

Course of Study English Language Arts - September 2021
ELA HONORS III

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Strand: Reading for Literature

Learning Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Analyze literary text development.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex texts.

How Taught?

Teaching activities may include, but are not limited to:

- Students closely read select passages from documents to analyze text structure, development, and consequent meanings
- Teacher provides direct instruction, gives feedback, and models critical thinking
- Small group and class discussions, including Socratic seminar
- Cooperative learning groups
- Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
- Produce a thorough analysis of the text.
- Allow students to self-select Independent reading and/or Book Club books
- Students to define, use, and connect to the content area and literature-based vocabulary
- Students to work in groups to analyze a text
- Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction

Course of Study English Language Arts - September 2021

ELA HONORS III

<p>Materials: Various works, such as but not limited to the following: ACT Prep Great Lakes Theater Residencies Selections from Board-approved textbook = <i>MyPerspectives</i> Grade 11- Unit 1: Writing Freedom <i>MyPerspectives</i> Grade 11- Unit 2: The Individual and Society <i>MyPerspectives</i> Grade 11- Unit 3: Power, Protest, and Change <i>MyPerspectives</i> Grade 11- Unit 4: Grit and Grandeur <i>MyPerspectives</i> Grade 11- Unit 5: Facing our Fears Pre-colonial & colonial literature various selections: Bradstreet, Wordsworth, Longfellow, Bryant, Holmes American Romanticism (including Dark Romanticism and Transcendentalism): Dickinson, Whitman, Hawthorne, Emerson, Thoreau, + O'Brien Modernism: Fitzgerald, Frost, Miller, Bradbury, Hurston Novels, films, and plays may include but are not limited to: <i>Fahrenheit 451</i> <i>The Crucible</i> <i>The Scarlet Letter</i> <i>A Raisin in the Sun</i> <i>The Great Gatsby</i> <i>Their Eyes Were Watching God</i> <i>Minority Report</i> <i>Little Women</i> <i>Dead Poets Society</i> <i>The Last of the Mohicans</i> <i>Inherit the Wind</i> <i>The Grapes of Wrath</i> Book Clubs selections may include but are not limited to: <i>The Glass Castle</i> <i>All the Bright Places</i> <i>A Thousand Splendid Suns</i> <i>The Kite Runner</i> <i>Slaughterhouse Five</i> <i>A Fall of Marigolds</i> <i>I Know Why the Caged Bird Sings</i> <i>When She Woke</i> <i>The Color of Water</i> <i>The Help</i> <i>The Secret Life of Bees</i> <i>The Hate You Give</i> <i>The Things They Carried</i> <i>Station Eleven</i> <i>The Warrior Heir</i> <i>The Road</i> <i>Blindness</i> <i>Ethan Frome</i> <i>I am Malala</i> <i>Beloved</i> <i>Devil in the White City</i> <i>Black Boy</i> <i>Rocket Boys</i></p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> • Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self-assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concepts into smaller components • games and hands-on activities • parent involvement • cooperative learning • Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Course of Study English Language Arts - September 2021

ELA HONORS III

Moneyball
Orphan Train

Strand: Reading for Informational Texts

Learning Standards:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

RI.11-12.2 Analyze informational text development.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in 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).

RI 11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century 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.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as

How Taught?

Teaching activities may include, but are not limited to:

- Students closely read select passages from documents to analyze text structure and meaning
- Teacher provides direct instruction, gives feedback, and models critical thinking
- Students conduct research regarding a student/teacher-selected topic of argument
- Students learn to create annotated bibliographies to aid in research
- Teacher-directed lesson regarding confirmation bias and objectivity
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
- Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
- Students closely read select passages from documents to analyze text structure, development, and consequent meanings
- Small group and class discussions, including Socratic seminar
- Cooperative learning groups
- Produce a thorough analysis of the text.
- Allow students to self-select Independent reading and/or Book Club books
- Students to define, use, and connect to content area and literature-based vocabulary
- Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction

Course of Study English Language Arts - September 2021

ELA HONORS III

<p>needed at the high end of the range.</p>	
<p>Materials: Various works, such as but not limited to the following: ACT Prep Seminal Documents from the United States <i>My Perspectives</i> American Literature - Units 1-5 <i>My Perspectives</i>: British Literature Units 1 -6: Forging a Hero; Reflecting on Society; Facing the Future, Confronting the Past; Seeing Things New; Discovering the Self; Finding a Home INFOHIO Historical and Current Events/News and speeches such as, but not limited to President Bush's 9/11, Rotary Club Four Way speeches Samples of professional authors' works and advice on writing, such as Stephen King's <i>On Writing</i> Author interviews, such as, but not limited to Stephen King, Ray Bradbury, etc. Confirmation Bias resources such as, but not limited to, Facing History and Ourselves, NPR, Institute for Advanced Science and Technology Newsela articles Points of View Reference Center ProCon.org Purdue OWL <i>Voice Lessons</i> Expert Photography.org, National Geographic.org Adobe Spark "Happiness of Pursuit"</p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self-assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concepts into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand: Writing

Course of Study English Language Arts - September 2021

ELA HONORS III

Learning Standard:

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

How Taught?

