaatje
  - Linda Pastan
  - Marge Piercy
  - Sylvia Plath
  - Adrienne Rich
  - Rumi
  - Sappho
  - Gertrude Stein
  - Gary Soto
  - Gertrude Stein
  - Truong Tran
  - Sojourner Truth
  - Ocean Vuong
  - Alice Walker
  - Walt Whitman
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

## World Literature

**World Literature:** This integrated course combines a survey of international authors with composition. Prose, poetry, and drama are used as vehicles for examining culture and important authors outside of our national and cultural boundaries, as well as improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.), such as:
  - *The Cherry Orchard* by Anton Chekhov
  - *A Doll's House* by Henrik Ibsen
  - *Hedda Gabler* by Henrik Ibsen
  - *In the Time of Butterflies* by Julia Alvarez
  - *The Kite Runner* by Khaled Hosseini
  - *Life of Pi* by Yann Martel
  - *Persepolis* by Marjane Satrapi
  - *Things Fall Apart* by Chinua Achebe
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

# Upper-Division Writing-Intensive Courses

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> See course descriptions below.	Upper level writing intensive courses build effective communication through a rigorous process of drafting, organizing, and revising a variety of rhetorical modes, including cause/effect, problem/solution, narrative, compare/contrast, process, and definition. Learners will use model texts to further their understanding of the ways in which the audience determines the mode and the final product.
<b>Length:</b> One semester each	Writing intensive courses fulfill a graduation requirement. All of the competencies listed within this section, and everything listed in required writing section, are a part of every writing intensive course. Individual classes may require additional assignments. <i>Creative Writing I &amp; II</i> , and <i>Journalism I, II, III, and IV</i> may use equivalent written assignments as appropriate for course.
<b>Prerequisites:</b> See course descriptions below.	
<b>Writing Intensive</b>	The learner must complete one writing intensive course.

Writing-Intensive Courses	
<ul style="list-style-type: none"> <li>• AP English Language and American Literature</li> <li>• AP Language and Composition</li> <li>• AP Literature and Composition</li> <li>• Advanced Composition (UAF – Writing 111X)</li> <li>• College Preparatory Composition</li> <li>• Composition and Media Analysis</li> <li>• Creative Nonfiction</li> <li>• Creative Writing I</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Writing II</li> <li>• Journalism I</li> <li>• Journalism II</li> <li>• Journalism III</li> <li>• Journalism IV</li> <li>• Professional Writing</li> <li>• Research and Inquiry</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts, including texts for science, social studies, technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society.</li> <li>• Read texts of various lengths, especially in a sustained, long-term manner, to prepare for college and career pathways and to facilitate personal growth.</li> <li>• Read independently for in-depth understanding.</li> <li>• Skim independently for important/specific information using text features, etc.</li> <li>• Evaluate a variety of textual evidence in order to create a nuanced and fluid support for a claim.</li> <li>• Independently determine the manner and quantity of annotations necessary to fully engage in a given text.</li> <li>• Independently evaluate a text for purpose, credibility, bias, and perspective using textual evidence to support that evaluation.</li> <li>• Explain how their own cultural background informs their world view and interpretation of a text.</li> <li>• Identify and critique main modes of persuasion (i.e., ethos, logos, pathos) as a consumer of media.</li> <li>• Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures.</li> <li>• Identify and analyze how an author’s strategic choices of diction, syntax, and figurative language affect the specific tone and meaning of a text.</li> </ul>	<p><b><u>AKSS</u></b> RI.1-10 L.4-6</p> <p><b><u>AASL</u></b> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. 1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p> <p><b><u>AK Cultural</u></b> A,B, &amp; D</p>



## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Use writing to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>• Develop sustained, purposeful multi-paragraph writing that addresses an audience beyond the classroom.</li> <li>• Write effective arguments to support a claim using specific evidence and reasoning.</li> <li>• Employ strategic diction, syntax, and figurative language to establish a specific voice and meaning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice.</li> <li>• Use available tools and strategies independently to produce a syntactically correct, error-free, professional-quality document with standard English conventions.</li> <li>• Choose and adhere to an established and effective format specific to the purpose of the writing task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.1, 2, 3, 4, 5, 10 L.1, 2, 3</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Speaking and Listening

### Graduate-Level Competency:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</li> </ul>	<p><b><u>AKSS</u></b> SL.1, 4, 5, 6</p> <p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>Listen to understand, as well as to respond and build understanding collaboratively rather than competitively.</li> <li>Independently make decisions in groups of all sizes, using consensus-building strategies and compromise.</li> </ul>	<p><b><u>AKSS</u></b> SL.2, 3</p> <p><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Use the research process to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Find and select both primary and secondary sources independently.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Smoothly integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.7, 8, 9</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases autonomously.</li> <li>• Make choices about technology platforms and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Seek out and adapt to new developments and tools in order to select the best technology for the task.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.6, SL.5</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6- 12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1- 3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1- 2, III. 1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1- 4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand how algorithms function to track, target, alter, and control digital behavior.</li> <li>• Explain how factual news differs from propaganda (e.g., “fake news), and why an entity would use the latter versus the former.</li> <li>• Be fully aware, prepared, and responsible online citizens.</li> <li>• Identify and critique main modes of persuasion (i.e., ethos, logos, pathos) as a consumer of media.</li> <li>• Identify how logical fallacies and stylistic choices impact media messages.</li> <li>• Apply the main modes of persuasion (i.e., ethos, logos, pathos) to more fully engage within their personal and professional communities.</li> </ul>	<p><b><u>AKSS</u></b> RI.5, 6, 7 RL.7 SL.3, 5 L.5</p> <p><b><u>ASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

## Course Descriptions & Required Reading & Writing

### Advanced Placement (AP) English Language and American Literature

**AP English Language and American Literature:** This course is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.

**Prerequisite:** *English 10* and teacher recommendation

#### Writing Intensive

This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.

Please see the *American Literature* course offerings and the College Board – AP Central website for more information (<https://apcentral.collegeboard.org/>).

#### Required Reading

- ✓ Read at least 2-4 book-length reading selections (fiction, drama, nonfiction, etc.).
- ✓ Read at least 3-5 shorter written pieces (articles, essays, speeches, short stories, poetry, excerpts from longer pieces, etc.) independently and/or in literature circles. Some options include, but are not limited to, additional reading from authors listed in this course or selections on the supplemental book list (either whole text or excerpts).
- ✓ Read a variety of materials with a focus on classic and current nonfiction selections, and aligned with the recommended reading list as provided by the College Board.
- ✓ Utilize the online tutorials available on [Collegeboard.org](https://collegeboard.org).
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

#### Required Writing

- ✓ Individual writing requirements outlined in instructor's syllabus and subject to approval by the College Board.
- ✓ Multiple timed essays.
- ✓ Multiple revised essays.
- ✓ One formal, revised research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Refine skills of the writing process, both as writers and as response partners.
- ✓ Develop a sophisticated writing style across essay types.
- ✓ Refine analytical skills introduced in previous courses.
- ✓ Apply the principles of logic and rhetorical strategies in essays.
- ✓ Apply tools of technology to writing as appropriate.

Advanced Placement (AP) Language and Composition	Advanced Placement (AP) Literature and Composition	Advanced Composition
<p><b>AP Language and Composition:</b> This challenging course provides an intensive experience in analyzing and applying rhetorical strategies and stylistic devices across the standard modes of discourse: narration, exposition, and argumentation. It focuses on effective writing and critical reading. It is designed to provide a learning opportunity for those learners capable of doing college level work, and the possibility of gaining advanced placement and/or credit in college English upon successful completion of the AP English Language and Composition Examination.</p> <p><b>Prerequisite:</b> <i>English 10</i> and teacher recommendation</p> <p><b>Writing Intensive</b></p> <p>The first semester of this course fulfills the writing intensive graduation requirement, and the second semester fulfills the English elective requirement.</p> <p>Please visit the College Board-AP Central website for more information (<a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a>).</p>	<p><b>AP Literature and Composition:</b> This is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.</p> <p><b>Prerequisite:</b> <i>English 10</i> and teacher recommendation</p> <p><b>Writing Intensive</b></p> <p>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.</p> <p>Please visit the College Board-AP Central website for more information (<a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a>).</p>	<p><b>Advanced Composition (UAF - Writing III):</b> This course is a rigorous experience in writing the various forms of exposition with emphasis on research, synthesis, and critical analysis. It is recommended for learners with better than average ability, especially those who plan to attend college. This course is offered in conjunction with UAF, and learners may purchase credits from UAF for <i>Writing III: Writing in Academic Contexts</i> class upon completion of the course.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 12<sup>th</sup> grade or teacher recommendation</p> <p><b>Prerequisites:</b> Successful completion of 11<sup>th</sup> grade English courses or teacher recommendation.</p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>✓ <i>They Say, I Say</i> (The required reading is determined by UAF and is subject to change.)</li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul> <p><b>Required Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Two timed essays.</li> <li>✓ One formal, revised argumentative essay.</li> <li>✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>

