

# LANGUAGE ARTS CURRICULUM STANDARDS

- Demonstrates competence in the general skills and strategies of the reading process.
- Demonstrates competence in the general skills and strategies for reading literature.
- Demonstrates competence in the general skills and strategies for reading information.
- Demonstrates competence in using different information sources, including those of a technical nature, to accomplish specific tasks.
- Demonstrates an understanding of the nature and function of the English language.
- Demonstrates a familiarity with selected literary works.
- Demonstrates competence in the general skills and strategies in the writing process.
- Writes with a command of the grammatical and mechanical conventions of composition.
- Effectively uses a systematic, problems solving approach for gathering information.
- Demonstrates competence in speaking and listening as tool for learning.
- Determines figurative, idiomatic, and technical meaning from context.
- Represents key ideas and supporting details in graphic organizers.
- Accurately identifies author's purpose and point of view and analyzes the effects of that purpose and point of view on the text.
- Analyzes the effects on the text of the attitudes and values of the culture and time period in which it was written.
- Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work.
- Recognizes the effect of complex literary devices and elements of plot on the overall quality of the work.
- Identifies conflicts between main and subordinate characters.
- Makes abstract connections between one's own life and the characters, events, and motives in the text.
- Makes generalizations and identifies supporting details.
- Applies reading process and strategies to informational texts in research.
- Applies the reading process and strategies to catalogues, directions, procedures, and schedules.
- Identifies and uses effective language, both verbal and nonverbal communication, in different settings.
- Compares form meaning and value of different kinds of language within different American time periods and different American cultures.
- Understands the implications of using different forms of language: social, political, gender, and cultural.
- Demonstrates an understanding of selected works of classic fiction, myths, and nonfiction with an emphasis on British literature.
- Demonstrates a familiarity with selected British poets and classic poetry.
- Demonstrates a familiarity with selected literary forms (classical American literature through British contemporary fiction, myths, biographies, and essays) with an emphasis on British literature.
- Uses a range of strategies for prewriting, writing, revision, editing, and publishing written work.

- Demonstrates competence in exposition, descriptive and reflective writings and essays.
- Understands personal writing strengths and weaknesses and uses strategies to enhance strengths and overcome weaknesses.

## ENGLISH NINE

**Subject:** English 9 Literature / Composition

**Grade:** 9 (Required Course)

**Length of Course:** First and Second Semester

**Prerequisite:** None

### CURRICULUM BENCHMARKS:

(See Above)

### COURSE DESCRIPTION:

English 9 is currently being revised into two separate semesters. English 9 literature will encompass short stories, nonfiction, modern drama, and novels. English 9 Composition will encompass composition skills, grammar, vocabulary, and sentence writing.

### WHAT STUDENTS ARE EXPECTED TO DO:

Under Revision

### EVALUATION:

Tests, quizzes, assignments, oral presentations, and reports.

## AMERICAN LITERATURE

**Subject:** American Literature I and II

**Grade:** 10 (American Lit. I Required Course) American Lit. II is a semester elective 11-12

**Length of Course:** Semester

**Prerequisite:** Successful Completion of English 9 or Instructor Permission

### CURRICULUM BENCHMARKS:

(See Above)

### COURSE DESCRIPTION:

A chronological study of American literature encourages the students to view literature from a historical perspective and to consider social issues of the various periods. This literature includes concentration on various genres, forms of style, and literary terms. The students are

encouraged to think and to write responses to all of these aspects of literature. Vocabulary is studied according to each selection.

**WHAT STUDENTS ARE EXPECTED TO DO:**

1. To read daily assignments and to respond them by writing in a daily journal.
2. To study vocabulary meanings and literary terms.
3. To relate social issues in American history as written by the authors and to respond to these issues in writing or discussion.
4. To think and write about various philosophies as given by the authors.
5. To develop organized thoughts in writing.

**EVALUATION:**

Tests, limited literary analysis papers, quizzes, journals, and research based papers.

