

LANGUAGE ARTS 9-12

Diocese of Salt Lake City

Catholic Schools Office

Course Description

Students in grades nine and ten are beginning to move into the world of the later adolescent. As they begin these years, they are expanding their interests and beginning to look for areas of expertise and interest. They are looking forward to high school and, later on, to the world of work or post-high school training. At this level, though reading comprehension skills remain an important focus, the Utah Core begins a more intensive emphasis on the writing process and, in particular, the important skills of informational and persuasive writing. It continues to support the development of listening and speaking skills in informal situations, and introduces informational and persuasive formal speech. Well-trained language arts instructors clearly understand that none of these skills, either the receptive skills of reading, listening, and viewing, or the expressive skills of writing, speaking, and presenting, are used in isolation from the other skills. They must be taught in an integrated, holistic curricular environment.

CROSS CURRICULAR CONNECTIONS: Language arts teachers think of themselves as teachers of process more than dispensers of content. The language arts themselves have very little content. They are process skills. It is often helpful, and certainly reasonable, to take for the content of the various papers and presentations that students will create in language arts classes, content from other classes in the Core Curriculum and elsewhere. Listed below are some curricular connections that can be made between language arts and other curricula. These connections are taken from the Core documents of the other content areas specified, and would make useful assignments or choices for students involved in those other content areas. The Core

Theology / Religion : Identify and use religious and social justice themes in reading, writing, and speaking. Read, observe, discuss, and report, either orally or in writing, about the effects responsible human behavior has on the theme in a piece of literature.

Science : Read, view, discuss, and then report, either orally or in writing, on the influence of humans on an ecosystem.

Math : Write a deductive argument using a formal or informal discussion and justifying each step.

Social Studies : Read literature that reveals the importance of "place" on people's lives in stories

Library Media : Prior to writing a piece of informational prose, practice using location skills, including alphabetizing skills, searching with keyword search terms, narrowing or broadening keywords based on search success, truncation, and Boolean and proximity searching.

Responsible Healthy Lifestyles : Read, observe, discuss, and then report, either orally or in writing, findings about health practices associated with less illness and longer life expectancy.

Visual Arts: Read, observe, discuss, and report, either orally or in writing, on the ways in which artists use illusion in visual art and in literature.

Music : Read, observe, discuss, and report, either orally or in writing, on why certain musical experiences and activities may be preferred to others.

Present Courses taught

| | JUAN DIEGO CHS | JUDGE MEMORIAL CHS | ST. JOSEPH CHS |
|-------------------------------|---|--|---|
| 9 th Freshman | Introduction to English (Academic) Introduction to Literature (Honors) | Composition: expository and creative | Introduction to English (academic) Introduction to Literature (honors) Composition: expository & creative Intro. To Literature through exploration of the genres- includes writing process, integrated with language, grammar and style Basic Composition (elective) |
| 10 th Sophomore | World Literature (Academic) World Literature (Honors) | Introduction to Literature through world literature | World Literature (academic) World Literature (honors) Intro. To World Literature Understanding Literature includes writing process. Integrated with language, grammar and style. Basic Composition (elective) |
| 11 th Junior | American Literature (Academic) American Literature (Honors) | American Literature Honors | American Literature (academic) American Literature (honors) AP Prep using American literature Basic Composition (elective) |
| 12 th Senior | British Literature Academic) British Literature (Honors) AP English Literature & Composition Introduction to College Writing | Composition for College AP Literature | British Literature (academic) British Literature (honors) AP English Lit. & Composition Intro. To College Writing Composition for College AP Literature -World Literature AP Literature Basic Composition (elective) |
| NEED | Basic Reading and writing at 9 th Accelerated 9 th and 10 th classes | Basic Reading and writing at 9 th Accelerated 9 th and 10 th classes | Basic Reading and writing at 9 th Accelerated 9 th and 10 th classes |

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Reading

STANDARD 1 Students will demonstrate competence in the general skills and strategies of the reading process, reading a variety of literary and informational texts.

OBJECTIVES

Before Strategies

Establishes a purpose prior to reading.

Preview-skims; note key features

Activates prior knowledge of content, text organization, and strategies to use within a given text.

Build interest or understanding by relating the main topic or theme to prior knowledge.

Knows the defining characteristics of a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, job-related materials, schedules, speeches, memoranda).

Scans a passage to determine whether it contains relevant information.