College Preparatory Composition	Composition and Media Analysis	Creative Nonfiction
<p><b>College Preparatory Composition:</b> It prepares learners for college-level writing, with an emphasis on formal expository writing using nonfiction models. Learners are provided with diverse writing experiences, including a formal research paper. This course is highly recommended for 11<sup>th</sup> and 12<sup>th</sup> graders who plan to continue a post-high school education.</p> <p>As a writing intensive class, this course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 10-12  <b>Prerequisite:</b> <i>English 10</i> (10<sup>th</sup> graders require teacher recommendation)</p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>✓ A variety of nonfiction essays, articles, and critical analysis.</li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul> <p><b>Required Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Two timed essays.</li> <li>✓ One formal, revised analytical essay.</li> <li>✓ One formal, revised argumentative essay.</li> <li>✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>	<p><b>Composition and Media Analysis:</b> This course analyzes various types of media through expository and argumentative writing. Learners research and study various types of media. Emphasis is on the implications of the social and economic aspects of the media, including advertising and propaganda. Additionally, learners write compositions about social issues. This course provides a common sense approach to a media-rich society.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 11-12  <b>Prerequisites:</b> <i>English 10</i></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>✓ Read a variety of essays that analyze the media.</li> <li>✓ Analyze newspapers, magazines, and Internet sites.</li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul> <p><b>Required Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Two timed essays.</li> <li>✓ One formal, revised argumentative essay.</li> <li>✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>	<p><b>Creative Nonfiction:</b> The course focuses on writing strategies specific to, but not limited to, crafting narrative nonfiction, memoirs, biographies, travelogues, and historical nonfiction. Learners will translate personal experience and research into effective pieces of creative nonfiction using storytelling strategies for plot development, character arc, etc.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 11-12  <b>Prerequisites:</b> <i>English 10</i></p> <p><b>Required Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Two timed essays.</li> <li>✓ One formal, revised essay as appropriate for course.</li> <li>✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>



Creative Writing I	Creative Writing II
<p><b><i>Creative Writing I:</i></b> This course emphasizes the development of a creative writer’s “toolbox” of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 11-12  <b>Prerequisites:</b> <i>English 10</i></p> <p><b><u>Required Reading:</u></b></p> <ul style="list-style-type: none"> <li>✓ Culturally diverse authors as writing models.</li> <li>✓ Various instructional pieces to guide writing in various genres.</li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul> <p><b><u>Required Writing:</u></b></p> <ul style="list-style-type: none"> <li>✓ Must write substantial pieces in at least two of the four main genres: <ul style="list-style-type: none"> <li>• Creative nonfiction</li> <li>• Poetry</li> <li>• Fiction</li> <li>• Drama</li> </ul> </li> <li>✓ One piece must go through a formal revision process.</li> <li>✓ One piece or project must include research and citation.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>	<p><b><i>Creative Writing II:</i></b> This course is a continuation of <i>Creative Writing I</i> for learners who demonstrated the ability and drive to take their writing to the next level with a full-length piece. This class emphasizes the development of a creative writer’s “toolbox” of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product.</p> <p>This writing intensive course fulfills a graduation requirement.</p> <p><b>Grade(s):</b> 11-12  <b>Prerequisites:</b> <i>English 10, Creative Writing I,</i> and teacher recommendation.</p> <p><b><u>Required Reading:</u></b></p> <ul style="list-style-type: none"> <li>✓ Culturally diverse authors as writing models.</li> <li>✓ Various instructional pieces to guide writing in various genres.</li> <li>✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).</li> </ul> <p><b><u>Required Writing:</u></b></p> <ul style="list-style-type: none"> <li>✓ Must complete a full-length, publishable piece in one of the main genres.</li> <li>✓ Write substantial pieces in at least two of the four main genres: <ul style="list-style-type: none"> <li>• Creative nonfiction</li> <li>• Poetry</li> <li>• Fiction</li> <li>• Drama</li> </ul> </li> <li>✓ One piece must go through a formal revision process.</li> <li>✓ One piece or project must include research and citation.</li> <li>✓ Various informal written responses and activities.</li> <li>✓ One formal presentation of written work.</li> <li>✓ Self and peer evaluation of written work.</li> <li>✓ Apply tools of technology to writing as appropriate.</li> </ul>

## Journalism I

**Journalism I:** This course has a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other learners to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

**Grade(s):** 10-12

**Prerequisites:** *English 10* (may be concurrently enrolled in *English 10* and *Journalism I*)

### **Required Reading:**

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### **Required Writing:**

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course.
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

### **Required Activities:**

- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews, both in person and online
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

## Journalism II

**Journalism II:** This course is a continuation of *Journalism I*, with a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

**Grade(s):** 10-12

**Prerequisites:** *English 10* (may be concurrently enrolled) and *Journalism I*

### **Required Reading:**

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### **Required Required Activities:**

- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews, both in person and online.
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

### **Writing:**

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course.
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

## Journalism III and IV

**Journalism III & IV:** These courses are a continuation of *Journalism II* and emphasize leadership skills from previous journalism class experiences. This will focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper.

This writing intensive course fulfills a graduation requirement.

**Grade(s):** 11-12

**Prerequisites:** *English 10 & Journalism II*

### **Required Reading:**

- ✓ Selections of current and classic newspapers, both in print and online as models.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### **Required Activities:**

- ✓ Assist *Journalism I* and *Journalism II* learners, with the guidance of the teacher.
- ✓ Study libel, slander, and plagiarism so as to avoid it in writing.
- ✓ Practice interview skills and conduct interviews both in person and online.
- ✓ Communicate with other newspaper staff and teacher about stories and deadlines.
- ✓ One formal presentation of written work.

### **Required Writing:**

- ✓ Participate in production and publication of a newspaper.
- ✓ Write for the newspaper - news, features, sports, activities, events, editorials, columns, headlines, and cutlines.
- ✓ Incorporate research and citation into written work.
- ✓ One formal, revised piece as appropriate for course
- ✓ Various informal written responses and activities.
- ✓ Self and peer editing and evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

## Professional Writing

**Professional Writing:** This challenging course focuses on written communication skills as they relate to the world of business and technology. Communication and teamwork are emphasized. Technical writing skills include business correspondence, gathering and presenting data, technical documents, and reports.

This writing intensive course fulfills a graduation requirement.

**Grade(s):** 11-12

**Prerequisites:** *English 10*

### **Required Reading:**

- ✓ A variety of non-fiction such as news articles, journals, and technical manuals, both in print and online.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### **Required Writing & Activities:**

- ✓ Recognize that communication in the workplace differs from communication at school or home.
- ✓ Identify characteristics of technical writing including style, format, graphics, audience, purpose, and subject matter.
- ✓ Understand the stages and processes of technical writing including audience analysis, outlining for organization, writing formal, informational and expanded definitions, and writing appropriately for a variety of audiences.
- ✓ Compose and format memos, emails, and business letters that request, respond, and persuade.
- ✓ Compose and format a variety of informational reports, scientific reports, policy statements, proposals, and minutes of meetings.
- ✓ Compose and format process and mechanical descriptions, instructions, training manuals, media releases, newsletters, and advertising copy.
- ✓ Conduct and interview with a content specialist, and write a formal, revised process essay based on the results of the interview; include research and citation work.
- ✓ Produce, through the editing process, a final draft memo in response to a simulated job assignment.
- ✓ One formal presentation of written work.
- ✓ Self and peer evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.

## Research and Inquiry

**Research and Inquiry:** The senior project is an integral part of a learner's final year of high school. It integrates knowledge, skills, and concepts from the learner's program of study into one culminating project that benefits the school community, or the community at large. Individual projects are preferred, but group projects may be appropriate if each learner in the group has specific and unique responsibilities. Although the final product may be a joint effort, each presentation must be done separately.

This writing intensive course fulfills a graduation requirement.

**Grade(s):** 12

**Prerequisites:** *English 10*

### **Required Reading:**

- ✓ A variety of nonfiction such as news articles, journals, and technical manuals.
- ✓ Reading for technical information.
- ✓ Critical evaluation of print and media sources.
- ✓ Teachers may select from the book lists of other literature courses not presently offered at their schools (or in collaboration with their colleagues).

