

Course of Study:
English Language Arts IV



Course of Study English Language Arts - revised February 2023

ELA IV


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Strand: Reading Literature Standards

<p>Learning Standard: 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.</p> <p>RL.11-12.2 Analyze literary text development.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	<p>How Taught?</p> <ul style="list-style-type: none">● Students closely read select passages from documents to analyze text structure, development, and consequent meanings● Teacher provides direct instruction, give feedback, and model critical thinking● Small group and class discussions, including Socratic seminar● 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 content area and literature based vocabulary● Students to work in groups to analyze a text● Teachers to use high yield instructional strategies such as three-level guides, bracket challenge, fiction prediction
<p>Materials:</p> <p>Various teacher selected short stories, poem, or plays/films, television clips such as the following: <i>My Perspectives</i>; <i>A Midsummer Night’s Dream</i> (Satire); <i>Great Lakes Theater Residency for Midsummer Night’s Dream</i>;</p> <p>📺 <i>Kids Explain Shakespeare’s “A Midsummer ...</i></p> <p>Various current political cartoons and ads from network television (Satire); Movies - <i>Shrek/Shrek 2</i></p>	<p>How Assessed?</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

Course of Study English Language Arts - revised February 2023

ELA IV

(Satire); *Sarcasm 101* - Saturday Night Live (Satire); *Galavant series* (Satire); Excerpts from Talk Show Monologues: Jimmy Kimmel Live - ABC, *The Tonight Show starring Jimmy Fallon* - NBC, The Late Show with Stephen Colbert - CBS, *Late Night with Seth Meyers* - NBC, *The Late Late Show* with James Corden - CBS, *The Daily Show* with Trevor Noah - Comedy Central (Satire); TED Talks - "What Makes Something Funny," "Situational Irony: The Opposite of What you Think," "Irony vs. Sarcasm" (Satire) Episodes from *The Simpsons*; *The Office*, *Space Force Season 1 Episode 7 (1:00-2:11, 2:20)*, and *Parks and Rec*
  *Leslie gets jealous of a journalist | Parks and ...*
 The Onion; Assorted Fairy Tales (Satire); *Pyramus and Thisbe* (Satire); *Cat's Cradle* (Satire), *ACADEC Cat's Cradle unit*; "A Modest Proposal" (Satire); *Gulliver's Travels* (Satire); *Canterbury Tales*, "There Will Come Soft Rains" (Satire); "Burning of the Old Year" (Satire); Summer Reading selection *Salt to the Sea*, *Ruta Sepetys*; *Catcher in the Rye (Writing for College)*; *Pity the Reader: On Writing with Style* (Writing for College); "Eleanor Rigby" (Writing for College); "Stressed Out" *21 Pilots* (Writing for College); "He Always" (Writing for College); *Shy Guy, YouTube* (Writing for College); *Station Eleven* (Dystopic Lit); *My Sister's Keeper* and *And the Mountains Echoed* (Difficult Choices); "Super Toys" (Dystopic); "Occurrence at Owl Creek Bridge" (Dystopic); "The Layers" (Dystopic); *The Things They Carried* Ch 1 (Dystopic); "We Ate the Children Last" (Dystopic); inaugural poets (during inaugural years); "Traveling through the Dark," (Dystopic), "Good Girl," "Kindness," "Still I Rise," "The Summer Day," "The Way the Light Reflects," "God Says Yes to Me," "Sky Diving," "A New National Anthem," "Hope is the Thing with Feathers," "May This Be the Day We Come Together," "Rain, New Year's Eve," "Burning the Old Year," "Heavy," "The Layers" (Poetry/Song choices for Dystopic/Difficult Choices); *Ethical Dilemmas*, Chapter One from *The Things They Carried*, "Mission Iraq"
 SNL - Sarcasm 101
 https://www.youtube.com/watch?v=_ZW-AZ2mNeA
 What is Verbal Irony vs. Sarcasm -
 <https://www.youtube.com/watch?v=liR-bnCHIYo>
 Understanding Irony through Movie Clips -
 <https://www.youtube.com/watch?v=tEDxPwwMkBk>
 Student Choice Book Club selections; (Difficult

- evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)
- Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review)