During Strategies

Determines figurative, idiomatic, and technical meanings of terms through context.

Extends general and specialized reading vocabulary (e.g., meaning of codes, symbols, abbreviations, and acronyms.)

Uses a range of automatic monitoring and self-correction methods (e.g., rereading, slowing down, sub-vocalizing).

Applies reading skills and strategies to a variety of literary texts (e.g., fiction, non fiction, myths, poems, biographies, autobiographies, science fiction, supernatural tales, satires, parodies, plays, American literature, British literature, world and ancient literature).

Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, new stories, periodicals, catalogs, job-related materials, schedules, speeches, memoranda).

After Strategies

- Recognizes the effectiveness of writing techniques in accomplishing an author's purpose.
- Understands influences on a reader response to a text (e.g., personal values, perspectives, and experiences).
- Represents key ideas and supporting details in outline or graph form.
- Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work.
- Knows the defining characteristics of a variety of literary forms and genres (e.g., fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, supernatural tales, satires, parodies, plays, American literature, British literature, world and ancient literature, the Bible).
- Analyzes the effectiveness of complex elements of plot (e.g. time frame, cause-and-effect relationships, conflicts, resolutions).
- Identifies the simple and complex actions between main and subordinate characters in texts containing complex character structures.
- Recognizes archetypes and symbols across literary texts.
- Makes connections among literary works based on theme.
- Understands the effects of complex literary devices and techniques on the overall quality of a work (e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, style).
- Understands historical and cultural influences on literary works.
- Makes abstract connections between his or her own life and the characters, events, motives, and causes of conflict in texts.
- Relates personal response to the text with what is seemingly intended by the author.
- Summarizes and paraphrases complex, implicit hierarchic structures in informational texts, including relationships among the concepts and details in those structures.
- Uses new information from texts to clarify or refine understanding of academic concepts.
- Determines the effectiveness of techniques used to convey viewpoint.
- Uses discussions with peers as a way of understanding information.
- Reorganizes the concepts and details in informational texts in new ways and describes the advantages and disadvantages of the new organization.
- Evaluates the clarity and accuracy of information.
- Supports inferences about information in texts by referring to text features (e.g., vocabulary, text structure).

Writing

STANDARD 2 Students will demonstrate competence in the general skills and strategies of the writing process, in the stylistic and rhetorical aspects of writing, and in the grammatical and mechanical convention in writing.

OBJECTIVES

Before Strategies

Generate ideas to narrow topic for audience and purpose.

Identify format according to audience needs.

Review prior knowledge of the topic.

Identify and prioritize ideas and supporting evidence.

Prewriting: Uses a variety of prewriting strategies (e.g., develops a focus, plans a sequence of ideas, uses structured overviews, uses speed writing, creates diagrams).

Writes compositions that are focused for different audiences (e.g., includes explanations and definitions according to the audience's knowledge of the topic, adjusts formality of style, considers interests of potential readers).

Writes fictional, biographical, autobiographical, and observational narrative compositions, such as:

- narrates a sequence of events;
- evaluates the significance of supporting descriptive detail [specific names for people, objects, and places; visual details of scenes, objects, and places; descriptions of sound, smells, specific actions, movements, and gestures; the interior monologue of feelings of the characters];
- paces the actions to accommodate time or mood changes.

Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects, such as:

- articulates a position through a thesis statement; anticipates and addresses counter arguments;
- backs up assertions using specific rhetorical devices [appeals to logic, appeals to emotion, uses personal anecdotes];
- develops arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning; comparison-contrast reasoning.

Writes descriptive compositions :

- uses concrete details to provide a perspective on the subject being described ;
- uses supporting detail with concrete images, shifting perspectives and vantage points, sensory detail, and factual descriptions of appearance.

Writes reflective compositions:

- uses personal experience as a basis for reflection on some aspect of life;
- draws abstract comparisons between specific incidents and abstract concepts;

- maintains a balance between describing incidents and relating them to more general abstract ideas that illustrate personal beliefs;
- moves from specific examples to generalizations about life.

Writes in response to literature:

- suggests an interpretation;
- recognizes possible ambiguities, nuances, and complexities in a text;
- interprets passages of a novel in terms of their significance to the novel as a whole;
- focuses on the theme of a literary work;
- explains concepts found in literary works.

Writes personal and business correspondence:

- informal letters;
- memos;
- job application letters;
- resumes.

Uses appropriate search strategies to locate information for research topics.

