

2014-2015 Early Learning

Raymore-Peculiar

Communication Arts
Grade pK, Duration 1 Year
Required Course

Power Standards

1. The student will be able to demonstrate self-confidence through relationships with others.
2. The student will be able to demonstrate language and literacy development.
3. The student will be able to demonstrate creativity and problem solving.
4. The student will be able to demonstrate mathematical exploration. .
5. The student will be able to demonstrate an increase in their physical development.

Learning Targets

- 1.1 I can show awareness of other's feelings and offer assistance.
- 1.2 I can show I know the rules by taking turns.
- 1.3 I go to adults for questions and to share ideas.
- 1.4 I play and work cooperatively with others.
- 1.5 I can solve problems with others.
- 1.6 I can share materials and space with others.
- 2.1 I show interest in songs, rhymes, and books.
- 2.2 I can retell a story.
- 2.3 I show an awareness of sounds in words.
- 2.4 I can write letters or make letter like shapes.
- 3.1 I persist at complex tasks.
- 3.2 I work hard to solve complex problems.
- 4.1 I can count quantities correctly.
- 4.2 I can sort objects by attributes.
- 4.3 I can recognize shapes.
- 5.1 I can handle small objects.

Course Details

- UNIT: All About Me** -- 2 Week(s)
- UNIT: Apples** -- 2 Week(s)
- UNIT: Shapes and Grocery Store** -- 2 Week(s)
- UNIT: Fall** -- 3 Week(s)
- UNIT: Pumpkins and Sounds** -- 2 Week(s)
- UNIT: Thanksgiving** -- 4 Week(s)
- UNIT: Cookies and Smells** -- 3 Week(s)
- UNIT: Snow and Snowmen** -- 3 Week(s)
- UNIT: Dressing for Winter** -- 1 Week(s)
- UNIT: Post Office and Valentine's Day** -- 2 Week(s)
- UNIT: Favorite Author** -- 1 Week(s)
- UNIT: Bears** -- 3 Week(s)
- UNIT: Transportation** -- 2 Week(s)
- UNIT: Spring** -- 3 Week(s)
- UNIT: Animals** -- 3 Week(s)

2014-2015 Kindergarten ELA

Raymore-Peculiar

Communication Arts
Grade K, Duration 1 Year
Required Course

Power Standards

1. The student will be able to apply reading foundational skills.
2. The student will be able to participate in collaborative conversations.
3. The student will be able to demonstrate command of the English language when reading, writing, speaking and listening.
4. The student will be able to demonstrate understanding of writing skills.

Learning Targets

- 1.1 I can apply grade level phonic skills.
- 1.2 I can apply grade level word recognition skills.
- 1.3 I can demonstrate phonological awareness.
- 2.1 I can demonstrate comprehension and collaboration.
- 2.2 I can share my knowledge and ideas.
- 3.1 I can demonstrate conventions of standard English.
- 4.1 I can demonstrate use of various types of writing and their purposes.

Course Details

UNIT: Reading Foundational Skills -- 36 Week(s)

UNIT: Listening and Speaking -- 36 Week(s)

UNIT: Grammar & Vocabulary Skills -- 36 Week(s)

UNIT: Writing Skills -- 36 Week(s)

2014-2015 First Grade ELA

Communication Arts
Grade 1, Duration 1 Year
Required Course

Power Standards

1. The student will be able to comprehend material appropriate to first grade.
2. The student will be able to apply reading foundational skills.
3. The student will be able to compose a variety of writing pieces.
4. The student will be able to participate in collaborative conversations.
5. The student will be able to demonstrate command of the English Language.

Learning Targets

- 1-1. I can use key ideas and details to retell stories.
- 1-2. I can use a variety of comprehension strategies to ask and answer questions about a literary text.
- 1-3 I can describe characters, setting, problem and solution in a story.
- 1-4. I can identify the purpose of text features in an informational text.
- 1-5 I can identify the main topic and supporting details of an informational text.
- 1-6. I can tell the difference between books that tell stories and books that give information.
- 2-1 I can segment individual sounds of spoken words.
- 2-2 I can apply grade level phonics skills when decoding single syllable words.
- 2-3 I can read grade appropriate sight words.
- 2-4 I can read with sufficient accuracy and fluency to support comprehension of material appropriate to first grade.
- 3-1 I can write a narrative.
- 3-2. I can write an opinion piece.
- 3-3. I can write an informative/explanatory piece.
- 4-1 I can participate in research to build and present knowledge.
- 4-2 I can engage in conversations about grade appropriate topics and texts.
- 4-3 I can follow agreed upon rules for discussion.
- 5-1. I can use conventional spelling patterns for words with common spelling.
- 5-2. I can use conventions when writing.
- 5-3. I can use Standard English Grammar.