### **Suggestions**

- ✓ Teachers may also select from the book lists of other literature courses that are not presently being offered in their schools, or in collaboration with their colleagues.
- ✓ In addition, the class may also explore books on the supplemental book list in the appendix.

### **Required Writing:**

- ✓ Two timed essays
- ✓ One formal, revised essay.
- ✓ One formal, revised, research essay; 6-7 pages with 6+ sources and citation work.
- ✓ Various informal written responses and activities.
- ✓ Self and peer evaluation of written work.
- ✓ Apply tools of technology to writing as appropriate.
- ✓ A formal, professional presentation before a panel of judges that demonstrates progress of project.
- ✓ Complete a portfolio - a developmental representation of the learner's progress throughout the senior project consists of an online webpage that follows a very structured template will house attached documents such as resume, letter of intent, job shadow forms, research paper, etc. It also includes pictures and video documenting progress throughout the year as the learner works on the senior project.

# High School Electives (Grades 9 – 12)

# Philosophy and Language

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 10-12	This course provides a brief introduction into the various components of philosophy, along with an analysis of the arguments of key philosophers, to introduce learners to the history of ideas that have shaped thinking. A brief introduction into comparative philosophy gives learners greater understanding of the processes of thinking and reasoning, and an appreciation of how different traditions complement, rather than contradict one another.
<b>Length:</b> One semester	
<b>Prerequisites:</b> At least 11 <sup>th</sup> grade standing or teacher recommendation for a 10 <sup>th</sup> grade student.	

## Required Activities

Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>For site-based reading options, see the Philosophy and Language supplement book list in the appendix.</li> </ul>	<ul style="list-style-type: none"> <li>The learner will take notes that can be used as references for more intensive writing assignments.</li> <li>The learner will journal and respond informally to various philosophical thought experiments and/or ideologies.</li> <li>The learner will write one formal essay examining key philosophical questions at the end of each unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>The learner will respond verbally to philosophical questions using rational thinking that organizes logical premises and conclusions during directed class discussions or in pair sharing.</li> <li>The learner will engage thoughtfully in graded large group discussions using Socratic and other methodology.</li> </ul>



## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives <b>The learner will:</b>	Standards
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> <li>• Read and understand the essential qualities of commonly referenced thought experiments.</li> <li>• Read and respond to commonly referenced arguments in philosophy.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Read and analyze metaphorical, fictionalized, or allegorical expressions of philosophical thought.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Develop strong note-taking skills and use notes as references for more intensive writing assignments.</li> <li>• Journal and respond informally to various philosophical thought experiments and/or ideologies.</li> <li>• Compose formal essays examining key philosophical questions.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> E/LA.1-8, B.2, C.1-5 Performance: W4.1-5 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1- 4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1- 3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competency:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>Respond verbally to philosophical questions using rational thinking that organizes logical premises and conclusions.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>Engage thoughtfully in Socratic-seminar style large group discussions.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Include cited sources in formal essay assignments in the form of both in-text citations and a works cited page.</li> </ul>	<p><b><u>AKSS</u></b> W.6 SL.5</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p><b><u>AKSS</u></b>                      RI.5, 6, and 7                      RL.7                      SL.3 and 5                      L.5</p> <p><b><u>ISTE</u></b>                      1.d, 3, 4, 5.c, 6</p> <p><b><u>AK Digital Literacy</u></b>                      6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><b><u>AASL</u></b>                      I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

# Popular Novels

Course Details:	Overview:
<b>Grade(s):</b> 10-12	This elective course is designed for learners who enjoy reading for pleasure and discussing novels with other readers. It is structured around current popular novels of merit, and personalized to improve learner's abilities to analyze various types of media. Learners will hone research and critical thinking skills, improve their expository and argumentative writing skills, and analyze the implications of the social, economic, and/or political aspects of the texts.
<b>Length:</b> One semester	
<b>Prerequisites:</b> At least 11 <sup>th</sup> grade standing or teacher recommendation for a 10 <sup>th</sup> grade student.	

## Required Activities

Reading	Writing	Speaking & Listening
<p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Center for Media Literacy</li> <li>• Media Education Foundation</li> <li>• Media Literacy (Potter)</li> <li>• Center for Media Education</li> <li>• Children Now</li> <li>• Citizens for Media Literacy</li> <li>• Media Watch</li> <li>• Mediascope</li> <li>• National Association for Family and Community Education</li> <li>• National Telemedia Council</li> <li>• Parents' Choice</li> <li>• Adbusters</li> <li>• Children's Advertising Review Unit</li> <li>• Fairness and Accuracy in Reporting</li> <li>• Classification and Rating Administration</li> <li>• OKTV (Alternative TV Ratings)</li> <li>• TV Parental Guidelines</li> </ul> <p style="text-align: center;"><b>For site-based reading options, see the supplemental book list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>• At least three pieces of writing chosen from the following list:               <ul style="list-style-type: none"> <li>○ A fully developed narrative essay.</li> <li>○ A fully developed essay incorporating a variety of rhetorical strategies.</li> <li>○ A researched essay or project.</li> <li>○ An on-demand essay in response to literature.</li> <li>○ Formal literary analysis.</li> <li>○ Informal responses reflecting on class texts.</li> </ul> </li> <li>• Media logs/ journals</li> <li>• Produce various kinds of print, electronic, and video/audio media.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of speech and presentation experiences.</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly, implicitly, and ambiguously.</li> <li>• Analyze the development of themes over the course of the text.</li> <li>• Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> <li>• Analyze and evaluate multiple interpretations of a single text.</li> <li>• Analyze how style and content contribute to the impact of a text.</li> <li>• Delineate and evaluate the reasoning in argumentative texts.</li> <li>• Evaluate the interrelationship between history and cultural identity.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.D.1-4; L/IL.1-3 Performance: R4.1-9 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>



## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Build on writing concepts developed in previous grades.</li> <li>• Use self and peer editing to correct common errors in writing.</li> <li>• Write arguments to support claims about substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>Develop an awareness of the social, cultural, political, and economic implications of media constructions and their persuasive messages.</li> <li>Understand, develop, and utilize appropriate classroom discussion and debate.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>Develop the skills, knowledge, and attitudes necessary to interpret the ways in which auditory media actively affects society.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Find and use appropriate and reliable sources to support ideas in writing and speaking.</li> <li>• Use an appropriate format and citation guide (e.g., MLA, APA), as instructed by the teacher.</li> </ul>	<p><u><b>AKSS</b></u> W.6 SL.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u>            RI.5, 6, and 7            RL.7            SL.3 and 5            L.5</p> <p style="text-align: center;"><u><b>ISTE</b></u>            1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u>            6-12.EL.4, 6-12.KC.1-4,            6-12.ID.1-4, 6-12.CT.3,            6-12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u>            I.A.1-2, II.A.1-3,            III.A.1-3, IV. A.1-3,            V.A.1-3, VI.A.1-3,            I.B.1-3, II.B.1-3,            III.B.1-2, IV.B.1-4,            V.B.1-3, VI.B.1-2,            I.C.1-4, II.C.1-2, III. .1-2,            IV.C.1-3, V.C.1-3,            VI.C.1-2, I.D.1-4,            II.D.1-3, III.D.1-2,            IV.D.1-3, V.D.1-3,            VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitation of search engines.</li> <li>• Use library and professional databases, with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-e5</p>

# Reading for Meaning

Course Details:	Overview:
<b>Grade(s):</b> 9-12	The course is designed to help learners develop strategies to effectively read and comprehend literature, content area texts, and other nonfiction to become successful participants in the classroom, as well as the community in which they live. Through guided instruction, learners will develop and apply effective reading strategies to increase reading and, consequently, writing skills. This is a progressive skills class that may be repeated for credit with teacher recommendation.
<b>Length:</b> One semester	
<b>Prerequisites:</b> Teacher recommendation	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• Analysis of textbook elements: chapter previews, indexes, special features, study questions, and the use of color and font size to scaffold content.</li> <li>• Practice close reading through: marking text, highlighting, sticky notes, asking critical questions about text, writing notes, clarifying, reacting and connecting, visualizing, and predicting.</li> </ul> <p style="text-align: center;"><b>For site-based reading options, see the supplemental book list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>• Annotating and note taking</li> <li>• Journal responses</li> <li>• Expository writing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice speaking/listening skills, including group discussion.</li> </ul>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Comprehend and demonstrate meaning from text by applying a variety of reading, listening, and viewing strategies (e.g., cloze reading, double entry journal, paraphrasing, summary notes, and problem/solution organizer).</li> <li>• Increase vocabulary acquisition through context clues, vocabulary journal, study/note cards, concept maps, etc.</li> <li>• Become familiar with and master reading test formats and practice effective analysis of test items in multiple choice formats, including online programs.</li> <li>• Paraphrase and summarize content area selections.</li> <li>• Practice reading orally to increase fluency and understanding.</li> <li>• Practice reading with an emphasis on decoding words and developing strategies to make connections between oral and sight word recognition to aid in comprehension.</li> </ul>	<p><b><u>AASL</u></b>            I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b>            1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b>            6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