## **BRITISH LITERATURE**

**Subject:** British Literature

**Grade:** 11-12 Elective

**Length of Course:** Semester

**Prerequisite:** Successful Completion of American Literature or Instructor Permission

**CURRICULUM BENCHMARKS:**

(See above)

**COURSE DESCRIPTION:**

This course is designed to reinforce students' ability to express their ideas through written work and oral presentations. A chronological study of British literature encourages reflection from a historical and social point of view. The literature includes concentration on various writing styles and literary devices. The students will be encouraged to respond in a daily journal as part of their reflection of the literature. Vocabulary will also be studied as it applies to the literature studied.

**WHAT STUDENTS ARE EXPECTED TO DO:**

1. To read daily assignments and respond to writing in a daily journal.
2. To reinforce the "PENS" writing program: simple, compound, complex, and compound-complex sentences
3. To study vocabulary meanings and literary terms
4. To relate social issues in British history as written by the authors and to respond to these issues in writing or discussion
5. To think and write about various philosophies as given by the authors
6. To develop organized thoughts in writing

**EVALUATION:**

Tests, limited literary analysis papers, quizzes, and a journal

## COMPOSITION I

**Subject:** Composition

**Grade:** 11

**Length of Course:** Second Semester

**Prerequisite:** Successful Completion of 10<sup>th</sup> grade English or Instructor Permission

**CURRICULUM BENCHMARKS:**

(See Above)

**COURSE DESCRIPTION:**

This course is designed to prepare students for writing experiences they will have in Advanced Placement English Language or early post-secondary enrollment options. During the semester, students will write a variety of reflective essays, descriptive essays, and a research paper. An emphasis will be on the grammar and mechanics of writing. Students will also be sharing their writing with peers through peer revising and peer editing as well as class presentations

**EVALUATION:**

Evaluative essays, tests, unofficial pre-test and post-test of ACT English test, presentations, research paper

## COLLEGE COMPOSITION

**Subject:** College Composition

**Grade:** 12 Elective

**Length of Course:** One Semester

**Prerequisite:** None

**CURRICULUM BENCHMARKS:**

(See Above)

**COURSE DESCRIPTION:**

This course is designed to prepare college bound students and technical school students for their freshmen composition course. During this semester course, students will write 7 expository essays using MLA formatting.

# APPLIED ENGLISH

**Subject:** Applied English

**Grade:** 10, 11, 12

**Length of Course:** One Semester

**Prerequisite:** None

## CURRICULUM BENCHMARKS:

(See Above)

## COURSE DESCRIPTION:

This course is designed to help students who are not necessarily pursuing a four-year college degree. They will research the technical job market and plan their futures. They will match their interests and abilities with possible vocations and then research those areas as to conditions, pay, benefits, etc.... Students then learn how to apply for a job, how to fill out various job related forms, and how to keep a job. They write various business letters, a resume, career reports, and complete a business portfolio. All material related to career interests will be placed in the placement portfolio in the guidance office.

## WHAT STUDENTS ARE EXPECTED TO DO:

1. To write autobiographical papers analyzing their interests, abilities, and future plans.
2. To complete daily assignments, including various business forms and letters.
3. To make a business portfolio, this is an in-depth research on one's vocation or interest.
4. To present information to the class related to their research on a vocation or interest.

# YEARBOOK

**Subject:** Yearbook

**Grade:** 12 (Maximum Class Size 10)

**Length of Course:** First and Second Semester

**Prerequisite:** Seniors Only, Desk Top Publishing (Experience Desired), May Have to Apply to Enter Class.

## CURRICULUM BENCHMARKS:

1. Uses a range of strategies for prewriting, writing, revising, editing, and publishing written work.
2. Demonstrates competence in journalism style.
3. Understands personal writing strengths and weaknesses and uses strategies to enhance strengths and overcome weaknesses.
4. Writes stories containing proper capitalization and punctuation marks. Correct sentence structure and work usage are used.

5. Summarizes material for the purpose of collecting information. This includes primary and secondary sources.
6. Synthesizes a variety of types of visual information including pictures and symbols when researching a topic.
7. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.
8. Identifies and defends research questions and topics that will be important in the future.
9. Makes well informed and well organized interviews.