Course of Study English Language Arts - revised February 2023

ELA IV

Choices selections may include *The Tenth Circle*, *The Pact*, *19 Minutes*, *Me Before You*, *Born a Crime*, *The Kite Runner*, *And the Mountains Echoed*, *Far From the Tree*, *Deadline*, *The Hate U Give*, *Night Road*, *A Thousand Splendid Suns*, *A Fall of Marigolds*, *Out of the Easy*, *The Light in Hidden Places*, *I am Not Your Perfect Mexican Daughter*, *The Book Thief*, *The Curious Incident of the Dog in the Night-time*, *All the Bright Places*, *I Must Betray You*, *Solito*) (Dystopic selections may include *The Power*, *The Grace Year*, *Never Let Me Go*, *Oryx and Crake*, *1984*, *Brave New World*, *Parable of the Sower*, *When She Woke*, *Feed*, *The Road*, *Ready Player One*, *Scythe*, *The Handmaid's Tale*, *The Knife of Never Letting Go*, *Our Missing Hearts*, *Aurora*, *Recursion*, *Dark Matter*, *Project Hail Mary*, *The Marrow Thieves*) (Satire selections may include *Born A Crime*, *A Very Punchable Face*, *Feed*, *Ready Player One*, *Catch 22*, *The Soft Ground*, *Dirty Machines*, *The Adventures of Huckleberry Finn*, *Animal Farm*, *Pride and Prejudice*)

Various Media may include:

Star Trek episodes (*Star Trek: Voyager/Season 2; Episode 24 "Tuvix"/Star Trek: The Next Generation/Season 5 ; Episode 16 "Ethics"/Star Trek Voyager: "Survival Instinct"/Season 6, Episode 2*)

Into the Wild

Inception

Wall-E

The Proposal

AI

Pleasantville

Contagion

Being Pretty

Rudy

Julie Taymor's *Midsummer Night's Dream*;

Midsummer Night's Dream 1999

"Opinion: Explain Twerking to Your Parents" - *NY Times* (Satire)

"The Happy Secret to Better Work"

"Sunscreen" *Commencement Speech*

Grey's Anatomy: "There's No 'I' in Team" Season 5 Episode

30 Days docu-series

YouTube videos of previous listed authors discussing their texts

This American Life April 22, 2016 episode, Act 1: What You Don't Know

Course of Study English Language Arts - revised February 2023

ELA IV

<p>Clips from <i>What Women Want</i> “Designer DNA” episode from Season One <i>Explained</i> “Blue on Black” Kenny Wayne Shepard “10 Ways to Have a Better Conversation” “Lollipop Moments” “Buzkashi Explained” “Sur le pont d’Avignon” “Ironic” Morissette Poems: “[i carry your heart with me(i carry it in)]” by e.e. cummings, “Ozymandias” by Shelley, “Museum, Poland” by Wislawa Szymborska, “Prayer for the Mutilated World” by Sax, “Try to Praise the Mutilated World” by Zagajewski, “Where I’m From” by Lyon, “One Art” by Bishop, “Sonnet 18: Shall I compare thee to a summer’s day?” by Shakespeare, “Kindness” by Nye, “Traveling through the Dark” by Stafford Songs: REM The End of the World as We Know It, If the World Was Ending, Imagine, Sound of Silence, Zombie by Cranberries, Bad Moon Rising, We Didn’t Start the Fire, Land of Confusion by Genesis, Don’t Worry Be Happy, (I’ll love you til) the end of the world by nick cave and the bad seeds, Don’t Fear the Reaper by Blue Oyster, Paint it Black by Rolling Stones, Ideotque by Radiohead, 5 years by Bowie, The Man Comes Around by J Cash, 99 Luftballons, The Final Countdown by Europe, 1999 by Prince, Preaching the End of the World by Chris Cornell, This World Over by XTC, Nirvana Smells Like Teen Spirit, I Don’t Want to Miss a Thing by Aerosmith, Caravan of Fools by John Prine</p>	
	<p>How Re-Taught? Re-teaching activities may include:</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

Course of Study English Language Arts - revised February 2023

ELA IV

	<ul style="list-style-type: none"> ● 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: Reading Informational Text Standards

<p>Learning Standard: 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.</p> <p>RI.11-12.2 Analyze informational text development.</p> <p>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.</p> <p>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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>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.</p>	<p>How Taught?</p> <ul style="list-style-type: none"> ● 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 ● 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. ● Direct instruction: evaluating sources ● 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. ● Students to define, use, and connect to
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Course of Study English Language Arts - revised February 2023