# Writing

## Graduate-Level Competency:

### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate, through expository writing, increased understanding of reading content by making authentic connections to self.</li> <li>• Demonstrate a variety of note taking strategies (e.g., two-column, listing, outline, and Thinking Maps).</li> </ul>	<p><b><u>AKSS</u></b> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p><b><u>AK Digital Literacy</u></b> 6-12.ID.3, 6-12.ID.4</p> <p><b><u>AASL</u></b> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1- 4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1- 3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 4.c-d</p>



## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>• Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>• Negotiate different cultural perspectives with sensitivity.</li> <li>• Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>• Synthesize and share information from a variety of sources and perspectives.</li> <li>• Respond appropriately to others’ constructive criticism, compliments, and feedback to improve future communication.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>• Practice listening skills through group discussions and retelling or restating of important ideas or concepts. These discussions will focus on content areas, as well as literature analysis (theme, plot, character and appropriate literary applications) to complement required core subjects.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

# Speech and Debate

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 10-12	In this elective course, learners will embrace public speaking as performance, communication, and problem-solving. This introductory course will cover a variety of styles of public speaking and formal debate. Emphasis will be on argumentation, logical organization, research, working with others, and being a supportive audience member. Learners will become familiar with these styles through instruction, research, and practice.
<b>Length:</b> One semester	
<b>Prerequisites:</b> At least 11 <sup>th</sup> grade standing or teacher recommendation for a 10 <sup>th</sup> grade student.	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• Research debate topics.</li> <li>• Evaluate sample speeches.</li> <li>• <i>Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Coaches, and Judges</i> by Joseph P. Zompetti</li> <li>• Online resources:               <ul style="list-style-type: none"> <li>○ Opposing viewpoints: access through school library online.</li> <li>○ <a href="http://www.americanrhetoric.com/speechbank.htm">http://www.americanrhetoric.com/speechbank.htm</a></li> <li>○ <a href="http://www.history.com/speeches">http://www.history.com/speeches</a></li> <li>○ <a href="http://www.roch.edu/dept/spchcom/spam/activities.htm">http://www.roch.edu/dept/spchcom/spam/activities.htm</a></li> </ul> </li> <li>• For additional site-based reading options, see the supplemental book list in the appendix.</li> </ul>	<ul style="list-style-type: none"> <li>• Create written and visual aids for use in speech presentations.</li> <li>• Write original speeches in the informative, demonstrative, and persuasive modes.</li> <li>• An original interpretive speech may be required, as instructor determines.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently practice respectful audience behavior/active listening.</li> <li>• Develop ease in speaking before large and small groups.</li> <li>• Demonstrate increased mastery of basic speaking and presentation techniques introduced in 9th and 10th grades.</li> <li>• Present at least one speech with a partner or a group.</li> <li>• Apply a rubric in evaluating and critiquing peer speeches.</li> <li>• Deliver at least one ten minute speech or presentation.</li> <li>• Engage in at least one debate, both independently and with a partner (this requires writing and reading in preparation for performance).</li> <li>• Use technology in delivery of at least one speech (document camera, projector, laptop, video camera, Internet, etc.).</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Analyze written and published speeches for logos, pathos, and ethos.</li> <li>• Increase vocabulary to participate appropriately, utilizing and applying debate terminology and concepts.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.A.1-4,6-8, D.1-5, E.1-4 Performance: R4.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> III.A.1-3, V.A.1-3,VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

# Writing

## Graduate-Level Competency:

### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Utilize research skills developed in previous grades, with emphasis on organization and effective word choice.</li> <li>• Use different formats to prepare debates and speeches (e.g., essay, outline, notecards).</li> <li>• Create and support a position.</li> <li>• Develop and practice effective rhetorical strategies in argumentation or persuasive speeches.</li> <li>• Identify pros and cons in an argument, and evaluate and utilize research materials to refute or defend an argument effectively.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> E/LA.A.1-8, D.1-4 Performance: W4.2-5</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives <b>The learner will:</b>	Standards
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>• Explore and practice a variety of speech experiences.</li> <li>• Practice and develop effective speaking skills, including the “mechanics” of vocal projection, diction, and varied tone to speak persuasively.</li> <li>• Recognize five major types of speeches (i.e., impromptu, informative, interpretive, demonstrative and persuasive), and apply this knowledge to the performance of speeches.</li> <li>• Understand debate format and terminology.</li> <li>• Analyze oral arguments for effectiveness, recognizing language that denotes logos, pathos, and ethos.</li> <li>• Understand formal debate formats, such as Lincoln-Douglas and cross examination.</li> <li>• Understand and apply Roberts Rules of Order and parliamentary procedure.</li> <li>• Explain and defend a position orally.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1.3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>• Analyze oral arguments for effectiveness, recognizing language that denotes logos, pathos, and ethos.</li> <li>• Independently practice respectful audience behavior/active listening.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1.3, D.5, E.3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Smoothly integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite materials accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W.6 SL.5</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p><b><u>AKSS</u></b>            RI.5, 6, and 7            RL.7            SL.3 and 5            L.5</p> <p><b><u>ISTE</u></b>            1.d, 3, 4, 5.c, 6</p> <p><b><u>AK Digital Literacy</u></b>            6-12.EL.4, 6-12.KC.1-4,            6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p><b><u>AASL</u></b>            I.A.1-2, II.A.1-3,            III.A.1-3, IV. A.1-3,            V.A.1-3, VI.A.1-3, I.B.1-3,            II.B.1-3, III.B.1-2,            IV.B.1-4, V.B.1-3,            VI.B.1-2, I.C.1-4, II.C.1-2,            III. .1-2, IV.C.1-3,            V.C.1-3, VI.C.1-2, I.D.1-4,            II.D.1-3, III.D.1-2,            IV.D.1-3, V.D.1-3,            VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Recognize, analyze, and understand the value of audio/visual/art as they connect written pieces.</li> </ul>	<p><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>



# Sports Literature

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 10-12	Learners will analyze sports in various mediums as a catalyst for examining the influence of sports on individuals and society. They will engage in formal and informal writing, speaking, and listening activities.
<b>Length:</b> One semester	
<b>Prerequisites:</b> At least 11 <sup>th</sup> grade standing or teacher recommendation for a 10 <sup>th</sup> grade student.	
	This course fulfills the FNSBSD requirement for an English elective; it does <b>not</b> fulfill the graduation requirement for a literature course.

