

Bud Carlson Academy**English 9-12**

This course in language arts consists of a study in grammar, usage, mechanics, vocabulary, spelling, speech, composition, and literature. Key components will emphasize reading comprehension, writing skills and improvement of verbal skills. Reading objective include recognizing elements of style, making inferences and critical evaluation with continual efforts to raise personal standards for selection of reading materials and increasing proficiency in language arts skills.

- Fundamentals of Grammar
- Vocabulary Development and Building
- Spelling
- Speech
- Composition
- Literature Review
- Short Stories
- Reading Comprehension
- Improvement of Listening and Speaking Skills

1. Students demonstrate command of structures of language
2. Student will connect reading explaining relevant ideas
3. Student will apply narrative strategies
4. Students will use a range writing techniques to explore thoughts and convey information
5. Students will apply rules of grammar, usage and mechanics
6. Students will increase text complexity across grade levels
7. Students will demonstrate word identification and decoding strategies
8. Students will demonstrate understanding of word meanings and relationships
9. Students will demonstrate ability to monitor reading comprehension
10. Students will demonstrate the habit of reading extensively and in depth

DISCIPLINE COURSE PROCESS COMPETENCIES

1. Students will understand that it is important to read grade level appropriate material.
2. Students will understand the importance of writing in a variety of forms using effective word choice, structure and mechanics.
3. Students will understand the importance of producing legible work that demonstrates control of the English language.
4. Students will apply the rules of grammar and usage to write clearly and effectively.
5. Students will understand that it is expand vocabulary through reading, listening and discussing.
6. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
7. Students will understand that it is important to speak clearly and effectively for a variety of purposes and audiences.
8. Students will understand the close relationship between thinking and language applying the full range of resources to learn any subject.

Topics

- Fundamentals of Grammar
- Vocabulary Development and Building
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- Speech
- Composition
- Literature Review
- Short Stories
- Reading Comprehension
- Improvement of Listening and Speaking Skills

Competencies One RLT

<p>Competencies</p>	<p>R:LT:1: Demonstrate initial understanding of elements of literary texts R:LT:10:2: Analyze and interpret elements of literary texts, citing evidence where appropriate R:LT:10:3: Analyze and interpret author’s craft, citing evidence where appropriate R:LT:4: Generates a personal response to what is read through a variety of means</p>
<p>Knowledge/Skills</p>	<p>R:LT:10:1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p> <p>R:LT:10:1.1: Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action</p> <p>R:LT:12:2.1: Explaining and supporting logical predictions or logical outcomes</p> <p>R:LT:12:2.2: Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time</p> <p>R:LT:12:2.3: Making inferences about cause/effect, internal or external conflicts</p> <p>R:LT:12:2.4: Explaining how the narrator’s point of view, or author’s style, or tone is evident and affects the reader’s interpretation or is supported throughout the text(s)</p> <p>R:LT:12:2.5: Explaining how the author’s purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text(s)</p> <p>R:LT:10:3.1: Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works</p> <p>R:LT:10:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p> <p>R:LT:10:4.2: Providing relevant details to support the connections made or judgments</p>

Competencies Two RIT

Competencies	<p>R:IT:1: Demonstrate initial understanding of informational texts</p> <p>R:IT:10:2: Analyze and interpret informational text, citing evidence as appropriate</p>
Knowledge/Skills	<p>R:IT:10:1.1: Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices</p> <p>R:IT:10:1.2: Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.</p> <p>R:IT:10:1.3: Organizing information to show understanding or relationships among facts, ideas, and events</p> <p>R:IT:10:2.1: Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas</p> <p>R:IT:10:2.2: Synthesizing and evaluating information within or across text(s)</p> <p>R:IT:10:2.3: Drawing inferences about text, including author's purpose or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</p> <p>R:IT:10:2.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts</p> <p>R:IT:10:2.5: Making inferences about causes and/or effects</p> <p>R:IT:10:2.6: Evaluating the clarity and accuracy of information</p>

Competencies Three RV

<p>Competencies</p>	<p>R:V:1: Students identify the meaning of unfamiliar vocabulary R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships R:F&A: Reads grade-level appropriate material</p>
<p>Knowledge/Skills</p>	<p>R:V:10:2.1: Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English R:V:10:2.2: Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary R:F&A:10:1.1: Accuracy: reading material appropriate for high school with at least 90-94% R:F&A:10:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading</p>