ELA IV

<p>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.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>content area and literature based vocabulary</p>
<p>Materials: Newsela; student-generated internet search materials; Career Interest Searches; 7 Day Challenge Search (goal setting research); relevant mentor texts for Career and Technical writings (career-choice dependant)</p> <p>Various Media may include <i>Hidden Brain</i> podcast (June 8, 2020 episode “Playing Favorites”), <i>This American Life</i> podcast (October 16, 2020 episode, Act 2 Words Vs Fear), <i>Designer DNA</i>, TED talks, recordings, past/current commercials/songs for Rhetorical Analysis, Facing History’s Dual Identity, current events articles.</p> <p>To supplement college/work essays: interview with Rudy Rutteiger</p> <p>To supplement <i>Catcher in the Rye: Ferris Bueller’s Day Off</i>, clip from <i>Bringing Up Baby</i>, movie trailers for <i>Coming Through the Rye</i> and <i>Rebel in the Rye</i>, poem “Comin Thro the Rye,” song “Tin Roof Blues,” poem “Kites,” brief movie clips from <i>Maltese Falcon</i>, <i>Casablanca</i>, <i>Citizen Kane</i>, <i>White Heat</i>, <i>Home Alone</i></p> <p><i>Dangers of the A Single Story</i>, “<i>Tarantulas on a Life-Buoy</i>,” “<i>There are Birds Here</i>,” “<i>There is a Lake Here</i>,” <i>The Dangers of Silence</i>”</p> <p>“Six Word Memoir” sample video from youtube and sample article from NYT</p> <p><i>Bao</i> (Disney Pixar short)</p>	<p>How Assessed?</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, rubrics, tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught?</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

Course of Study English Language Arts - revised February 2023

ELA IV

	<ul style="list-style-type: none"> ● 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: Writing Standards

<p>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.</p> <p>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.</p>	<p>How Taught?</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present a complex argument. b. 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. c. 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. d. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create
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Course of Study English Language Arts - revised February 2023

ELA IV

<p>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.</p>	<p>a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. 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).</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and</p>
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Course of Study English Language Arts - revised February 2023

ELA IV

<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>Annotated Bibliography Adulting 101 Challenge (written results)</p>
<p>Materials: Previously listed print material to serve as mentor</p>	<p>How Assessed?</p>

Course of Study English Language Arts - revised February 2023

ELA IV

<p>texts (see above); <i>Pity the Reader: On Writing with Style</i> <i>This I Believe</i> samples Internet searches for Adulting 101 Challenge TED talks "Let Down," Radiohead; "Present Tense," Pearl Jam Episode of <i>30 Days</i> Model texts of resumes, executive summaries, cover letters, college application/scholarship application essays, career/technical writing Language Arts Live (parent and community speaker panel) "Princess Story," "Strawberry Spring," "Click Clack the Rattlebag," <i>This American Life</i> October 16, 2020 episode; Act 2: Words Vs Fear "Why I Love My Mom" from <i>A Very Punchable Face</i>, "The Man in the Red Bandanna," "Boat Lift," <i>Today Show</i> 9/11 episode, "Leap"</p> <p><i>Into the Wild</i> <i>Inception</i> <i>Wall-E</i> <i>The Proposal</i> <i>AI</i> <i>Pleasantville</i> <i>Contagion</i> <i>Being Pretty</i> <i>Rudy</i> <i>Parenthood</i></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, rubrics, tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught?</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

Strand: Speaking and Listening Standards

Course of Study English Language Arts - revised February 2023

ELA IV

<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>How Taught? Teaching activities may include:</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 task.
<p>Materials: Previously listed print and audio/visual materials (see above) Language Arts Live (parent and community speaker panel) Student-created Google Slide Shows <i>Dr. Strangelove</i> <i>In Defense of Ignorance - This American Life (Acts 1, 2, and 3) (4.22.2016)</i> <i>Weird Al Yankovich songs for Satire</i> <i>Nick Offerman's satirical State of the School Lunches</i> <i>“Born in the USA” by Bruce Springsteen</i> <i>“Rockin’ in the Free World” Neil Young</i></p>	<p>How Assessed?</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)

Course of Study English Language Arts - revised February 2023

ELA IV

<ul style="list-style-type: none"> ▶ April and Leslie acting like they're in an SNL ... ▶ Mean Girls cafeteria tribes ▶ 10 things I hate about you- Michael shows C... ▶ A Knight's Tale (2001) Official Trailer 1 - Heath L... <p><i>Documentary Now! Any Given Saturday Afternoon</i></p>	<ul style="list-style-type: none"> ● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught?</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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Strand: Language Standards

<p>Learning Standard: L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different</p>	<p>How Taught?</p> <p>a. Observe hyphenation conventions. b. Spell correctly</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as</p>
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Course of Study English Language Arts - revised February 2023

ELA IV

	<p>notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</p> <ul style="list-style-type: none">● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught?</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