Uses the Reader's Guide to Periodical Literature and other indexes to gather information for research topics.

Uses a computer catalog to gather information for research topics.

Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs, interviews, field research).

Determines the appropriateness of an information source for a research topic.

Uses a variety of sources to gather information for research topics (e.g., Internet, newspapers, news magazines, television, radio, videotapes, artifacts, interviews, field research).

Considers the motives, credibility, and perspectives of the authors of primary sources.

Determines the validity and reliability of primary and secondary source information and uses information accordingly in reporting on a research topic.

During Strategies

Drafting and Revising: Uses a variety of strategies to draft and revise written work, such as:

- rethinks content, organization, and style;
- checks accuracy and depth of information;
- redrafts for readability and needs of readers;
- reviews writing to ensure that content and linguistic structures are consistent with purpose.

Evaluates own and other's writing:

- accumulates a body of written work to determine strengths and weaknesses as a writer;
- makes suggestions to improve writing.

Writes compositions that are focused for different audiences (e.g., includes explanations and definitions according to the audience's knowledge

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of the topic, adjusts formality of style, considers interests of potential readers).

Writes compositions that fulfill different purposes (e.g., to reflect, to analyze, to persuade).

Writes expository compositions:

- synthesizes and organizes information from first-and-second-hand sources, including books, magazines, computer data banks, and the community;
- uses a variety of techniques to develop the main idea [names, describes, or differentiates parts; compares or contrasts; examines the history of a subject; cites an anecdote to provide an example; illustrates through a scenario; provides interesting facts about the subject].

Writes fictional, biographical, autobiographical, and observational narrative compositions, such as:

- narrates a sequence of events;
- evaluates the significance of supporting descriptive detail [specific names for people, objects, and places; visual details of scenes; objects, and places; descriptions of sound, smells, specific actions, movements, and gestures; the interior monologue of feelings of the characters];
- paces the actions to accommodate time or mood changes.

Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects, such as:

- articulates a position through a thesis statement; anticipates and addresses counter arguments;
- backs up assertions using specific rhetorical devices [appeals to logic, appeals to emotion, uses personal anecdotes];
- develops arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning; comparison-contrast reasoning.

Writes descriptive compositions:

- uses concrete details to provide a perspective on the subject being described;
- uses supporting detail with concrete images, shifting perspectives and vantage points, sensory detail, and factual descriptions of appearance.

Writes reflective compositions:

- uses personal experience as a basis for reflection on some aspect of life;
- draws abstract comparisons between specific incidents and abstract concepts;
- maintains a balance between describing incidents and relating them to more general abstract ideas that illustrate personal beliefs;
- moves from specific examples to generalizations about life.

Writes in response to literature:

- suggests an interpretation;
- recognizes possible ambiguities, nuances, and complexities in a text;
- interprets passages of a novel in terms of their significance to the novel as a whole;
- focuses on the theme of a literary work;
- explains concepts found in literary works.

Writes personal and business correspondence:

- informal letters;
- memos;
- job application letters;
- resumes.

Uses descriptive language that clarifies and enhances ideas:

- stimulates the imagination of the reader;
- translates concepts into simpler or more easily understood terms.

Uses paragraph form in writing:

- arranges paragraphs into a logical progression;
- uses clincher or closing sentences.

Uses a variety of sentence structures and lengths.

Uses a variety of transitional devices, such as, phrases, sentences, paragraphs.

Uses technical terms and notations in writing.

Uses a variety of techniques to provide supporting detail, such as: analogies, anecdotes, restatements, paraphrases, examples, comparisons.

Organizes ideas to achieve cohesion in writing.

Uses a variety of techniques to convey a personal style and voice.

Uses complex and compound-complex sentences in written compositions.

Uses pronouns in written compositions (reflexive, indefinite, interrogative, compound personal).

Uses nouns in written compositions (collective, compound, noun clauses, noun phrases).

Uses adjectives in written compositions (adjective clauses, adjective phrases, relocates adjectives following nouns they modify).

Uses adverbs in written compositions (adverb clauses, adverb phrases).

Uses conjunctions in written compositions (correlative and subordinating conjunctions, conjunctive adverbs).

Uses conventions of spelling in written compositions (uses a dictionary and other resources to spell words).

Uses conventions of capitalization in written compositions e.g., within divided quotations; for historical periods and events, geological eras, religious terms, scientific terms).

