

Content Map For High School Language Arts

Content Strand: Communication – Universal Themes

English I	English II	English III	English IV
<p><u>Correlated to Literature and Composition 9</u></p> <p>ENG-I-1 Recognize universal themes and relationships within literature, history, and fine arts. Themes include the following: A. Heroic quest B. Death C. Love D. Faith and religion E. Humor F. Search for identify</p> <p>ENG-I-2 Apply literature to personal and societal environments.</p> <p>ENG-I-3 Analyze and respond to a variety of genres. A. Novel B. Nonfiction C. Poetry (epic) D. Drama E. Mythology F. Short Story</p>	<p><u>Correlated to Literature and Composition 10</u></p> <p>ENG-II-1 Recognize universal themes and relationships within literature, history, and fine arts. Themes include the following: A. Heroic quest B. Death C. Love D. Faith and religion E. Humor F. Search for identify</p> <p>ENG-II-2 Apply literature to personal and societal environments.</p> <p>ENG-II-3 Analyze and respond to world literature. The literature reflects the time periods: A. Ancient literature B. Medieval literature C. Renaissance and eighteenth century literature D. Nineteenth century until present literature</p>	<p><u>Correlated to American Literature and Composition</u></p> <p>ENG-III-1 Recognize universal themes and relationships within literature, history, and fine arts. Themes include the following: A. Heroic quest B. Death C. Love D. Faith and religion E. Humor F. Search for identify</p> <p>ENG-III-2 Apply literature to personal and societal environments.</p> <p>ENG-III-3 Analyze American literature and examine the cultures portrayed in various genres of given time periods. A. Colonial Period and Native American Culture B. Age of Reason C. Age of Romanticism D. Age of Transcendentalism and Anti-transcendentalism E. Age of Realism, and Naturalism, <u>Regionalism</u> F. Modern Period G. Contemporary Period</p>	<p><u>Correlated to English Literature and Composition</u></p> <p>ENG-IV-1 Recognize universal themes and relationships within literature, history, and fine arts. Themes include the following: A. Heroic quest B. Death C. Love D. Faith and religion E. Humor F. Search for identify</p> <p>ENG-IV-2 Apply literature to personal and societal environments.</p> <p>ENG-IV-3 Analyze British literature and examine the cultures portrayed in various genres of given time periods. A. Anglo-Saxon Period B. Middle Ages C. Renaissance period D. Restoration and E. Eighteenth Century F. Romantic Period G. Victorian Period H. Twentieth Century</p>