## Activities

Suggested Reading	Required Writing
<ul style="list-style-type: none"> <li>• Fiction, nonfiction, news articles, podcasts, interviews, films, statistics, etc.</li> <li>• Other texts on the approved curriculum for other courses.</li> <li>• For additional site-based options, see the Sports Literature supplemental book list in the appendix.</li> </ul>	<ul style="list-style-type: none"> <li>• A college or career-readiness entrance essay.</li> <li>• Frequent formal and informal analytical writing.</li> <li>• Frequent writing experimenting with multiple genres, including poetry, letters, and fiction.</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain.</li> <li>• Determine two or more themes or central ideas of a text, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex synthesis.</li> <li>• Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> <li>• Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</li> <li>• Analyze how style and content contribute to the power, persuasiveness, or beauty of a text.</li> <li>• Delineate and evaluate the reasoning in argumentative texts.</li> <li>• Evaluate the interrelationship between history and cultural identity.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> E/LA.B.1-3 Performance: R4.2,5,8,9 Cultural: CS.E.3,7,8</p> <p style="text-align: center;"><u><b>AASL</b></u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. .1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12. EL.4, 6-12. KC.1-4, 6-12. GC.1-4</p>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Determine two or more themes or central ideas of a text, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex synthesis.</li> <li>• Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> <li>• Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</li> <li>• Analyze how style and content contribute to the power, persuasiveness, or beauty of a text.</li> </ul>	<p><b><u>AASL</u></b>            I.A.1-2, II.A.1-3,            III.A.1-3, IV. A.1-3,            V.A.1-3, VI.A.1-3,            I.B.1-3, II.B1-3, III.B.1-            2, B.IV.1-4, B.V.1-3,            B.VI.1-2, I.C.1-4,            II.C.1-2, III.C.1-2,            IV.C.1-3, V.C.1-3,            VI.C.1-2, I.D.1-4,II.D.1-            3,III.D.1-2, IV.D.1-3,            V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b>            1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b>            6-12. EL.4, 6-12. KC. 1-            4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Build on writing concepts developed in previous grades.</li> <li>• Use self and peer editing to correct common errors in writing.</li> <li>• Write arguments to support claims about substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.B.1-8, B.1,2 Performance: W4.1-5 Cultural: CS.E.3,7,8</p> <p><b><u>AK Digital Literacy</u></b> 6-12.ID.3, 6-12.ID.4</p> <p><b><u>AASL</u></b> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Engage in teacher-led and peer discussions as a speaker.</li> <li>• Present both informally and formally.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Actively listen during discussions and presentations.</li> <li>• Respond to peers with both written and verbal questions and feedback.</li> </ul>	<p><b><u>AKSS</u></b> SL.2, 3 E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Find and use appropriate and reliable sources to support ideas in writing and speaking.</li> <li>• Use an appropriate format and citation guide (e.g., MLA, APA), as instructed by the teacher.</li> </ul>	<p><u><b>AKSS</b></u> W.6 SL.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> RI.5, 6, and 7, RL.7 SL.3 and 5, L.5</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• View and respond to various sports media, such as highlight reels, newscasts, podcasts, documentaries, commercials, film, etc.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>



# Technical Drama

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 9-12	This course is designed to introduce learners to the technical aspects of performance: costuming, scenery, lighting, sound and stage design, stage management, house management, and publicity.
<b>Length:</b> One semester	
<b>Prerequisites:</b> Teacher recommendation	

## Required Activities

Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• Recommended books include:               <ul style="list-style-type: none"> <li>✓ <i>The Backstage Handbook: An Illustrated Almanac of Technical Information</i> (Carter)</li> <li>✓ <i>Technical Theater for Nontechnical People</i> (Campbell)</li> </ul> </li> <li>• Read and design such plays or musicals as:               <ul style="list-style-type: none"> <li>✓ <i>Trifles</i> (GlasPELL)</li> <li>✓ <i>A Midsummer Night's Dream</i> (Shakespeare)</li> <li>✓ <i>Into the Woods</i> (Sondheim)</li> <li>✓ <i>The Mousetrap</i> (Christie)</li> <li>✓ <i>Once on This Island</i> (Ahrens/Flaherty)</li> <li>✓ <i>A Raisin in the Sun</i> (Hansberry)</li> <li>✓ <i>The Importance of Being Earnest</i> (Wilde)</li> <li>✓ <i>Endgame</i> (Beckett)</li> <li>✓ <i>Antigone</i> (Anouilh)</li> </ul> </li> <li>• Read other plays used in <i>Theatre Production I &amp; II</i>.</li> </ul> <p><b>For suggested site-based options, see the Technical Drama supplemental list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>• Write a manual for a process or piece of theatre equipment.</li> <li>• Written critique of the technical aspects of a performance.</li> <li>• Write and present for one of the following:               <ul style="list-style-type: none"> <li>✓ technical theatre career field.</li> <li>✓ design proposal for a play.</li> </ul> </li> <li>• Article for a theatre magazine.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a constructed/created item from one of the design areas (set piece, painting finish, costume, makeup, soundscape, light plot, etc.).</li> <li>• Verbal response to presentations.</li> <li>• Oral presentations.</li> </ul>

# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Read complete plays, which encompass conflict, cause and effect sequences, protagonists, and antagonists.</li> <li>• Analyze a play for design and identify given circumstances.</li> <li>• Understand Aristotle’s elements of drama.</li> <li>• Understand the principals and elements of design.</li> <li>• Learn basic technical theatre terminology.</li> <li>• Become familiar themselves with design and implementation in at least three areas: costumes, scenic, lighting, props, sound, or makeup/hair.</li> <li>• Become familiar with one of the business areas: stage management, house management, or publicity.</li> <li>• Become familiar with available career fields in technical theatre.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b>            E/LA.B.1-3            Performance: R4.1-9            Cultural: CS.E.3            Arts: A.3,4,7, C.1–3</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Learn to write critical analyses of theatrical writings and presentations from a design and technical standpoint.</li> <li>• Write a manual for a theatre process or piece of equipment.</li> <li>• Write a design proposal for one technical area based on analysis of the script.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> E/LA.A.1-8, B.2, D.3, C.1-3 Performance: W4.1-5</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.	<ul style="list-style-type: none"> <li>• Present and defend a design proposal.</li> <li>• Prepare scenes for effective performance.</li> <li>• Investigate music’s impact on design.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>• Provide written and/or verbal feedback for performers.</li> <li>• Watch and critique at least one live performance.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> <li>• Create an essay, presentation, or project that incorporates research.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> W.6 SL.5</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u>                      RI.5, 6, and 7                      RL.7                      SL.3 and 5                      L.5</p> <p style="text-align: center;"><u><b>ISTE</b></u>                      1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u>                      6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><u><b>AASL</b></u>                      I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. 1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Write about, present on, discuss, or create his/her own media.</li> </ul>	<p><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c5</p>

# Theatre Performance I

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 9-12	This is a performance-based class designed to introduce learners to the use of performance to express theatre literature. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements.
<b>Length:</b> One semester	
<b>Prerequisites:</b> None	

## Required Activities

Reading	Writing	Speaking & Listening
<p>Not all works are appropriate for all grades and all readers.</p> <ul style="list-style-type: none"> <li>At least 3 from the list below: <ul style="list-style-type: none"> <li>✓ <i>A Book of Plays</i> (Holt, Rinehart and Winston) includes :</li> <li>✓ <i>The Glass Menagerie</i> (Williams)</li> <li>✓ <i>Our Town</i> (Wilder)</li> <li>✓ <i>Trifles</i> (Glaspell)</li> <li>✓ <i>The Bear</i> (Chekhov)</li> <li>✓ <i>Sorry Wrong Number</i> (Fletcher)</li> <li>✓ <i>Twelve Angry Men</i> (Rose)</li> <li>✓ <i>Thunder on Sycamore Street</i> (Rose)</li> <li>✓ <i>Riders to the Sea</i> (Synge)</li> <li>✓ <i>The Mousetrap</i> (Christie)</li> <li>✓ <i>Arsenic and Old Lace</i> (Kesselring)</li> <li>✓ <i>The Importance of Being Earnest</i> (Wilde)</li> </ul> </li> <li>See film suggestions in <i>Theater Performance II</i></li> </ul> <p><b>For additional site-based options, see the supplemental book list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>Write detailed observations of settings, people, etc. as appropriate for acting exercises.</li> <li>Write subtext for character’s dialogue.</li> <li>Write and present for one of the following: <ul style="list-style-type: none"> <li>○ Theatre history</li> <li>○ Theatre performance styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Verbal response to presentations.</li> <li>Oral presentations.</li> <li>Perform scenes, monologues, experimental pieces, and children’s theatre.</li> <li>Practice voice and articulation skills, as well as projection.</li> <li>Develop and practice physical movement on stage, including identifying appropriate areas of the stage.</li> <li>Learning, applying, and notating on script (if applicable) stage directions to stage movement as it relates to exits, entrances, and dialogue driven movement (crossing upstage/downstage etc.).</li> </ul>



## Literature

### Graduate-Level Competency:

#### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Read complete plays which encompass conflict, cause-and-effect sequences, protagonists, and antagonists.</li> <li>• Understand Aristotle’s characteristics of the tragic form and the importance of unity of place, time, and action.</li> <li>• Become familiar with major periods of theatre history.</li> <li>• Become familiar with at least one major theory of acting: Stanislavski, Hagen, or Meisner.</li> <li>• Become familiar with styles of theatre performance, comedy and tragedy, and their appropriate sub-headings.</li> <li>• Learn basic theatre terminology - specific terms as they apply to the physical parts of the theatre, as well as terminology applicable to the actor, director playwright, and designers in the physical staging, interpretation, and performance of the text.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> E/LA. B.1-3 Performance: R3.2; R4.1,4-6,9 Cultural: CS.B.1, E.1,3-8</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 7.a-b</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write critical analyses of theatrical writings and presentations.</li> <li>• Experiment with writing a comedic or tragic monologue or scene.</li> <li>• Learn character analysis including, but not limited to, the following elements: motivation, effect of setting and time, action within the play, effect on other characters, description of the character, props or other items associated with the character, interpreting the subtext in the character’s dialogue, and author’s attitude toward the character.</li> <li>• Construct imaginative scripts, and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Learn and apply techniques of dramatic interpretation and performance.</li> <li>• Learn how to read a play aloud using playwright’s notes, stage directions, etc.</li> <li>• Perform from professional scripts.</li> <li>• Learn basics of improvisation as a method of warming up.</li> <li>• Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</li> <li>• Compare and demonstrate various classical and contemporary acting techniques and methods.</li> <li>• In an ensemble, create and sustain characters that communicate with audiences.</li> <li>• Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, as well as relate to current personal, national, and international issues.</li> <li>• Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p style="text-align: center;"><b><u>AASL</u></b></p> <p style="text-align: center;">I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p style="text-align: center;"><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CSA.5.7</p>