### **COURSE DESCRIPTION:**

Journalism is designed to help students to search for news, to develop a story, and to produce final copy for the yearbook and the *Hinton Times*. Students learn to interview, research, and write several types of stories in correct journalistic style and form. Revision and editing are stressed with use of the stylebook. Students produce a yearbook and contribute to the *Hinton Times*.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. To write weekly articles and copy for both publications.
2. To read the *Sioux City Journal* and *Hinton Times* newspapers and learn to critique the writing done in both publications
3. To produce a comprehensive K-12 yearbook.

### **EVALUATION:**

Production of the yearbook pages, news articles, photography, quizzes

## **SPEECH I**

**Subject:** Communications

**Grade:** 10, 11, 12

**Length of Course:** First Semester

**Prerequisite:** None

### **CRITICAL OBJECTIVES:**

1. To improve day-to-day communication skills.
2. To help students support opinion with fact.
3. To help students understand the process of writing and presenting several speech styles
4. To improve performance skills in a formal speaking situation.
5. To understand the communication process.

### **COURSE DESCRIPTION:**

Students will learn the basic types, processes and mechanics of speech communication. They will learn about various types of speech communication including one-to-one communication, group discussion, formal speaking, and mass media. In public speaking, the student will learn about controlling stage fright, choosing topics, researching topics, organizing speeches, rehearsing and improving verbal and nonverbal communication skills. Students will conduct individual and small group activities including demonstration and persuasive speaking, the informative speech, impromptu speaking, formal debate, oral interpretation, and an original mass media newscast.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. Participate in class activities and discussions.
2. Read material and text.
3. Pass tests and quizzes over text.
4. Prepare and deliver speeches.

### **EVALUATION**

Tests, Quizzes, Speeches

## **ADVANCED SPEECH**

**Subject:** Communications

**Grade:** 11, 12 Elective

**Length of Course:** Semester

**Prerequisite:** Successful completion of Speech I

### **Course Description:**

Advanced Speech is intended to provide students with the opportunity to explore communication skills through a drama-based setting. Students will study the use of communication in drama and the theatre. Over the course of the semester, students will read, write, and perform to show their understanding of the content

### **Student Objectives:**

- **Artistic Perception** - The student demonstrates an understanding of theatre and its components through creating, analyzing, and responding to theatre in all its forms.
- **Creative Expression** - The student demonstrates understanding of theatre components by improvising and developing scripts, acting, directing, and designing environments for formal and informal presentations.
- **Historical and Cultural Context** - The student analyzes, researches, and uses structural, cultural and historical information to support artistic choices. The student demonstrates

an appreciation of great works and performances within a cultural, artistic, and historical context.

- **Aesthetic Valuing** - The student develops and uses criteria for judging and evaluating informal and formal productions.
- **Connections, Relations, Applications** - The student compares and connects theatre to other art forms and disciplines and to career exploration.

## **MODERN LITERATURE**

**Subject:** Modern Literature

**Grade:** 11, 12

**Length of Course:** One Semester

**Prerequisites:** None

### **CURRICULUM BENCHMARKS:**

(See Above)

### **COURSE DESCRIPTION:**

This course is designed to reinforce students' ability to comprehend literature and express their ideas about literature. This course includes the following selections for reading and analysis over contemporary fiction and non-fiction at a variety of reading levels. Students are encouraged to read multi-cultural literature to gain new viewpoints on various cultures in the U.S. and within the world arena of literature.

- Multi-cultural titles include: And Still We Rise, Schindler's List, The Kite Runner, Angela's Ashes, Bodega Dreams, The Tortilla Curtain, The Other Side of the River, Code Talker.
- Sports titles: Wrestling Sturbridge, Cruise Control, Travel Team, Friday Night Lights, 7 Days at the Hot Corner, Out of Order, Slam.
- School headline titles: Inventing Elliott, Shooter, Swallowing Stones, Speak, Stuck in Neutral, The Wave, Monster, Son of the Mob, Acceleration, The Trouble With Lemons, Go Ask Alice, Disappearance, A Child Called It,
- Adventure & Suspense titles: Cold River, Harry Potter and the Deathly Hallows, Angel's and Demons, Digital Fortress, The Broker, A Painted House, On the Street Where You Live.