Content Map For High School Language Arts

Content Strand: Communication – Reading and Literature

English I	English II	English III	English IV
<p>ENG-I-4 <u>Increase reading vocabulary using context, structural, and word analysis</u><u>Read, discuss, and analyze technical literature and general exposition.</u></p>	<p>ENG-II-4 <u>Increase reading vocabulary using context, structural, and word analysis</u><u>Read, discuss, and analyze technical literature and general exposition.</u></p>	<p>ENG-III-4 <u>Read, discuss, and analyze technical literature and general exposition</u><u>Increase reading vocabulary using context, structural, and word analysis.</u></p>	<p>ENG-IV-4 <u>Read, discuss, and analyze technical literature and general exposition</u><u>Increase reading vocabulary using context, structural, and word analysis.</u></p>
<p>ENG-I-5 <u>Develop standardized test taking skills with concentration on PSAT and state mandated tests</u><u>Experience a variety of nonprint resources (film, recordings, theater, computers, and databases) as a part of the study of literature and vocational/technical writing</u></p>	<p>ENG-II-5 <u>Experience a variety of nonprint resources (film, recordings, theater, computers, and databases) as a part of the study of literature and vocational/technical writing</u><u>Develop standardized test taking skills with concentration on PSAT and state mandated tests.</u></p>	<p>ENG-III-5 <u>Experience a variety of nonprint resources (film, recordings, theater, computers, and databases) as a part of the study of literature and vocational/technical writing</u><u>Develop standardized test taking skills with concentration on PSAT and state mandated tests.</u></p>	<p>ENG-IV-5 <u>Experience a variety of nonprint resources (film, recordings, theater, computers, and databases) as a part of the study of literature and vocational/technical writing</u><u>Develop standardized test taking skills with concentration on PSAT and state mandated tests.</u></p>
<p>ENG-I-6 <u>Recognize shades of meaning in print and their influences on readers by distinguishing fact and opinion</u><u>Use the features of print materials appropriately (e.g., table of contents, appendix, and bibliography).</u></p>	<p>ENG-II-6 <u>Use the features of print materials appropriately (e.g., table of contents, appendix, and bibliography)</u><u>Find and recognize propaganda.</u></p>	<p>ENG-III-6 <u>Use the features of print materials appropriately (e.g., table of contents, appendix, and bibliography)</u><u>Identify fallacies.</u></p>	<p>ENG-IV-6 <u>Use the features of print materials appropriately (e.g., table of contents, appendix, and bibliography)</u><u>Review literary terms from previous grades.</u></p>
<p>ENG-I-7 <u>Vary reading speed and methods according to the type of material and purpose of reading.</u></p>	<p>ENG-II-7 <u>Vary reading speed and methods according to the type of material and purpose of reading</u><u>Review literary terms from previous grade.</u></p>	<p>ENG-III-7 <u>Vary reading speed and methods according to the type of material and purpose of reading</u><u>Review literary terms from previous grades.</u></p>	<p>ENG-IV-7 <u>Vary reading speed and methods according to the type of material and purpose of reading.</u></p>
<p>ENG-I-8 <u>Increase reading vocabulary using context, structural, and word analysis.</u></p>	<p>ENG-II-8 <u>Increase reading vocabulary using context, structural, and word analysis.</u></p>	<p>ENG-III-8 <u>Increase reading vocabulary using context, structural, and word analysis.</u></p>	<p>ENG-IV-8 <u>Increase reading vocabulary using context, structural, and word analysis.</u></p>
	<p>ENG-II-9 <u>Develop standardized test taking skills with concentration on PSAT and on state mandated tests.</u></p>	<p>ENG-III-9 <u>Develop standardized test taking skills with concentration on PSAT, SAT, ACT, and on state mandated tests.</u></p>	