Course Details

- UNIT: 1. Frontloading** -- 9 Week(s)
- UNIT: 2. Phonics** -- Ongoing
- UNIT: 3. Comprehension Strategies** -- 6 Week(s)
- UNIT: 4. Literary Comprehension-Story Elements** -- 4 Week(s)
- UNIT: 5. Non-Fiction Comprehension-** -- 4 Week(s)
- UNIT: 6. Comprehension of Literature** -- 4 Week(s)
- UNIT: 7. Non-Fiction Comprehension** -- 4 Week(s)
- UNIT: Writing Unit 1 Front loading** -- 6 Week(s)
- UNIT: Writing Unit 2 Personal Narrative** -- 6 Week(s)
- UNIT: Writing Unit 3 Informational Writing** -- 6 Week(s)
- UNIT: Writing Unit 4 Opinion Writing** -- 6 Week(s)

2014-2015 Second Grade ELA

Communication Arts
Grade 2, Duration 1 Year
Required Course

Power Standards

1. The student will be able to read and comprehend in the 2-3 text complexity.
2. The student will be able to apply reading foundational skills to grade level text.
3. The student will be able to compose a variety of writing pieces.
4. The student will be able to connect their thinking through collaborative conversations.
5. The student will be able to apply the use of the English language.

Learning Targets

- 1.1 I can describe key ideas and details in literary text.
- 1.2 I can identify elements of craft and structure in literary text.
- 1.3 I can explain my knowledge and ideas in literary text.
- 1.4 I can describe key ideas and details in informational text.
- 1.5 I can identify elements of craft and structure in informational text.
- 1.6 I can explain my knowledge and ideas in informational text.
- 2.1 I can apply grade level phonics skills in decoding words.
- 2.2 I can read accurately and fluently to support comprehension within grade level text.
- 3.1 I can write a narrative piece.
- 3.2 I can write an informative piece.
- 3.3 I can write an opinion piece.
- 4.1 I can engage in comprehension discussions through collaboration.
- 5.1 I can acquire and use vocabulary.
- 5.2 I can demonstrate the conventions of Standard English grammar and usage when writing or speaking.
- 5.3 I can demonstrate the conventions of Standard English capitalization and punctuation.
- 5.4 I can use learned spelling patterns when writing words.

Course Details

- UNIT: Unit 1 Literary Key Ideas and Details** -- 18 Week(s)
UNIT: Unit 2 Literary Craft and Structure -- 18 Week(s)
UNIT: Unit 3 Literary Integration of Knowledge and Ideas -- 18 Week(s)
UNIT: Unit 4 Informational Text Key Ideas and Details -- 18 Week(s)
UNIT: Unit 5 Informational Text Elements of Craft and Structure -- 18 Week(s)
UNIT: Unit 6 Informational Text Integration of Knowledge and Ideas -- 18 Week(s)
UNIT: Unit 7 Reading Foundational Skills -- Ongoing
UNIT: Unit 1 Language Simple Sentences and Proper Nouns -- 6 Week(s)
UNIT: Unit 2 Language Complex Sentences and Grammar -- 9 Week(s)
UNIT: Unit 3 Language-Vocabulary -- 18 Week(s)
UNIT: Unit 1 Narrative Writing -- 9 Week(s)
UNIT: Unit 2 Writing Opinion -- 9 Week(s)
UNIT: Unit 3 Informative Writing -- 9 Week(s)
UNIT: Unit 1 Listening and Speaking -- 18 Week(s)

2014-2015 3rd Grade ELAGrade 3, Duration 1 Year
Required Course**Power Standards**

1. The student will be able to read and comprehend within the grade 2-3 level text complexity range proficiently and independently.
2. The student will be able to connect reading foundational skills.
3. The student will be able to evaluate a range of writings in discipline specific tasks, purposes, and audiences.
4. The student will be able to justify their thinking through collaborative discussions.
5. The student will be able to critique their use of the English language when reading, writing, speaking and listening.