Course/Grade Competencies	Content Objectives	Standards
HS.4 continued...	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions</li> <li>• Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.</li> <li>• Identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.</li> <li>• Identify cultural and historical sources of American theatre and musical theatre.</li> <li>• Analyze the effect of their own cultural experiences on their dramatic work.</li> </ul>	
HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.	<ul style="list-style-type: none"> <li>• Learn appropriate audience protocol.</li> <li>• Provide written and/or verbal feedback for any performances seen.</li> <li>• Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.</li> </ul>	<p><u><b>AKSS</b></u> SL.2, 3 <u><b>AKSS</b></u> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8 <u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3 <u><b>AK Digital Literacy</b></u> 6-12.DC.3 <u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.	<ul style="list-style-type: none"> <li>• Create an essay, presentation, or project that incorporates research.</li> </ul>	<p><u><b>AKSS</b></u> W.6 SL.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.	<ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, and 7 RL.7 SL.3 and 5 L.5</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.d, 3, 4, 5.c, 6</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.EL.4, 6-12.KC.1-4, 6-12.ID.1-4, 6-12.CT.3, 6-12.CC.1-4</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III. .1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write about, present on, discuss, or create his/her own media.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p style="text-align: center;"><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-e5</p>

# Theatre Performance II

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 10-12	
<b>Length:</b> One semester	
<b>Prerequisites:</b> <i>Theatre Performance I</i> or teacher recommendation	

*Theatre Performance II* is an advanced performance-based class. Learners will be expected to perform on a much higher level, and to study challenging theatrical materials in much more depth. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements.

## Required Activities

Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• Read and perform from plays such as <i>The School for Scandal</i> (Sheridan).</li> <li>• At least 3 from the list below:               <ul style="list-style-type: none"> <li>✓ <i>Lysistrata</i> (Aristophanes)</li> <li>✓ <i>The Tempest</i> (Shakespeare)</li> <li>✓ <i>Tartuffe</i> (Moliere)</li> <li>✓ <i>Three Sisters</i> (Chekhov)</li> <li>✓ <i>Angels in America</i> (Kushner)</li> <li>✓ <i>A Streetcar Named Desire</i> (Williams)</li> <li>✓ <i>A Doll's House</i> (Ibsen)</li> <li>✓ <i>The Wild Duck</i> (Ibsen)</li> <li>✓ <i>Hedda Gabler</i> (Ibsen)</li> <li>✓ <i>The Master Builder</i> (Ibsen)</li> <li>✓ <i>The Odd Couple</i> (Simon)</li> <li>✓ <i>Barefoot in the Park</i> (Simon)</li> <li>✓ <i>Pygmalion</i> (Shaw)</li> <li>✓ <i>Video/DVD: My Fair Lady</i> (Compare to <i>Pygmalion</i>)</li> </ul> </li> </ul> <p>Suggested film editions: <i>Funny Girl</i>, <i>Oliver</i>, <i>West Side Story</i>, <i>Twelve Angry Men</i>, <i>Our Town</i>, <i>The Glass Menagerie</i>, <i>Sorry Wrong Number</i>, <i>Barefoot in the Park</i>, <i>The Odd Couple</i></p> <p><b>For additional site-based options, see the supplemental book list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>• Write observations.</li> <li>• Write “beats” for scenes/monologues.</li> <li>• Informal written responses and observation exercises as they relate to pantomime, stage business, character observation exercises, settings related to improvisations, character monologues, character subtext, and prior life.</li> <li>• Research paper evaluating and synthesizing cultural and historical information to support artistic choices.</li> <li>• <b>OPTIONAL:</b> Maintain a drama diary (depending on the group).</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal response to presentations.</li> <li>• Oral presentations.</li> <li>• Perform scenes, monologues, experimental pieces, and children’s theatre.</li> <li>• Practice voice and articulation skills.</li> <li>• Audience notes.</li> </ul>



# Literature

## Graduate-Level Competency:

### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Read complete plays which encompass conflict, cause-and-effect sequences, protagonists, and antagonists.</li> <li>• Become familiar with all major theories of acting.</li> <li>• Experiment with major styles of theatre performance.</li> </ul> <p><b>Possible Alternate Goal(s) for the <i>Theatre Performance II</i> Learner:</b></p> <ul style="list-style-type: none"> <li>• Explain how scientific and technological advances have impacted set, light, sound, costume design, and implementation for theatre, film, television, and electronic media productions.</li> <li>• Collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions.</li> <li>• Safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions.</li> <li>• Create and reliably implement production schedules, stage management plans, promotional ideas, and business and front-of-house procedures for informal and formal theatre, film, television, or electronic media productions.</li> </ul>	<p><b><u>AASL</u></b>            I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4,II.D.1-3,III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b>            1.d, 3, 7.a-b</p> <p><b><u>AK Digital Literacy</u></b>            6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.3 The learner will write in a variety of modes (including analytical, narrative, explanatory, and expressive), and use increasingly complex reasoning, structure, and language.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Learn to write critical analyses of theatrical writings and presentations.</li> <li>• Practice theatrical performance styles.</li> <li>• Create character analysis portfolio for each character portrayed in class.</li> <li>• Research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions.</li> <li>• Compare the interpretive and expressive natures of several art forms in specific culture or historical period.</li> <li>• Compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art).</li> <li>• Integrate several arts and/or media in theatre, film, television or electronic media productions.</li> <li>• Construct personal meanings from nontraditional dramatic performances.</li> <li>• Analyze, compare, and evaluate differing critiques of the same dramatic texts and performances.</li> <li>• Critique several dramatic works in terms of other aesthetic philosophies, such as the underlying ethos of Greek drama or French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese Kabuki, and others.</li> <li>• Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate to inform further development of the work.</li> </ul>	<p style="text-align: center;"><u><b>AKSS</b></u> W4.1-5 Cultural: CS.A.1-5 C.1-5 E.1,3-8</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u><b>AASL</b></u> I.B1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II. .1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u> 4.c-d</p>

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives <b>The learner will:</b>	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<ul style="list-style-type: none"> <li>• Apply techniques of dramatic interpretation and performance.</li> <li>• Perform from professional scripts.</li> <li>• Read plays aloud.</li> <li>• Use applicable theatre terminology as appropriate to the circumstances.</li> <li>• Analyze the social and aesthetic impact of underrepresented theatre and film artists.</li> <li>• Analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods.</li> <li>• Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods, and explain influences on contemporary theatre, film, television, and electronic media productions.</li> </ul>	<p><b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p> <p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Learn appropriate audience protocol.</li> <li>• Provide written and/or verbal feedback for any performances seen (could include media, film, YouTube, etc.).</li> <li>• Attend at least two live performances (if possible) during the semester.</li> </ul>	<p><b><u>AKSS</u></b> SL.2, 3, E/LA.B.1-3, C.1-5, D.1-4, Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.6 The learner will demonstrate the ability to conduct research to investigate topics, evaluate sources, utilize databases, and synthesize information in an increasingly complex manner.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Create an essay, presentation, or project that incorporates research.</li> </ul>	<p><u><b>AKSS</b></u> W.6 SL.5</p> <p><u><b>AASL</b></u> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u><b>AK Digital Literacy</b></u> 6-12.DC.3</p> <p><u><b>ISTE</b></u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