Content Map For High School Language Arts

Content Strand: Communication – Reading and Literature

English I	English II	English III	English IV
<p><u>ENG-I-9</u> <u>Develop standardized test taking skills with concentration on PSAT and on state mandated tests.</u></p> <p><u>ENG-I-10</u> <u>Recognize shades of meaning in print and their influences on readers by distinguishing fact and opinion.</u></p> <p><u>ENG-I-11</u> Demonstrate an understanding of literary terms including, but not limited to the following: A. Fiction 1. Character/characterization 1. Climax 2. Conflict 3. Foreshadow 4. Irony 5. Narrator 6. Point of view – first person, third person limited, and omniscient 7. Setting 8. Suspense 9. Symbol 10. Theme B. Nonfiction 1. Anecdote 2. Autobiography 3. Biography 4. Essay 5. Exaggeration 6. Exposition 7. Fact and opinion 8. Humor 9. Logical and emotional appeal 10. Main idea 11. Objective and subjective writing.</p>	<p><u>ENG-II-10</u> <u>Find and recognize propaganda.</u></p> <p><u>ENG-II-11</u> <u>Review literary terms from previous grades.</u></p> <p><u>ENG-II-812</u> Demonstrate an understanding of literary terms including, but not limited to the following: A. Anachronism B. Analogy C. Allegory D. Allusion E. Ballad F. Blank verse G. Dramatic irony H. Fable I. Flashback J. Foil K. Iambic pentameter L. Inference M. Mood N. Moral O. Narrative/lyric poetry P. Parable Q. Parallelism R. Quatrain S. Repetition T. Situational irony U. Symbolism V. Tale W. Tragic flaw X. Tragic hero</p>	<p><u>ENG-III-10</u> <u>Identify fallacies.</u></p> <p><u>ENG-III-11</u> <u>Review literary terms from previous grades.</u></p> <p><u>ENG-III-812</u> Demonstrate an understanding of literary terms including, but not limited to the following: A. Aphorism B. Apostrophe C. Atmosphere D. Conceit E. Constitution F. Dialect G. Epitaph H. Gothic I. Hyperbole J. International rhyme K. Inversion L. Local color M. Metonymy N. Oratory O. Oxymoron P. Pamphlet Q. Paradox R. Parody S. Proverb T. Rhetorical question U. Single effect V. Sonnet W. Stereotype X. Stream of Consciousness Synecdoche</p>	<p><u>ENG-II-9</u> <u>Develop standardized test taking skills with concentration on PSAT, ACT, and on state mandated tests.</u></p> <p><u>ENG-IV-10</u> <u>Review literary terms from previous grades.</u></p> <p><u>ENG-IV-711</u> Demonstrate an understanding of literary terms including, but not limited to the following: A. Antithesis B. Aside C. Caesura D. Cacophony E. Carpe diem F. Concrete/abstract language G. Elegy H. Epiphany I. Epic simile J. Euphony K. Frame story L. Heroic couplet M. Idyll N. Kenning O. Mock epic P. Motif Q. Ode R. Pastoral poetry S. Scansion (rhythm and meter) T. Soliloquy U. Tercet</p>

Content Map For High School Language Arts

Content Strand: Communication – Speaking and Listening

English I	English II	English III	English IV
C. Poetry	ENG-II- 913	ENG-III- 913	ENG-IV- 812
1. Alliteration	Recognize the differences among slang, colloquial, and formal oral expressions.	Recognize the differences among slang, colloquial, and formal oral expressions.	Recognize the differences among slang, colloquial, and formal oral expressions.
2. Assonance			
3. Catalog poem			
4. Couplet			
5. Denotation	ENG-II-104	ENG-II-104	ENG-IV-913
6. Diction	Use standard English grammar in speaking <u>to various audiences</u> .	Use standard English grammar in speaking <u>to various audiences</u> .	Use standard English grammar in speaking <u>to various audiences</u> .
7. Dramatic monologue	A. Prepare and deliver a persuasive speech using standard English.	A. Prepare and deliver a persuasive speech using standard English.	A. Prepare and deliver a persuasive speech using standard English.
8. Extended/implied metaphor	B. Participate in informal classroom discussions using standard English.	B. Participate in informal classroom discussions using standard English.	B. Participate in informal classroom discussions using standard English.
9. Extended/implied metaphor			
10. Free verse			
11. Haiku			
12. Homeric simile			
13. Imagery			
14. Myth	ENG-II-145	ENG-III-145	ENG-IV-104
15. Onomatopoeia	<u>Identify verbal and nonverbal components of interpersonal communications.</u>	<u>Identify verbal and nonverbal components of interpersonal communications.</u>	<u>Identify verbal and nonverbal components of interpersonal communications.</u>
16. Personification			
17. Pun			
18. Rhyme			
19. Scene			
20. Simile	ENG-II-16	ENG-III-16	ENG-IV-15
21. Speaker	Perform interpretive reading.	<u>Perform interpretive reading.</u>	Distinguish between fact and opinion in listening and speaking as review of previous grades.
22. Stanza			
23. Tone	ENG-II-127	ENG-III-17	
24. Verbal irony	Distinguish between fact and opinion in listening and speaking.	Distinguish between fact and opinion in listening and speaking <u>as review of previous grades.</u>	
D. Drama (additions to previously listed)			
1. Antagonist	ENG-II-138	ENG-III-128	ENG-IV-16
2. Complication	<u>Evaluate messages and effects of mass media (newspaper, television, radio, film, and periodicals).</u>	<u>Evaluate messages and effects of mass media (newspaper, television, radio, film, and periodicals).</u>	<u>Evaluate messages and effects of mass media (newspaper, television, radio, film, and periodicals).</u>
3. Dramatic question			
4. Resolution			
		ENG-III-19	ENG-IV-147
		Identify various forms of propaganda.	Identify various forms of propaganda as in previous grades.
		ENG-III-1320	ENG-IV-128
		Identify fallacies.	Identify fallacies as in previous grades.