Learning Targets

- 1.1 I can explain key ideas and details.
- 1.2 I can compare the integration of my knowledge and ideas in genres/medias.
- 1.3 I can explain craft and structure of literature.
- 1.4 I can read with sufficient accuracy and fluency to support comprehension.
- 1.5 I can explain craft and structure of information text.
- 1.6 I can read and comprehend within the grade 2-3 level text complexity range proficiently and independently.
- 2.1 know and can apply grade level phonics.
- 3.1 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear even sequences.
- 3.2 I can use my knowledge of language when writing, speaking, reading or listening.
- 3.3 I can conduct research to build and present knowledge.
- 3.4 I can develop text types for a variety of purposes.
- 3.5 I can explain my knowledge and ideas through presentations.
- 3.6 I can write opinion pieces with supporting evidence.
- 4.1 I can engage in comprehension discussion through collaboration.
- 4.2 I can justify my thinking through collaborative discussions.
- 5.1 I can demonstrate conventions of Standard English.

Course Details**UNIT: First 20 Days Reading and Writing Workshop Set-Up Classroom Management** -- 4 Week(s)**UNIT: Reading: Fiction** -- 9 Week(s)**UNIT: Reading Fiction (2)** -- 12 Week(s)**UNIT: Reading Non-Fiction (1)** -- 9 Week(s)**UNIT: Reading Fiction (3)** -- 9 Week(s)**UNIT: Reading Fiction / Non-Fiction (1)** -- 12 Week(s)**UNIT: Reading Fiction/Nonfiction (2)** -- 9 Week(s)**UNIT: Reading Poetry** -- 1 Week(s)**UNIT: Narrative Writing** -- 18 Week(s)**UNIT: Informative/Explanatory Writing** -- 9 Week(s)**UNIT: Opinion (Argument) Writing** -- 9 Week(s)**UNIT: Word Work** -- Ongoing

Power Standards

1. The student will be able to read and comprehend within grade 4-5 text complexity range proficiently.
2. The student will be able to evaluate a range of discipline specific tasks, purposes and audiences.
3. The student will be able to justify their thinking through collaborative discussions.
4. The student will be able to critique their use of language when reading, writing, speaking, or listening.

Learning Targets

- 1.1 I can read with sufficient accuracy and fluency to support comprehension by reading on grade level text.
- 1.2 I can explain key ideas and details.
- 1.3 I can explain the craft and structure of literature.
- 1.4 I can integrate knowledge and ideas in genre and media.
- 1.5 I can draw evidence from research to build and present knowledge.
- 1.6 I can integrate knowledge and ideas in informational text.
- 2.1 I can develop text types with a purpose.
- 2.2 I can draw evidence from research to build and present knowledge.
- 2.3 I can produce writings.
- 3.1 I can engage in comprehension discussion through collaboration.
- 3.2 I can create a presentation using my knowledge and ideas.
- 4.1 I can demonstrate conventions of Standard English.
- 4.2 I can use my knowledge of language when writing, speaking, reading, and listening.
- 4.3 I can acquire and use grade appropriate vocabulary.

Course Details

- UNIT: Reading Foundational Skills** -- 4 Week(s)
- UNIT: Informational Text (1)** -- 5 Week(s)
- UNIT: Fictional Text (1)** -- 9 Week(s)
- UNIT: Informational Text (2)** -- 5 Week(s)
- UNIT: Fictional Text (2)** -- 18 Week(s)
- UNIT: Informational text (3)** -- 5 Week(s)
- UNIT: Fictional Text (3)** -- 18 Week(s)
- UNIT: Speaking and Listening** -- 36 Week(s)
- UNIT: Grammar/Conventions** -- 36 Week(s)
- UNIT: Grammar/Language** -- 36 Week(s)
- UNIT: Grammar/Vocabulary** -- 36 Week(s)
- UNIT: Narrative Writing- (Qtr 1)** -- 9 Week(s)
- UNIT: Explanatory Writing (Qtr 2)** -- 9 Week(s)
- UNIT: Opinion Writing (Qtr 3)** -- 9 Week(s)
- UNIT: Research Writing (Qtr 4)** -- 9 Week(s)

Power Standards

1. The student will be able to read and comprehend within grade 5 span text complexity independently and proficiently.
2. The student will be able to write within a range of discipline-specific tasks, purposes, and audiences.
3. The student will be able to use knowledge of language and its conventions when writing, speaking and reading in formal and informal settings.

Learning Targets

- 1.1 I can comprehend and apply information from literary text.
- 1.2 I can comprehend and apply information from informational text.
- 2.1 I can write a constructed response answer with supporting details.
- 2.2 I can write an opinion piece with supporting evidence.
- 2.3 I can write a narrative piece.
- 2.4 I can write an informative piece with factual information.
- 3.1 I can communicate effectively when reporting and presenting.
- 3.2 I can use proper conventions.
- 3.3 I can use proper grammar.
- 3.4 I can apply word relationships to create meaning.
- 3.5 I can spell grade level words correctly.

