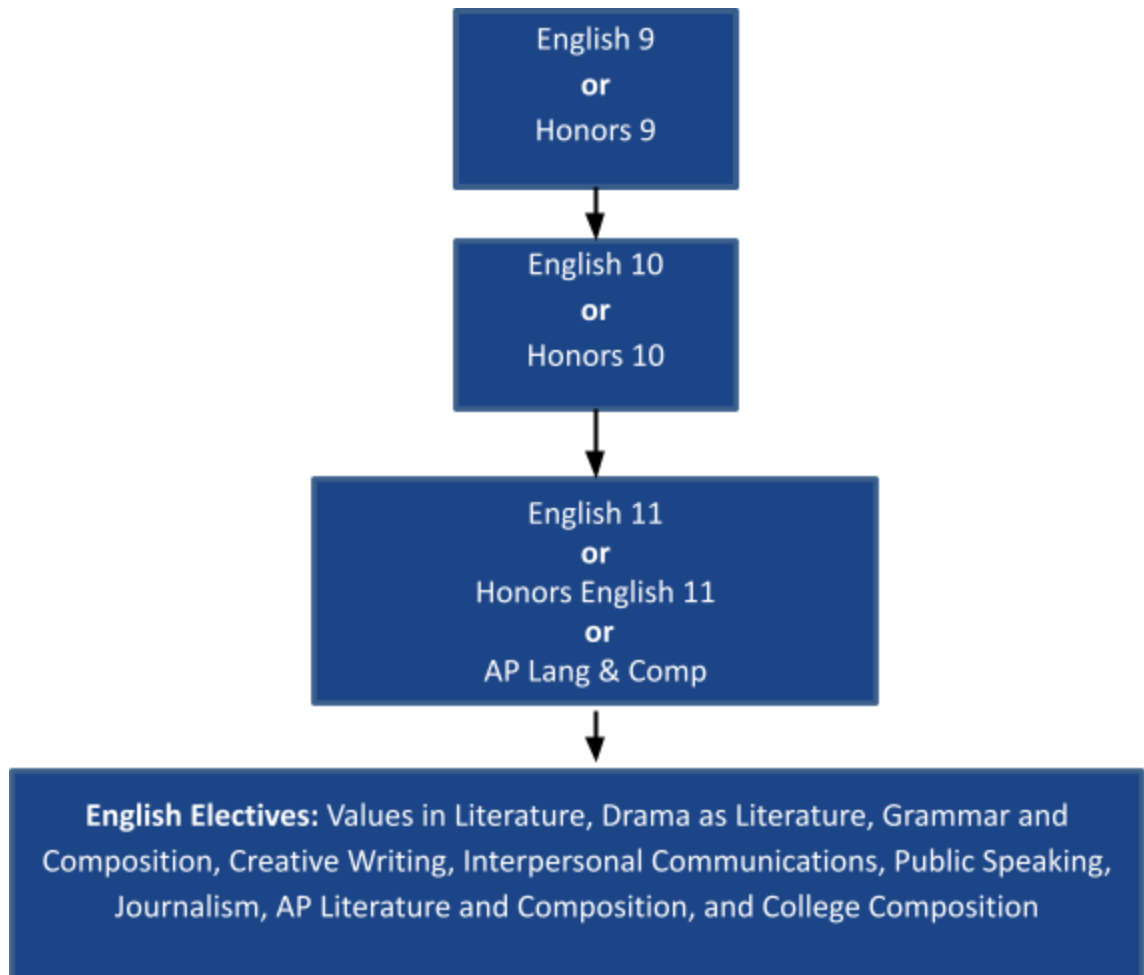








ENGLISH LANGUAGE ARTS

REQUIRED FOR GRADUATION


Four (4) credits of language arts, including one year of an elective, are needed for graduation from high school. Additional language arts courses are available for students with Individualized Education Plans (IEPs) and through credit recovery programs. See your case manager or high school counselor for further information. It is important to follow your pathway for English - you can have an honors course, switch to a regular English course, then switch back to honors the next year.



ENGLISH LANGUAGE ARTS

Course Key For details see page 24					
					
Also Available through AEO	Articulated College Credit	Advanced Placement (AP)	Career and Technical Education (CTE)	College in the Schools (CITS)	Repeatable

All English courses offered by ISD 709 are aligned with the Minnesota English Language Arts Standards which can be found on the Minnesota Department of Education webpage. The standards calls for an integrated model of literacy driven by four strands: Reading of Informational and Literacy Text; Writing; Speaking, Listening, Viewing, and Media Literacy, and Language.