Teaching activities may include, but are not limited to:

- Students read mentor texts as samples
- Establish a clear and thorough thesis to present a complex argument.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of

Course of Study English Language Arts - September 2021

ELA HONORS III

	<p>the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • Teacher provides direct instruction, give feedback, and model critical thinking • Small group and class discussions and peer editing • Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. • Produce a thorough analysis of the text. • Students to define, use, and connect to content area and literature based vocabulary • Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction • Use of various genres of writing: letters, scripts, speeches, debates, round table discussions, blackout poetry, meme themes, technical, poetry, literary analysis • Use of Soapstone to analyze a text • QPA: Quick Passage Analysis
<p>Materials: Various works, such as but not limited to the following: ACT Prep <i>My Perspectives</i>: American Literature Units 1-5 Historical and Current Events/News and speeches such as, but not limited to President Bush's 9/11, Rotary Club Four Way speeches Samples of professional authors' works and advice on writing, such as Stephen King's <i>On Writing</i> Author interviews, such as, but not limited to Stephen King, Ray Bradbury, etc. Points of View Reference Center ProCon.org <i>Fahrenheit 451</i> <i>Purdue OWL</i> <i>Voice Lessons</i> Expert Photography.org, National Geographic.org Adobe Spark <i>The Minority Report (2002)</i> <i>A Raisin in the Sun</i> "Caged Bird" "I, too" "Sympathy" "Let America Be America Again"</p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> • Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment

Course of Study English Language Arts - September 2021

ELA HONORS III

<p>“The Beauty of Black” “I Have a Dream” “The Negro Speaks of Rivers” “Song of the Son” “Mother to Son” “Woman Work” “The Atlanta Compromise” “Back to Africa” “Of Mr. Booker T. Washington and Others” “The Ballot or the Bullet” “Happiness of Pursuit”</p>	<ul style="list-style-type: none"> ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Speaking and Listening

<p>Learning Standard: SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance</p>	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ● Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ● Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the
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Course of Study English Language Arts - September 2021

ELA HONORS III

<p>understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Language Standards</p>	<p>task.</p>
<p>Materials: Various works, such as but not limited to the following: <i>My Perspectives</i> Unit 3: Facing the Future, Confronting the Past Historical and Current Events/News and speeches such as, but not limited to President Bush's 9/11, Rotary Club Four Way speeches Author interviews, such as, but not limited to Stephen King, Ray Bradbury, etc. Confirmation Bias resources such as, but not limited to, Facing History and Ourselves, NPR, Institute for Advanced Science and Technology Great Lakes Theater Residencies Audio versions of selected texts <i>The Minority Report</i> <i>Salem Witch Trials</i> <i>The Crucible</i> <i>Last of the Mohicans</i> <i>Rip van Winkle</i> "Punkin' Chunkin'" episode <i>Little Women</i> <i>The Great Gatsby</i> <i>Dead Poets Society</i> <i>A Raisin in the Sun</i> <i>Good Hair</i> <i>Pursuit of Happyness</i></p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review) ● Presentations: Summer Spark, Blackout Poetry or Meme Theme, Genre Three and individual presentations in literature course
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components

Course of Study English Language Arts - September 2021

ELA HONORS III

	<ul style="list-style-type: none"> ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Language

<p>Learning Standard: L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. L.11-12.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ● Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. ● Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. ● Apply an understanding of syntax to the study of complex texts when reading. ● Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
<p>Materials: <i>My Perspectives</i> Unit 3: Facing the Future, Confronting the Past Historical and Current Events/News and speeches such as, but not limited to President Bush’s 9/11, Rotary Club Four Way speeches Samples of professional authors’ works and advice on writing, such as Stephen King’s <i>On Writing</i> Author interviews, such as, but not limited to Stephen King, Ray Bradbury, etc. Confirmation Bias resources such as, but not limited to, Facing History and Ourselves, NPR, Institute for Advanced Science and Technology Points of View Reference Center ProCon.org <i>Fahrenheit 451</i> <i>Purdue Owl</i></p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)

Course of Study English Language Arts - September 2021

ELA HONORS III

<p><i>Voice Lessons</i> Expert Photography.org, National Geographic.org Adobe Spark Pre-colonial & colonial literature various selections: Bradstreet, Wordsworth, Longfellow, Bryant, Holmes American Romanticism (including Dark Romanticism and Transcendentalism) various selections: Dickinson, Whitman, Hawthorne, Emerson, Thoreau, + O'Brien Modernism selections: Fitzgerald, Frost, Miller, Bradbury, Hurston Various novels, films, and plays may include but are not limited to: <i>Fahrenheit 451</i> <i>The Crucible</i> <i>The Scarlet Letter</i> <i>A Raisin in the Sun</i> <i>The Great Gatsby</i> <i>Their Eyes Were Watching God</i> "Harlem" "Hair" <i>Good Hair</i> "Caged Bird" "I, too" "Sympathy" "Let America Be America Again" "The Beauty of Black" "I Have a Dream" "The Negro Speaks of Rivers" "Song of the Son" "Mother to Son" "Woman Work" "The Atlanta Compromise" "Back to Africa" "Of Mr. Booker T. Washington and Others" "The Ballot or the Bullet"</p>	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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