## Technology

### Graduate-Level Competencies:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.7 The learner will demonstrate the ability to appropriately use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Use library and professional databases with teacher guidance.</li> <li>• Make choices from a limited range about technology platforms, and use the appropriate tools (e.g., an app or program) to present material.</li> <li>• Select technology from a curated list to demonstrate learning and present material.</li> </ul>	<p><u><b>AKSS</b></u>                      RI.5, 6, and 7                      RL.7                      SL.3 and 5 L.5</p> <p><u><b>ISTE</b></u>                      1.d, 3, 4, 5.c, 6</p> <p><u><b>AK Digital Literacy</b></u>                      6-12.EL.4, 6-12.KC.1-4,                      6-12.ID.1-4, 6-12.CT.3,                      6-12.CC.1-4</p> <p><u><b>AASL</b></u>                      I.A.1-2, II.A.1-3,                      III.A.1-3, IV. A.1-3,                      V.A.1-3, VI.A.1-3,                      I.B.1-3, II.B.1-3,                      III.B.1-2, IV.B.1-4,                      V.B.1-3, VI.B.1-2,                      I.C.1-4, II.C.1-2, III. 1-2,                      IV.C.1-3, V.C.1-3,                      VI.C.1-2, I.D.1-4,                      II.D.1-3, III.D.1-2,                      IV.D.1-3, V.D.1-3,                      VI.D.1-3</p>

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.8 The learner will engage in critical thinking through accessing, analyzing, evaluating, and creating an increasingly complex variety of media. (The term “media” refers to all electronic or digital means and print or artistic visuals used to transmit messages.)	<ul style="list-style-type: none"> <li>Write about, present on, discuss, or create his/her own media.</li> </ul>	<p style="text-align: center;"><b><u>AKSS</u></b> RI.5, 6, 7, RL.7 SL.3, 5 L.5</p> <p style="text-align: center;"><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p style="text-align: center;"><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

# Vocabulary Development

Course Details:	Overview:
<b>Grade(s):</b> 10-12	This course is designed to help learners broaden their vocabulary through word study, examination of Latin roots, etymologies, and verbal practice in a variety of contexts.
<b>Length:</b> One semester	
<b>Prerequisites:</b> At least 11 <sup>th</sup> grade standing or teacher recommendation for a 10 <sup>th</sup> grade student.	

Required Activities		
Reading	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• SAT/ACT Preparatory Manual</li> <li>• <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i></li> <li>• <i>Everyday Words from Classic Origins: A Vocabulary Workbook</i></li> <li>• Selections from the High School English/Language Arts suggested supplemental book list, and other relevant contemporary sources.</li> </ul> <p><b>For additional, site-based options, see the supplemental book list in the appendix.</b></p>	<ul style="list-style-type: none"> <li>• On-demand essays in preparation for SAT/ACT exams.</li> <li>• Writing in a variety of lengths that demonstrates understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice speaking/listening skills included in group discussion.</li> <li>• Pronounce words correctly.</li> </ul>

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.1 The learner will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts, including texts for science, social studies, and technical subjects.	<ul style="list-style-type: none"> <li>• Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> <li>• Recognize and apply roots, prefixes, and suffixes.</li> <li>• Correctly pronounce and use new vocabulary.</li> <li>• Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain.</li> </ul>	<p style="text-align: center;"><u><b>AASL</b></u>                      III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III. 1-2, IV.B.1-4, VI.B.1-3, III.C1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u>                      1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u>                      6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>

## Literature

### Graduate-Level Competency:

#### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
HS.2 The learner will demonstrate the ability to comprehend, analyze, and engage with a variety of increasingly complex print and non-print literary texts.	<ul style="list-style-type: none"> <li>• Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> <li>• Recognize and apply roots, prefixes, and suffixes.</li> <li>• Correctly pronounce and use new vocabulary.</li> <li>• Cite textual evidence to support analysis of what the text says explicitly, what the text implies, and what the text leaves uncertain.</li> </ul>	<p style="text-align: center;"><u><b>AASL</b></u>                      I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B1-3, III.B.1-2, B.IV.1-4, B.V.1-3, B.VI.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u><b>ISTE</b></u>                      1.d, 3, 7.a-b</p> <p style="text-align: center;"><u><b>AK Digital Literacy</b></u>                      6-12. EL.4, 6-12. KC. 1-4, 6-12. GC.1-4</p>



## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>HS.4 The learner will demonstrate the ability to speak purposefully and effectively, strategically making increasingly complex decisions about content, language use, and discourse style.</p>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>• Negotiate different cultural perspectives with sensitivity.</li> <li>• Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>• Synthesize and share information from a variety of sources and perspectives.</li> </ul> <p>Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</p>	<p><b><u>AKSS</u></b> E/LA.D.1-4 Cultural: CS.A.5,7 <b><u>AK Digital Literacy</u></b> 6-12.EL.1, 6-12.DC.3</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>ISTE</u></b> 1.a, 6.a,c-d</p>
<p>HS.5 The learner will demonstrate the ability to listen critically and thoughtfully in a variety of settings and purposes.</p>	<ul style="list-style-type: none"> <li>• Be able to discern from other speakers correct/incorrect use of the words studied.</li> </ul>	<p><b><u>AKSS</u></b> E/LA.B.1-3, C.1-5, D.1-4 Cultural: CS.A.1,3, D.5, E.3-8</p> <p><b><u>AASL</u></b> I.A.1-2, II.A.1-3, III.A.1-3, IV. A.1-3, V.A.1-3, VI.A.1-3, I.A.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><b><u>AK Digital Literacy</u></b> 6-12.DC.3</p> <p><b><u>ISTE</u></b> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>

# English Language Learners (High School: ELL Levels 1-4)

# Academic Composition and Communications

<b>Course Details:</b>	<b>Overview:</b>
<b>Grade(s):</b> 11-12	<p>This course includes content from both social and academic contexts. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing is emphasized. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent. This course contributes to the development of skills needed in regular classes.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
<b>Length:</b> one – two semesters	
<b>Prerequisites:</b> ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society.</li> <li>• Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives.</li> <li>• Interpret a wide variety of texts (different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> <li>• Practice close reading strategies to increase insight and accuracy, with teacher guidance.</li> <li>• Choose the best support for a claim from a range of textual evidence.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed.</li> <li>• Identify how their own world views might be changing and how that informs their interpretation of text.</li> <li>• Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> </ul>	<p>Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.</p>

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Literature

### Graduate-Level Competency:

#### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.2 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Read independently for in-depth understanding.</li> <li>• Skim independently for important/specific information using text features, etc.</li> <li>• Explain how their own cultural background informs their world view and interpretation of a text.</li> <li>• Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Write effective arguments to support a claim using specific evidence and reasoning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice.</li> <li>• Choose and adhere to an established and effective format specific to the purpose of the writing task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>● Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>● Negotiate different cultural perspectives with sensitivity.</li> <li>● Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>● Synthesize and share information from a variety of sources and perspectives.</li> <li>● Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</li> <li>● Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>● Listen to understand, as well as to respond and build understanding collaboratively rather than competitively.</li> <li>● Understand cultural nuances in conversational styles and behavior (e.g. eye contact norms, body language).</li> <li>● Participate in live conversations while monitoring and enhancing equity of voice.</li> <li>● Independently make decisions in groups of all sizes, using consensus-building strategies and compromise.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
ELL.6 Receptive (Listening and Reading/Viewing*)	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> <li>• Use the research process to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>• Find and select both primary and secondary sources independently.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Understand the uses and limitations of search engines.</li> <li>• Make choices about technology platforms and use the appropriate tools (e.g., an App, a program, etc.) to present material.</li> <li>• Seek out and adapt to new developments and tools in order to select the best technology for the task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).



## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
ELL.8 Receptive (Listening and Reading/Viewing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces.</li> <li>Explain how factual news differs from propaganda (e.g., “fake news”), and why an entity would use the latter versus the former.</li> <li>Be fully aware, prepared, and responsible online citizens.</li> <li>Identify and critique main modes of persuasion (ethos, logos, and pathos) as a consumer of media.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## English Language Development Standards\*\*

- Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

# Career English

Course Details:	Overview:
Grade(s): 11-12	<p><i>Career English</i> is an English elective taught exclusively to ELL-identified students. This writing- and speaking-intensive course prepares English learners for success after high school by strengthening skills in both written and spoken communication. Language necessary for negotiating the workplace, avenues for further education, a variety of career-related pathways, and success as a professional is targeted.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for English language learners (ELL).</p>
Length: one semester	
<p><b>Prerequisites:</b> ELL-Program eligible and instructor recommendation</p>	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Practice close reading strategies to increase insight and accuracy with teacher guidance.</li> <li>• Choose the best support for a claim from a range of textual evidence.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
ELL.3 Productive (Speaking and Writing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice.</li> <li>• Choose and adhere to an established and effective format specific to the purpose of the writing task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>• Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>• Synthesize and share information from a variety of sources and perspectives.</li> <li>• Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</li> <li>• Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Listen to understand, as well as to respond and build understanding collaboratively rather than competitively.</li> <li>• Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms, body language).</li> <li>• Participate in live conversations while monitoring and enhancing equity of voice.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
ELL.6 Receptive (Listening and Reading/Viewing*)	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> <li>• Use the research process to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>• Find and select both primary and secondary sources.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>Understand the uses and limitations of search engines.</li> <li>Make choices about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material.</li> <li>Seek out and adapt to new developments and tools in order to select the best technology for the task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces.</li> <li>Be fully aware, prepared, and responsible online citizens.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## English Language Development Standards\*\*

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

# Literature and Current Events

Course Details:	Overview:
<b>Grade(s):</b> 9-12	<p>This English course for ELL-eligible students integrates an exploration of literature and current event articles that support the content of learners’ regular classes and which draw from the rich linguistic and cultural diversity of learners’ heritages. Activities strengthen skills in the areas of syntax, continued vocabulary development, reading, listening comprehension, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
<b>Length:</b> one – two semesters	
<b>Prerequisites:</b> ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

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\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).



## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Know the personal, professional, and practical reasons to be a lifelong reader in the 21st-century American and global society.</li> <li>• Find and consume texts that appeal to them, and explain what the texts may add to their understanding and lives.</li> <li>• Interpret a wide variety of texts (different lengths, genres, methods of delivery, and purposes), and explain the merits and limitations of each.</li> <li>• Practice close reading strategies to increase insight and accuracy, with teacher guidance.</li> <li>• Choose the best support for a claim from a range of textual evidence.</li> <li>• Annotate and highlight text with purpose, and explain how annotations help reading comprehension and engagement.</li> <li>• Increase accuracy in evaluating texts for purpose, credibility, bias, and perspective using textual evidence to support that evaluation, with guidance from the teacher as needed.</li> <li>• Identify how their own world views might be changing, and how that informs their interpretation of text.</li> <li>• Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> </ul>	<p>Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.</p>

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Literature

### Graduate-Level Competency:

#### Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.2 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Read independently for in-depth understanding.</li> <li>• Skim independently for important/specific information using text features, etc.</li> <li>• Explain how their own cultural background informs their world view and interpretation of a text.</li> <li>• Increase vocabulary by determining word meaning through context clues, knowledge of word origins, and structures.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.3 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Write effective arguments to support a claim using specific evidence and reasoning.</li> <li>• Engage in the process of revision to improve writing, and consider various stylistic choices and refine voice.</li> <li>• Choose and adhere to an established and effective format specific to the purpose of the writing task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Produce coherent oral discourse appropriate to task, purpose, and audience.</li> <li>• Negotiate different cultural perspectives with sensitivity.</li> <li>• Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience.</li> <li>• Synthesize and share information from a variety of sources and perspectives.</li> <li>• Respond appropriately to others' constructive criticism, compliments, and feedback to improve future communication.</li> <li>• Use both formal and informal speaking to solve problems and/or create opportunities in the world outside of the classroom.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Listen to understand, as well as to respond and build understanding collaboratively rather than competitively.</li> <li>• Understand cultural nuances in conversational styles and behavior (e.g., eye contact norms, body language).</li> <li>• Participate in live conversations while monitoring and enhancing equity of voice.</li> <li>• Independently make decisions in groups of all sizes, using consensus-building strategies and compromise.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Research

### Graduate-Level Competency:

#### Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
ELL.6 Receptive (Listening and Reading/Viewing*)	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Accumulate and vet sources online, in print, and in person.</li> <li>• Coordinate and subordinate information and research material in order to synthesize it and present it coherently.</li> <li>• Integrate common knowledge, summary, quoted material, and paraphrases.</li> <li>• Cite material accurately according to a given professional manual of style (e.g., MLA, APA, Chicago) in order to avoid plagiarism.</li> <li>• Use the research process to solve problems and/or create opportunities in the world outside of the classroom.</li> <li>• Find and select both primary and secondary sources.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>Understand the uses and limitations of search engines.</li> <li>Make choices about technology platforms and use the appropriate tools (e.g., an App, a program, etc.) to present material.</li> <li>Seek out and adapt to new developments and tools in order to select the best technology for the task.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>Recognize, analyze, and understand the value of audio/visual/art as they connect to written pieces.</li> <li>Explain how factual news differs from propaganda (e.g., “fake news), and why an entity would use the latter versus the former.</li> <li>Be fully aware, prepared, and responsible online citizens.</li> <li>Identify and critique main modes of persuasion (ethos, logos, and pathos) as a consumer of media.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## English Language Development Standards\*\*

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

# U.S. Culture and Expressions

Course Details:	Overview:
<b>Grade(s):</b> 9-12	<p>This English-elective course is designed to be taken concurrently with <i>U.S. English I</i>, in order to provide WIDA level 1 &amp; 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p>
<b>Length:</b> one – two semesters	
<b>Prerequisites:</b> ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives <b>The learner will:</b>	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Read and write words, phrases, or chunks of language.</li> <li>• Annotate and highlight text using examples and models as needed.</li> <li>• Make educated guesses about word meanings in context, with teacher guidance and instruction.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives <b>The learner will:</b>	Standards
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Make simple grammatical constructions and phrasal patterns associated with common social instructional situations.</li> <li>• Practice different modes of communication.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Understand everyday social and instructional words and expressions.</li> <li>• Develop an understanding of the speaker’s tone and body language; support the speaker through engaged body language and appropriate verbal responses.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).



## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products

Course/Grade Competencies	Content Objectives	Standards
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Use technology to support learning.</li> <li>• Use online word processing programs to write and to create projects.</li> <li>• Use technology to demonstrate learning and present material, with teacher guidance.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## English Language Development Standards\*\*

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

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# U.S. English I

Course Details:	Overview:
<b>Grade(s):</b> 9-12	<p>This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 &amp; 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>This course is intended to be taken by newcomers concurrently with the class <i>U.S. Culture &amp; Expressions</i>.</p> <p>EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
<b>Length:</b> two semesters	
<b>Prerequisites:</b> ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Read and write words, phrases, or chunks of language.</li> <li>• Annotate and highlight text using examples and models as needed.</li> <li>• Make inferences about word meanings in context, with teacher guidance and instruction.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Make simple grammatical constructions and phrasal patterns associated with common social instructional situations.</li> <li>• Practice different modes of communication.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>• Understand everyday social and instructional words and expressions.</li> <li>• Develop an understanding of the speaker’s tone and body language; support the speaker through engaged body language and appropriate verbal responses.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently be revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>Use technology to support learning.</li> <li>Use online word processing programs to write and to create projects.</li> <li>Use technology to demonstrate learning and present material, with teacher guidance.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## English Language Development Standards\*\*

- Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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# U.S. English II

Course Details:	Overview:
<b>Grade(s):</b> 9-12	<p>This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 &amp; 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
<b>Length:</b> one – two semesters	
<b>Prerequisites:</b> ELL-Program eligible, Entering to Emerging (WIDA levels 1-2), and instructor recommendation	

## Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

**For additional site-based options, see the supplemental book list in the appendix.**

\*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed.

\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Informational Texts

### Graduate-Level Competency:

#### Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Find and consume texts that appeal to them, and explain what that text may add to their understanding and lives.</li> <li>Practice close reading strategies to increase insight and accuracy, with teacher guidance.</li> <li>Annotate and highlight text with purpose and explain how annotations help reading comprehension and engagement.</li> <li>Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Writing

### Graduate-Level Competency:

#### Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
ELL.3 Productive (Speaking and Writing)*	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning.</li> <li>Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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\*\*WIDA Standards are currently being revised and new standards may be available at a future date (<https://wida.wisc.edu/teach/standards/eld>).

## Speaking and Listening

### Graduate-Level Competencies:

#### Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

#### Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>• Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions.</li> <li>• Choose a mode of communication for a specific purpose.</li> <li>• Practice peer-to-peer constructive criticism, compliments, feedback, and responses.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> <li>• Participate in live conversations while monitoring equity of voice.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

## Technology

### Graduate-Level Competency:

#### Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> <li>Make choices from a limited range about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material.</li> <li>Select technology from a curated list to demonstrate learning and present material.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate. .

## Media Literacy

### Graduate-Level Competency:

#### Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	<b>The learner will:</b>	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> <li>Behave in a responsible manner while using various technologies and social media.</li> <li>Be fully aware, prepared, and responsible online citizens.</li> <li>Recognize modes of persuasion in various media.</li> </ul>	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.



## English Language Development Standards\*\*

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.



Fairbanks North Star Borough School District