Credit: .5 per semester Term(s): S1 & S2	<u>130001-130002 English 9</u> Grade(s): 9	
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This course is designed to fulfill the expectations of the ninth-grade standards for English Language Arts. Students in this course will:

- Read and comprehend ninth grade literature and informational texts for personal enjoyment, interest, and academic tasks, and read widely to understand multiple perspectives and pluralistic viewpoints. Required ninth grade texts including novels and plays, short stories, essay and poetry. Required common texts include: *Romeo and Juliet*, *Spirit Car*, and *The Odyssey*.
- Use information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing.
- Acquire and accurately use grade-level vocabulary.

Credit: .5 per semester Term(s): S1 & S2	<u>131001-131002 Honors English 9</u> Prerequisite: Commitment Agreement required Grade(s): 9
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This rigorous course augments the expectations of English 9. Expectations include:

- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected. More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success.

Credit: .5 per semester Term(s): S1 & S2	<div style="text-align: center;"> <u>131101-131102 English 10</u> Grade(s): 10 </div> <div style="text-align: right;">  </div>
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This survey course is designed to fulfill the expectations of the 10th grade standards for English Language Arts. Students will

- Read and comprehend 10th grade literature and informational texts for personal enjoyment, interest, and academic tasks, and widely to understand multiple perspectives and pluralistic viewpoints. Required 10th grade texts include novels and plays, short stories, essays and poetry. Required common texts include: *Julius Caesar* and/or *Much Ado About Nothing*, *Antigone*, Arthurian Legends, and *Lord of the Flies*.
- Using information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing.
- Acquire and accurately use grade-level vocabulary.

Credit: .5 per semester Term(s): S1 & S2	<div style="text-align: center;"> <u>131201-131202 Honors English 10*</u> Prerequisite: Commitment Agreement required Grade(s): 10 </div> <div style="text-align: right;">  </div>
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This rigorous course augments the expectations of English 10. Expectations include:

- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected. More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success.

Credit: .5 per semester Term(s): S1 & S2	<div style="text-align: center;"> <u>131301-131302 English 11</u> Grade(s): 11 </div> <div style="text-align: right;">  </div>
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This course is designed to fulfill the expectations of the 11th grade standards for English Language Arts with an emphasis on American Literature. English 11 explores foundational works of American Literature that are inclusive of multiple cultural perspectives. English 11 semester 1 explores American literature from the pre-colonial period to the late nineteenth century. English 11 semester 2 explores American literature from the nineteenth century to the present. Students in this course will:


- Read and comprehend literature and informational texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Read at least three of the following texts: *The Crucible*, *Of Mice and Men*, *The Great Gatsby*, *The Autobiography of Frederick Douglass*, *The Nickel Boys*, and *The Scarlet Letter*.
- Analyze foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- Evaluate author's differing points of view, including differing points of view about Minnesota American Indian history on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and use of legal reasoning (e.g., in the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- Using information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences, use MLA formatting; understand how to avoid plagiarism. Demonstrate command of the conventions of language while speaking and writing and acquire and accurately use grade-level vocabulary.

Credit: .5 per semester Term(s): S1 & S2	<u>131401-131402 Honors English 11</u> Grade(s): 11	
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This rigorous course augments the expectations of English 11.

Expectations include:



- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected.
- More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success

Credit: .5 per semester Term(s): S1 & S2	<u>131501-131502 AP Language and Composition</u> <u>Prerequisite:</u> Commitment Agreement required Grade(s): 11	
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This rigorous course teaches students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will compose a variety of analytical and argumentative essays on non-literary topics. This course will prepare students to take the AP Exam in Language and Composition administered by the Educational Testing Service for the College Board. Students in this course will:

- Analyze the rhetoric of professional authors.
- Appropriately use rhetoric in writing, controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Analyze and use a variety of credible sources to support arguments.
- Effectively communicate their analysis of text.

The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.

Credit: .5 per semester Term(s): S1 or S2	<u>131600 AP (CITS)* Literature & Composition</u> <u>Prerequisite:</u> Commitment Agreement required Grade(s): 12	 
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This rigorous course teaches students to become skilled readers of literature written in a variety of periods, genres, and contexts. Students will compose a number of literary analysis for a variety of purposes. This course will prepare the students to take the AP Exam in Literature and Composition administered by the Educational Testing Service for the College Board. Students in this course will:

- Focus on solid preparation in the areas of literary analysis, literary discussion/presentation, and literary essays.
- Study classic works of English and World Literature.
- Develop and work on critical reading skills and oral presentations.
- Create and improve upon detailed and lengthy essays and research papers.

The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.

CITS: Upon successful completion of this course, students have the opportunity to receive three (3) college credits from the University of Minnesota Duluth (UMD) This course is equivalent to the UMD college course ENGL 1907 - Introduction to Literature. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.