Course Details

- UNIT: Unit 1 Literary Text Comprehension** -- 36 Week(s)
UNIT: Unit 2 Informational Text Comprehension -- 36 Week(s)
UNIT: Unit 3 Constructive Response Writing (1st Qtr) -- 9 Week(s)
UNIT: Unit 4 Opinion writing (2nd Qtr) -- 9 Week(s)
UNIT: Unit 5 Narrative Writing (3rd Qtr) -- 9 Week(s)
UNIT: Unit 6 Informative Writing (4th Qtr) -- 9 Week(s)
UNIT: Unit 7 Communicate Effectively -- 36 Week(s)
UNIT: Unit 8 Conventions -- 36 Week(s)
UNIT: Unit 9 Grammar -- 36 Week(s)
UNIT: Unit 10 Word Relationships -- 9 Week(s)
UNIT: Unit 11 Spelling -- 36 Week(s)

2014-2015 6th Grade ELA

Communication Arts
Grade 6, Duration 1 Year
Required Course

Power Standards

1. The student will be able to read and comprehend in the grades 6-8 text complexity range proficiently.
2. The student will be able to write for a range of discipline specific tasks, purposes, and audiences.
3. The student will be able to engage in a range of collaborative discussions.
4. The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- 1.1 I can comprehend and apply information from literary text.
- 1.2 I can comprehend and apply information from informational text.
- 2.1 I can develop text types with a purpose.
- 2.2 I can use technology to produce and distribute writing.
- 2.3 I can draw evidence from research to build and present knowledge.
- 3.1 I can summarize comprehension through collaboration.
- 3.2 I can summarize knowledge and ideas through presentation.
- 4.1 I can demonstrate conventions of Standard English.
- 4.2 I can use knowledge of language.
- 4.3 I can acquire and use grade appropriate vocabulary.

Course Details

UNIT: Unit 1 Figurative Language, Inferencing, Pronouns in Case, and Affixes -- 9 Week(s)

UNIT: Unit 2 Textual Evidence, Theme, Plot and Point of View -- 9 Week(s)

UNIT: Unit 3 Central Idea, Evaluate Evidence, Vague Pronouns, and Complex Sentences -- 9 Week(s)

UNIT: Unit 4 Pronoun Shift, Sentence Patterns, and Word Relationships in Writing -- 9 Week(s)

2014-2015 English Language Arts 7

Raymore-Peculiar
Communication Arts

Grade 7, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to read and comprehend in the grades 6-8 text complexity range independently and proficiently.
2. The student will be able to write for a range of discipline-specific tasks, purposes, and audiences.
3. The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- 1.1 I can cite several pieces of textual evidence (two or more) to analyze interactions between individuals, events, and/or ideas in a text.
- 1.2 I can analyze the development of a theme/central idea.
- 1.3 I can determine meanings and impacts of words/phrases (figurative/connotative/technical; alliteration, rhyme, sound devices) used in text.
- 1.4 I can analyze an author's organizing structure.
- 1.5 I can determine author's point of view or purpose and how it differs from others.
- 2.1 I can produce accurate and condensed writing with a purpose (argumentative, narrative, explanatory/informative).
- 2.2 I can critique evidence from research (several sources) to further investigation through presentation.
- 3.1 I can demonstrate conventions of standard English (functions of phrases/clauses, sentence types, misplaced/dangling modifiers, commas to separate adjectives, spell correctly).
- 3.2 I can acquire and use grade-appropriate vocabulary.

Course Details

UNIT: Unit 1: Citing Textual Evidence -- 9 Week(s)

UNIT: Unit 2: Informative Writing -- 9 Week(s)

UNIT: Unit 3: Argumentative Writing -- 9 Week(s)

UNIT: Unit 4: Narrative Writing -- 9 Week(s)

Power Standards

1. The student will be able to read and comprehend in the grades 6-8 text complexity range independently and proficiently.
2. The student will be able to write for a range of discipline-specific tasks, purposes, and audiences.
3. The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- 1.1 I can cite several pieces of textual evidence (two or more) to analyze interactions between individuals, events, and/or ideas in a text.
- 1.2 I can analyze the development of a theme/central idea.
- 1.3 I can determine meanings and impacts of words/phrases (figurative/connotative/technical; alliteration, rhyme, sound devices) used in text.
- 1.4 I can analyze an author's organizing structure.
- 1.5 I can determine author's point of view or purpose and how it differs from others.
- 2.1 I can produce accurate and condensed writing with a purpose (argumentative, narrative, explanatory/informative).
- 2.2 I can critique evidence from research (several sources) to further investigation through presentation.
- 3.1 I can demonstrate conventions of standard English (functions of phrases/clauses, sentence types, misplaced/dangling modifiers, commas to separate adjectives, spell correctly).
- 3.2 I can acquire and use grade-appropriate vocabulary.