### **EVALUATION:**

Evaluative essays, extended literary analysis, tests, speeches, and quizzes.

## **Media Literature**

**Subject:** Media Literature  
**Grade:** 10, 11, 12 (Elective)  
**Length of Course:** Semester  
**Prerequisite:** None

### **COURSE STANDARDS:**

1. Uses knowledge of purpose, audience, format and medium in developing written communication
2. Engages in the information literacy process: accesses, evaluates, and communicates information and ideas
3. Participates appropriately in one-on-one situations as well as group settings
4. Listens for interpretation, evaluation, and analysis
5. Analyzes the effects of visual media on society and culture
6. Applies a variety of criteria to evaluate informational media

### **COURSE OBJECTIVES:**

1. Students will examine, discuss and analyze a variety of media.
2. Students will use a variety of technological tools to enhance learning.
3. Students will learn to effectively plan, develop, and complete projects.
4. Students will produce a variety of media for different audiences and purposes.

### **COURSE DESCRIPTION:**

This course is designed to give students the skills they need to recognize the role of mass media in their lives. The students will recognize and evaluate the various messages found in mass media as well as develop an awareness of the issues surrounding media today.

### **ESSENTIAL QUESTIONS**

- How does the media influence us and society, thus constructing a reality?
- How can I use the tools of the media to effectively communicate?
- What forces or ideas are behind the message being delivered?
- When should I use technology and what tools would be best suited for the job?
- How can I find useful and relevant information and analyze it for accuracy?

## **Film Literature**

**Subject:** Film Literature  
**Grade:** 11, 12 Elective  
**Length of Course:** Semester  
**Prerequisite:** None

**Course Description:**

The focus of this writing intensive course is to teach students to “read” films much like we read literature. Cinematic and literature concepts are taught through the medium of film. Symbolism, theme, social/historical context, plot, and characters are some of the main topics to be covered. Over the semester, students will be exposed to various genres and time periods of film. Through viewing, discussing, and writing students will gain perspective and learn to analyze film similarly to the way novels are studied.

**Student Objectives:**

1. To view movies with a critical eye.
2. To respond through written and oral communication.
3. To think and write about various film and literary elements.
4. To analyze literary elements and their purpose in film and literature.
5. To develop organized thoughts in writing.
6. To use the 6 +1 Writing Traits in order to create a unified and cohesive piece of writing.
7. To relate social and historical issues to film

## **ADVANCED PLACEMENT ENGLISH**

**Subject:** Advanced Placement English

**Grade:** 12

**Length of Course:** First and Second Semester

**Prerequisite:** Successful completion of British Literature and Junior Composition, ACT Reading Composite: 24

**CURRICULUM BENCHMARKS:**

(See Above)

**COURSE DESCRIPTION:**

This course is aligned with the College Board expectations for Advanced Placement English Language. Further information can be found at [Collegeboard.org](http://Collegeboard.org). During the first semester, students will write 8 expository essays and a research paper. The essays include description, definition, cause/effect, process, narration, comparison/contrast, argumentative and classification.

During the second semester, the remaining Advanced Placement English Language curriculum is covered. This includes the analysis of a fiction, the analysis of a drama, and the analysis of poetry, and a multi-media project. This semester also includes a test review for the optional Advanced Placement English Exam.

The Advanced Placement English exam is an optional test that is taken by the student at Hinton Community School. If the student chooses to take the exam, it is at his or her own expense (2007 fees were \$85). If the student scores highly on the exam, colleges may accept the class as either college credit, or they will allow the student to skip the freshmen compositions course and take an advanced composition course. (See [Collegeboard.com](http://Collegeboard.com) for more details)