*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

Credit: .5 per semester Term(s): S1 or S2	<div style="text-align: center;"> <u>131700 Values in Literature</u> Grade(s): 11 -12 Seniors will have priority in scheduling this class. </div> 
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This unique course offers a discussion of basic philosophical questions through a study of literature and informational texts from ancient times to modern. Students in this course will:

- Analyze the development of the central ideas of literary and philosophical texts.
- Use textual evidence to support analysis of ideas and inferences drawn from the text.
- Write several essays including one on personal values.
- Examine the meaning of life from multiple perspectives.
- Engage in small group and class discussions of literature and values.
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing. Acquire and accurately use grade-level vocabulary.

Credit: .5 per semester Term(s): S1 or S2	<div style="text-align: center;"> <u>131800 Drama as Literature</u> Grade(s): 11 -12 Seniors will have priority in scheduling this class. </div>
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The purpose of this course is to provide an intensive study of selected plays. Students in this course will:

- Understand the continuing development of plays throughout time.
- Analyze multiple interpretations of plays including recorded and/or live productions.
- Study the development of important themes of drama.
- Read and comprehend plays to understand multiple perspectives and pluralistic viewpoints.
- Read plays aloud.
- Study the history of theater integrating and evaluating multiple sources of information.
- Analyze how the playwright's choices affect play structure.
- Demonstrate literary analysis skills through writing and speaking.

Credit: .5 per semester Term(s): S1 or S2	<div style="text-align: center;"> <u>131900 Grammar and Composition</u> Grade(s): 11 -12 (Seniors will have priority in scheduling this class.) </div> 
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This course is designed to increase proficiency in both writing and the understanding of grammar. Students in this course will:

- Write routinely over extended time frames for a range of tasks.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Use MLA formatting to cite and credit sources.
- Write original compositions using grammar, language mechanics, and other conventions of standard written English.
- Demonstrate command of grammar, usage, and punctuation when writing.

Credit: .5 per semester Term(s): S1 or S2	<div style="text-align: center;"> 132000 (CITS)* College Composition Prerequisite: Commitment Agreement required Grade(s): 12 </div> <div style="text-align: right;">   </div>
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This rigorous course is designed for the student who is capable of doing college level work in English while he/she is still in high school. Students are required to write an extensive research paper. Students in this course will:

- Conduct research and communicate findings.
- Access and use UMD databases for scholarly and peer reviewed research.
- Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use research to present an argument in a variety of modes.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Synthesize and evaluate the information gathered from print and digital sources; assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Demonstrate command of grammar, usage, and punctuation when writing.

CITS: Upon successful completion of this course, students have the opportunity to receive three (3) college credits from the University of Minnesota Duluth (UMD). This course is equivalent to the UMD college course WRIT 1120 - College Writing. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college. (AEO CITS credit is pending approval from UMD)

Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

Credit: .5 per semester Term(s): S1 or S2	<div style="text-align: center;"> 132100 Creative Writing Grade(s): 11 -12 Seniors will have priority in scheduling this class. </div>
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This course is designed for students who like to write short stories, poems, and plays, and want to improve their writing. Students in this course will:

- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Select writing topics and formats for personal enjoyment, interest, and academic tasks.
- Learn to give feedback on the writing of others.
- Demonstrate command of English grammar, usage, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Credit: .5 per semester Term(s): S1 or S2	<u>132200 Interpersonal Communication</u> Grade(s): 11 -12 Seniors will have priority in scheduling this class.
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This course develops person-to-person communication skills. Students in this course will:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Understand multiple perspectives and pluralistic viewpoints and their origins.
- Recognize ethical standards and safe practices in social and personal media communications.
- Interpret non-verbal communication.
- Practice focused listening skills.

Credit: .5 per semester Term(s): S1 or S2	<u>132300 Public Speaking</u> Grade(s): 11 -12 Seniors will have priority in scheduling this class.
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This introductory course provides students the opportunity to develop public speaking skills. Students in this course will:

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Deliver a variety of speeches such as informative, persuasive, impromptu, and oral interpretation.
- Practice effective delivery techniques.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches, integrating information while avoiding plagiarism.
- Practice cognitive listening techniques.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Credit: .5 per semester Term(s): S1 & S2	<u>132401-132402 Journalism</u> Prerequisite: Completion of application process Grade(s): 10 -12	
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This course is for students interested in journalism and in the production of the school newspaper. Members of the class will make up the newspaper staff. The journalism staff is seeking individuals who can commit to the class both before and after school. Students in this course will:

- Write informative/explanatory texts about community and school events that examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, assess credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Demonstrate command of English grammar, usage, punctuation, and spelling when writing.
- Gain experiences in all aspects of journalistic writing and newspaper production and explore individual interest in the field.