Competencies Four WEW

<p>Competencies</p>	<p>W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions</p>
<p>Knowledge/Skills</p>	<p>W:EW:10:5.1: Engaging the reader by establishing context W:EW:10:5.2: Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection W:EW:10:5.3: Using an organizational structure that allows for a progression of ideas to develop W:EW:10:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus W:EW:10:5.5: Providing closure - leaving the reader with something to think about</p>
<p>Process Skills</p>	<ol style="list-style-type: none"> 1. Students will understand that it is important to read grade level appropriate material. 2. Students will understand the importance of writing in a variety of forms using effective word choice, structure and mechanics. 3. Students will understand the of importance of producing legible work that demonstrates control of the English language. 4. Students will apply the rules of grammar and usage to write clearly and effectively. 5. Students will understand that it is expand vocabulary through reading, listening and discussing. 6. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence. 7. Students will understand that it is important to speak clearly and effectively for a variety of purposes and audiences. 8. Students will understand the close relationship between thinking and language applying the full range of resources to learn any subject.

Competencies Five WIW

<p>Competencies</p>	<p>W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies</p>
<p>Knowledge/Skills</p>	<p>W:IW:10.1.1: Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p>W:IW:10.1.2: Selecting appropriate and relevant information (excluding extraneous details) to set context</p> <p>W:IW:12.2.1: Establishing a topic</p> <p>W:IW:12.2.2: Stating and maintaining a focus/controlling idea/thesis</p> <p>W:IW:12.2.3: Selecting and using formal, informal, literary, or technical language appropriate to audience and context</p> <p>W:IW:12.2.4: Establishing an authoritative voice</p> <p>W:IW:12.2.5: Using precise and descriptive language that clarifies and supports intent and enhances meaning</p> <p>W:IW:12.3.1: Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information</p> <p>W:IW:12.3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose</p> <p>W:IW:12.3.3: Addressing readers' concerns</p> <p>W:IW:12.3.4: Commenting on the significance of the information</p>

Competencies Six WRC

<p>Competencies</p>	<p>W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text</p>
<p>Knowledge/Skills</p>	<p>W:RC:10:1.1: Selecting and summarizing key ideas to set context, appropriate to audience W:RC:10:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes W:RC:10:2.1a: Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt W:RC:10:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft W:RC:10:2.3: Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions W:RC:10:2.4: Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</p>

Competencies Seven WSL

<p>Competencies</p>	<p>W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text.</p> <p>W:C:1: In independent writing, students demonstrate command of appropriate English conventions</p>
<p>Knowledge/Skills</p>	<p>W:SL:10:1.1: Using varied sentence length and structure to enhance meaning</p> <p>W:SL:10:1.3: Recognizing organizational structures within paragraphs or within texts</p> <p>W:SL:10:1.4: Applying a format and text structure appropriate to purpose, audience, and context</p> <p>W:C:10:1.1: Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns.</p> <p>W:C:10:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (State) EXAMPLES: hyphens, dashes, parentheses</p>
<p>Process Skills</p>	<ol style="list-style-type: none"> 1. Students will understand that it is important to read grade level appropriate material. 2. Students will understand the importance of writing in a variety of forms using effective word choice, structure and mechanics. 3. Students will understand the of importance of producing legible work that demonstrates control of the English language. 4. Students will apply the rules of grammar and usage to write clearly and effectively. 5. Students will understand that it is expand vocabulary through reading, listening and discussing. 6. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence. 7. Students will understand that it is important to speak clearly and effectively for a variety of purposes and audiences. 8. Students will understand the close relationship between thinking and language applying the full range of resources to learn any subject.

<p>Process Skills</p>	<ol style="list-style-type: none"> 9. Students will understand that it is important to read grade level appropriate material. 10. Students will understand the importance of writing in a variety of forms using effective word choice, structure and mechanics. 11. Students will understand the of importance of producing legible work that demonstrates control of the English language. 12. Students will apply the rules of grammar and usage to write clearly and effectively. 13. Students will understand that it is expand vocabulary through reading, listening and discussing. 14. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence. 15. Students will understand that it is important to speak clearly and effectively for a variety of purposes and audiences. 16. Students will understand the close relationship between thinking and language applying the full range of resources to learn any subject.
<p>Performance Assessment</p>	<p>Student evidence will demonstrate mastery of concepts, broad themes, and individual proficiency standards. Student assessment is based on progress of individual mastery of set lesson objectives, research projects, and power point presentations and in depth student response journals and student portfolios.</p>