Uses conventions of punctuation in written compositions:

- uses commas with nonrestrictive clauses and contrasting expressions;
- uses quotation marks with ending punctuation;
- uses colons before extended quotations;
- uses hyphens for compound adjectives;
- uses semicolons between independent clauses;
- uses dashes to break continuity of thought.

Understands the difference between commonly confused terms in written composition (e.g., affect and effect).

Uses standard MLA format in written compositions:

- includes parenthetical references;

- uses italics for works of art, for foreign words and phrases;
- uses bold or underlined headings.

Uses appropriate search strategies to locate information for research topics.

Uses the Reader's Guide to Periodical Literature and other indexes to gather information for research topics.

Uses a computer catalog to gather information for research topics.

Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs, interviews, field research).

Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations).

Writes research papers:

- separates information into major components based on a set of criteria;
- examines critical relationships between and among elements of a research topic;
- integrates a variety of information into a whole.

Understands how a variety of types of visual information, including pictures and symbols, can be used for research topics.

Uses a variety of primary sources to gather information for research topics, including interviews and field research.

Considers the motives, credibility, and perspectives of the authors of primary sources.

Effectively synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.

Writes research papers:

- includes a thesis statement;
- synthesizes information into a logical sequence.

Creates bibliographies for research topics - uses a style sheet format, such as the Modern Language Association.

After Strategies

Drafting and Revising: Uses a variety of strategies to draft and revise written work, such as:

- rethinks content, organization, and style;
- checks accuracy and depth of information;
- redrafts for readability and needs of readers;
- reviews writing to ensure that content and linguistic structures are consistent with purpose.

Evaluates own and other's writing:

- Accumulates a body of written work to determine strengths and weaknesses as a writer;
- Makes suggestions to improve writing.

Editing and Publishing: Uses a variety of strategies to edit and publish written work, such as:

- uses a checklist to guide proofreading;
- edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level;
- refines selected pieces to publish for general and specific audiences;

- uses technology to publish written work.

Writes in response to literature:

- suggests an interpretation;
- recognizes possible ambiguities, nuances, and complexities in a text;
- interprets passages of a novel in terms of their significance to the novel as a whole;
- focuses on the theme of a literary work;
- explains concepts found in literary works.

Understands the difference between commonly confused terms in written composition (eg., affect and effect).

Effectively revises for content and form.

Properly utilizes and sites electronic resources.

Creates bibliographies for research topics (e.g. uses a style sheet format, such as the Modern Language Association).

Speaking and Listening

STANDARD 3 Students will demonstrate competence in speaking, presenting, and listening as tools for learning.

OBJECTIVES

Before Strategies

Establishes a purpose for listening

Activates prior knowledge of a subject matter

Focuses attention, eliminate distractions

Understands influences on language use (e.g., political beliefs, positions of social power, culture).

During Strategies

Focuses attention, eliminates distractions.

Listens actively, determining organization, asking questions, attending to nonverbal clues.

Listens critically, separating facts from inferences and value judgments.

Takes effective notes in lecture format.

Participates in group discussions.

Evaluates own and others' effectiveness in group discussions and in formal presentation:

- evaluates accuracy, relevance, and organization of information;
- evaluates clarity of delivery;
- evaluates relationships among purpose, audience, and content;
- identifies types of arguments used.

Asks questions as a way to broaden and enrich classroom discussions.

Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade).

Makes formal presentations to the class:

- includes definitions for clarity;
- supports main ideas using anecdotes, examples, statistics, analogies, and other evidence;
- uses visual aids or technology.

Uses a variety of explicit techniques for presentations and demonstrates poise and self-control while presenting.

Responds to questions and feedback about own presentations (e.g., defends ideas, expands on a topic, uses logical arguments).

Makes informed judgments about non-print media:

- detects elements of persuasion and appeal in advertisements;
- recognizes the impact of pace, volume, tone, and images on media consumers.

Compares form, meaning, and usefulness of different kinds of language.

Understands influences on language use (e.g., political beliefs, positions of social power, culture).

After Strategies

Listens critically, separating facts from inferences and value judgments.

Evaluates own and others' effectiveness in group discussions and in formal presentation:

- evaluates accuracy, relevance, and organization of information;
- evaluates clarity of delivery;
- evaluates relationships among purpose, audience, and content;
- identifies types of arguments used.

Responds to questions and feedback about own presentations (e.g., defends ideas, expands on a topic, uses logical arguments).