Course Details

UNIT: Unit 1: Citing Textual Evidence -- 9 Week(s)

UNIT: Unit 2: Informative Writing -- 9 Week(s)

UNIT: Unit 3: Argumentative Writing -- 9 Week(s)

UNIT: Unit 4: Narrative Writing -- 9 Week(s)

Power Standards

1. The student will be able to read and comprehend in the grades 6-8 text complexity range independently and proficiently.
2. The student will be able to write for a range of discipline-specific tasks, purposes, and audiences.
3. The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- 1.1 I can cite the strongest supporting textual evidence to support analysis of text (theme, dialogue, point-of-view).
- 1.2 I can analyze textual connections between individuals, ideas, or events.
- 1.3 I can analyze the structure of specific parts of a text and how they contribute to the whole.
- 1.4 I can analyze how an author acknowledges conflicting viewpoints.
- 2.1 I can evaluate and write the various media/text types with a purpose (argument, informative/explanatory, narrative).
- 2.2 I can produce and distribute writing that uses verbs (passive and active) and moods (conditional and subjective) to achieve particular effects.
- 2.3 I can validate evidence from research to generate and answer questions.
- 3.1 I can determine meanings and impacts of words/phrases (figurative/connotative/technical; analogies, allusions, tone) used in text.
- 3.2 I can demonstrate conventions of standard English (gerunds, participles, infinitives, verb moods, active and passive voice, shifts in verb voice/mood, commas/ellipses/dashes, spell correctly).
- 3.3 I can acquire and use grade-appropriate vocabulary.

Course Details

UNIT: Unit 1: Citing Textual Evidence -- 9 Week(s)

UNIT: Unit 2: Conflicting Viewpoints (Argumentative) -- 9 Week(s)

UNIT: Unit 3: Analysis -- 9 Week(s)

UNIT: Unit 4: Informative Writing -- 9 Week(s)

UNIT: Grammar -- Ongoing

2014-2015 Advanced English Language Arts 8

Raymore-Peculiar
Communication Arts

Grade 8, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to read and comprehend in the grades 6-8 text complexity range independently and proficiently.
2. The student will be able to write for a range of discipline-specific tasks, purposes, and audiences.
3. The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- 1.1 I can cite the strongest supporting textual evidence to support analysis of text (theme, dialogue, point-of-view).
- 1.2 I can analyze textual connections between individuals, ideas, or events.
- 1.3 I can analyze the structure of specific parts of a text and how they contribute to the whole.
- 1.4 I can analyze how an author acknowledges conflicting viewpoints.
- 2.1 I can evaluate and write the various media/text types with a purpose (argument, informative/explanatory, narrative).
- 2.2 I can produce and distribute writing that uses verbs (passive and active) and moods (conditional and subjective) to achieve particular effects.
- 2.3 I can validate evidence from research to generate and answer questions.
- 3.1 I can determine meanings and impacts of words/phrases.
- 3.2 I can demonstrate conventions of standard English (gerunds, participles, infinitives, verb moods, active and passive voice, shifts in verb voice/mood, commas/ellipses/dashes, spell correctly).
- 3.3 I can acquire and use grade-appropriate vocabulary.

Course Details

UNIT: Grammar -- Ongoing

UNIT: Unit 1: Citing Textual Evidence -- 9 Week(s)

UNIT: Unit 2: Conflicting Viewpoints (Argumentative) -- 9 Week(s)

UNIT: Unit 3: Analysis -- 9 Week(s)

UNIT: Unit 4: Informative Writing -- 9 Week(s)

2014-2015 English I

Communication Arts
Grade 9, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze and evaluate a variety of fiction and non-fiction texts for a variety of purposes.
2. The student will be able to write clearly and accurately, demonstrating a strong understanding of the writing process.
3. The student will be able to speak clearly, demonstrating a strong understanding of audience and purpose.

Learning Targets

- 1.1 I can analyze complexity of character over the course of a text and explain how this complexity develops the theme.
- 1.2 I can determine a theme or central idea and analyze its development throughout the piece.
- 1.3 I can identify and cite textual evidence, from throughout the text, to support analysis of specific ideas in the text and explain the significance of the evidence.
- 1.4 I can determine and explain the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- 2.1 I can compose a text appropriate for a given purpose (narrative, informative/expository, argumentative, analysis).
- 2.2 I can demonstrate appropriate conventions, vocabulary, voice and academic tone.
- 2.3 I can strengthen writing by planning, revising, editing and rewriting.
- 2.4 I can integrate and cite textual evidence to support my ideas, using a standard format.
- 3.1 I can adapt my speech for a variety of purposes and audiences.
- 3.2 I can justify knowledge and ideas through presentation.
- 3.3 I can demonstrate command of formal English when appropriate.

Course Details

UNIT: Unit 1: Narrative Writing -- 6 Week(s)

UNIT: Unit 2: Literary Response Journals -- Ongoing

UNIT: Unit 3: Informative/Expository Writing -- 12 Week(s)

UNIT: Unit 4: Argumentative Writing -- 18 Week(s)

Power Standards

1. The student will be able to analyze and evaluate a variety of fiction and non-fiction texts for a variety of purposes.
2. The student will be able to write clearly and accurately, demonstrating a strong understanding of the writing process.
3. The student will be able to speak clearly, demonstrating a strong understanding of audience and purpose.

Learning Targets

- 1.1 I can analyze complexity of character over the course of a text and explain how this complexity develops the theme.
- 1.2 I can determine a theme or central idea and analyze its development throughout the piece.
- 1.3 I can identify and cite textual evidence, from throughout the text, to support analysis of specific ideas in the text and explain the significance of the evidence.
- 1.4 I can determine and explain the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- 2.1 I can compose a text appropriate for a given purpose (narrative, informative/expository, argumentative, analysis).
- 2.2 I can demonstrate appropriate conventions, vocabulary, voice and academic tone.
- 2.3 I can strengthen writing by planning, revising, editing and rewriting.
- 2.4 I can integrate and cite textual evidence to support my ideas, using a standard format.
- 3.1 I can adapt my speech for a variety of purposes and audiences.
- 3.2 I can justify knowledge and ideas through presentation.
- 3.3 I can demonstrate command of formal English when appropriate.

Course Details

UNIT: Unit 1: Narrative Writing -- 6 Week(s)

UNIT: Unit 2: Literary Response Journals -- Ongoing

UNIT: Unit 3: Informative/Expository Writing -- 12 Week(s)

UNIT: Unit 4: Argumentative Writing -- 18 Week(s)

Power Standards

1. The student will be able to analyze and evaluate a variety of fiction and non-fiction texts for a variety of purposes.
2. The student will be able to write and speak clearly and accurately for a given purpose.
3. The student will be able to utilize all formats of research sources to identify complex issues surrounding researchable questions.
4. The student will be able to use accurate, appropriate, and sophisticated vocabulary to effectively express informational analysis and interpretation.

Learning Targets

- 1.1 I can analyze the information and ideas presented in different texts.
- 1.2 I can evaluate purpose and structure of a variety of texts.
- 1.3 I can evaluate central ideas and details in a text.
- 1.4 I can cite textual evidence to support critical thinking and analysis.
- 2.1 I can compose different text for a variety of purposes.
- 2.2 I can apply collaboration skills for a given purpose.
- 2.3 I can justify knowledge and ideas through presentation.
- 2.4 I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- 2.5 I can use conventions of Standard English.
- 3.1. I can gather relevant information and assess the credibility and accuracy of each source.
- 3.2 I can use multiple print and digital sources to gather information.
- 3.3 I can connect evidence from research to build and present knowledge.
- 4.1 I can demonstrate emerging independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.
- 4.2 I can acquire and use grade appropriate vocabulary.
- 4.3 I can acquire and use content appropriate vocabulary.

Course Details

UNIT: Unit 1: Narrative Writing/Short Stories -- 8 Week(s)

UNIT: Unit 2: Argumentative Writing/Classic Novels -- 8 Week(s)

UNIT: Unit 3: To Kill a Mockingbird -- 6 Week(s)

UNIT: Unit 4: Research Essay -- 8 Week(s)

UNIT: Unit 5: Literature Circles -- 6 Week(s)

UNIT: Unit 6: Poetry -- 2 Week(s)

2014-2015 Advanced English II

Communication Arts
Grade 10, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze and evaluate a variety of fiction and non-fiction texts for a variety of purposes.
2. The student will be able to write and speak clearly and accurately for a given purpose.
3. The student will be able to utilize all formats of research sources to identify complex issues surrounding researchable questions.
4. The student will be able to use accurate, appropriate, and sophisticated vocabulary to effectively express informational analysis and interpretation.

Learning Targets

- 1.1 I can analyze the information and ideas presented in different texts.
- 1.2 I can evaluate purpose and structure of a variety of texts.
- 1.3 I can evaluate central ideas and details in a text.
- 1.4 I can cite textual evidence to support critical thinking and analysis.
- 2.1 I can compose different text for a variety of purposes.
- 2.2 I can apply collaboration skills for a given purpose.
- 2.3 I can justify knowledge and ideas through presentation.
- 2.4 I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- 2.5 I can use conventions of Standard English.
- 3.1. I can gather relevant information and assess the credibility and accuracy of each source.
- 3.2 I can use multiple print and digital sources to gather information.
- 3.3 I can connect evidence from research to build and present knowledge.
- 4.1 I can demonstrate emerging independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.
- 4.2 I can acquire and use grade appropriate vocabulary.
- 4.3 I can acquire and use content appropriate vocabulary.

Course Details

UNIT: Unit 1: Narrative Writing/ Short Stories -- 8 Week(s)

UNIT: Unit 2: Argumentative Writing/Classic Novels -- 8 Week(s)

UNIT: Unit 3: To Kill a Mockingbird -- 6 Week(s)

UNIT: Unit 4: Research Essay -- 8 Week(s)

UNIT: Unit 5: Literature Circles -- 6 Week(s)

UNIT: Unit 6: Poetry -- 2 Week(s)

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to write clearly and accurately for a given purpose.
3. The student will be able to utilize a variety of credible research sources to answer a question or solve a problem.

Learning Targets

- 1.1. I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2. I can identify textual evidence to support my analysis of a work.
- 1.3. I can interpret and explain the literal and figurative meaning of authors' words.
- 2.1. I can use appropriate conventions, vocabulary, and academic tone.
- 2.2. I can strengthen writing by planning, revising, editing and rewriting.
- 2.3. I can write argumentative, narrative, analytical, and synthesis texts.
- 3.1. I can make informed decisions about sources' credibility through a variety of evaluations.
- 3.2. I can conduct compose research using relevant and credible information from multiple sources.
- 3.3. I can produce, present, and publish written products for an intended audience.

Course Details

UNIT: Unit 1: Comparison of Theme -- 6 Week(s)

UNIT: Unit 2: Academic Tone in Writing -- 2 Week(s)

UNIT: Unit 3: Argumentative Writing -- 4 Week(s)

UNIT: Unit 4: Research -- 3 Week(s)

UNIT: Unit 5: Analysis Writing -- 6 Week(s)

UNIT: Unit 6: Figurative Meaning in Text -- 4 Week(s)

UNIT: Unit 7: Advanced Argumentative Writing -- 3 Week(s)

UNIT: Unit 8: Advanced Formal Research -- 6 Week(s)

2014-2015 AP Language and Composition

Communication Arts
Grade 11, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to demonstrate appropriate conventions, vocabulary, voice and academic tone.
3. The student will be able to utilize a variety of credible research sources to answer a question or solve a problem.

Learning Targets

- 1.1. I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2. I can identify textual evidence to support my analysis of a work.
- 1.3. I can interpret and explain the literal and figurative meaning of authors' words.
- 2.1. I can use appropriate conventions, vocabulary, and academic tone beyond the grade level expectation.
- 2.2. I can strengthen writing by planning, revising, editing and rewriting.
- 2.3. I can write argumentative, narrative, analytical, and synthesis texts.
- 3.1. I can make informed decisions about sources' credibility through a variety of evaluations.
- 3.2. I can conduct compose research using relevant and credible information from multiple sources.
- 3.3. I can produce, present, and publish written products for an intended audience.

Course Details

UNIT: What is Good Writing -- 3 Week(s)

UNIT: Argumentative Writing -- 5 Week(s)

UNIT: Textual Evidence -- 3 Week(s)

UNIT: Independent Essay Reading -- 4 Week(s)

UNIT: Research Unit -- 3 Week(s)

UNIT: Argumentation and Analysis -- 5 Week(s)

UNIT: Analysis -- 5 Week(s)

UNIT: Advanced Argumentation -- 3 Week(s)

UNIT: Advanced Research and Presentation -- 5 Week(s)

2014-2015 English IV

Communication Arts
Grade 12, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to write clearly and accurately for a given purpose.
3. The student will be able to analyze a variety of research sources to answer a question or solve a problem.

Learning Targets

- 1.1 I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2 I can identify textual evidence to support my analysis of a work.
- 1.3 I can interpret and explain the literal and figurative meaning of authors' words.
- 1.4 I can analyze literary genres and related historical periods.
- 2.1 I can demonstrate appropriate conventions, vocabulary and academic tone.
- 2.2 I can strengthen writing by planning, revising, editing and rewriting.
- 2.3 I can integrate textual evidence and citations to support my ideas.
- 2.4 I can write argumentative, narrative, analytical and synthesis texts.
- 3.1 I can compose research using relevant and credible information from multiple sources.
- 3.2 I can use technology to produce, present and publish written products for an intended audience.

Course Details

UNIT: Unit 1: Analysis of Myth -- 9 Week(s)

UNIT: Unit 2: Research -- 9 Week(s)

UNIT: Unit 3: Advanced Research -- 9 Week(s)

UNIT: Unit 4: Analysis Writing -- 9 Week(s)

2014-2015 AP Literature and Composition

Communication Arts
Grade 12, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to write clearly and accurately for a given purpose.
3. The student will be able to analyze a variety of research sources to answer a question or solve a problem.

Learning Targets

- 1.1 I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2 I can identify textual evidence to support my analysis of a work.
- 1.3 I can interpret and explain the literal and figurative meaning of authors' words.
- 1.4 I can analyze literary genres and related historical periods.
- 2.1 I can demonstrate appropriate conventions, vocabulary and academic tone.
- 2.2 I can strengthen writing by planning, revising, editing and rewriting.
- 2.3 I can integrate textual evidence and citations to support my ideas.
- 2.4 I can write argumentative, narrative, analytical and synthesis texts.
- 3.1 I can compose research using relevant and credible information from multiple sources.
- 3.2 I can use technology to produce, present and publish written products for an intended audience.

Course Details

UNIT: Unit 1: Advanced Reading of Literature -- 2 Week(s)

UNIT: Unit 2: Shakespeare Analysis -- 6 Week(s)

UNIT: Unit 3: Analysis of Figurative Language -- 6 Week(s)

UNIT: Unit 4: Poetry -- 4 Week(s)

UNIT: Unit 5: Research -- 6 Week(s)

UNIT: Unit 6: Short Stories -- 4 Week(s)

UNIT: AP Test Preparation -- Ongoing

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to write clearly and accurately for a given purpose.
3. The student will be able to analyze a variety of research sources to answer a question or solve a problem.

Learning Targets

- 1.1 I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2 I can identify textual evidence to support my analysis of a work.
- 1.3 I can interpret and explain the literal and figurative meaning of authors' words.
- 1.4 I can analyze literary genres and related historical periods.
- 2.1 I can demonstrate appropriate conventions, vocabulary and academic tone.
- 2.2 I can strengthen writing by planning, revising, editing and rewriting.
- 2.3 I can integrate textual evidence and citations to support my ideas.
- 2.4 I can write argumentative, narrative, analytical and synthesis texts.
- 3.1 I can compose research using relevant and credible information from multiple sources.
- 3.2 I can use technology to produce, present and publish written products for an intended audience.

Course Details

UNIT: Unit 1: Argumentative Essay at the College Level -- 9 Week(s)

UNIT: Unit 2: Critical Reading Circles -- 8 Week(s)

UNIT: Unit 3: Formal Argumentative Essay and Presentation -- 3 Week(s)

Power Standards

1. The student will be able to analyze works of grade appropriate fiction and nonfiction.
2. The student will be able to write clearly and accurately for a given purpose.
3. The student will be able to analyze a variety of research sources to answer a question or solve a problem.

Learning Targets

- 1.1 I can effectively compare themes or topics from two or more grade appropriate texts.
- 1.2 I can identify textual evidence to support my analysis of a work.
- 1.3 I can interpret and explain the literal and figurative meaning of authors' words.
- 1.4 I can analyze literary genres and related historical periods.
- 2.1 I can demonstrate appropriate conventions, vocabulary and academic tone.
- 2.2 I can strengthen writing by planning, revising, editing and rewriting.
- 2.3 I can integrate textual evidence and citations to support my ideas.
- 2.4 I can write argumentative, narrative, analytical and synthesis texts.
- 3.1 I can compose research using relevant and credible information from multiple sources.
- 3.2 I can use technology to produce, present and publish written products for an intended audience.

Course Details

UNIT: Unit 1: Introduction Literary Analysis -- 5 Day(s)

UNIT: Unit 2: Shakespearean Plays -- 4 Week(s)

UNIT: Unit 3: Advanced Theme Analysis -- 4 Week(s)

UNIT: Unit 4: Advanced Analysis of Allegory -- 5 Week(s)

UNIT: Unit 5: Advanced Literary Analysis of Modern Day Play -- 2 Week(s)