Content Map For High School Language Arts

Content Strand: Communication – Speaking and Listening

English I	English II	English III	English IV
<p>ENG-I-8 Recognize the differences among slang, colloquial, and formal oral expressions.</p> <p>ENG-I-9 Use standard English grammar in speaking. A. Prepare and deliver an informative speech using standard English. B. Participate in information classroom discussions using standard English.</p> <p>ENG-I-10 Distinguish between fact and opinion in listening and speaking.</p>	<p><u>ENG-II-19</u> Identify various forms of propaganda.</p>		

Content Map For High School Language Arts

Content Strand: Communication - Composition

English I	English II	English III	English IV
<p>ENG-I-11 Compose numerous modes of discourse using different points of view for various audiences.</p> <p>A. <u>Write well-developed paragraphs with clear, controlling ideas.</u></p> <p>B. <u>Write an expository discourse using appropriate diction and standard English. A discourse of each of the following is required:</u></p> <ol style="list-style-type: none"> 1. Cause or effect 2. Character analysis 3. Literary analysis <p>B.C. <u>Write a narrative discourse using appropriate diction and standard English.</u></p> <p>C.D. <u>Write a persuasive discourse using appropriate diction and standard English.</u></p> <p>D.E. <u>Write a descriptive discourse using appropriate diction and standard English.</u></p> <p>E.F. <u>Write a friendly letter as a mode of written communication.</u></p> <p>F.G. <u>Composes and revises on a computer.</u></p>	<p>ENG-II-1420</p> <p>Compose numerous modes of discourse using different points of view for various audiences.</p> <p>A. Write an expository discourse using appropriate diction and standard English. A discourse of each of the following is required:</p> <ol style="list-style-type: none"> 1. Definition 2. Illustration 3. Character analysis 4. Literary analysis- <p>B. Write a narrative discourse using appropriate diction and standard English.</p> <p>C. Write a persuasive discourse using appropriate diction and standard English.</p> <p>D. Write a descriptive discourse using appropriate diction and standard English.</p> <p>E. Write a business letter as a mode of written communication.</p> <p>F. Write a precis.</p> <p><u>G. Write for technical (reports, memos, charts) and business (complaints, orders, requests) purposes.</u></p> <p><u>H. Compose and revise on a computer.</u></p>	<p>ENG-III-1421</p> <p>Compose numerous modes of discourse using different points of view for various audiences.</p> <p>A. Write an expository discourse using appropriate diction and standard English. A discourse of each of the following is required:</p> <ol style="list-style-type: none"> 1. Comparison/contrast 2. Character analysis 3. Literary analysis <p>B. Write a narrative discourse using appropriate diction and standard English.</p> <p>C. Write a persuasive discourse <u>using</u> appropriate diction and standard English.</p> <p>D. Write a memo, thank you, and resume as a mode of written communication.</p> <p><u>E. Composes and revises on a computer</u></p> <p>ENG-III-1522 Review strategies <u>for sentence parts and parts of speech</u> covered in previous grades.</p>	<p>ENG-IV-139</p> <p>Compose numerous modes of discourse using different points of view for various audiences.</p> <p>A. Write an expository discourse using appropriate diction and standard English. A discourse of each of the following is required:</p> <ol style="list-style-type: none"> 1. Extended definition 2. Process analysis 3. Character analysis 4. Literary analysis <p>B. Write a narrative discourse using appropriate diction and standard English.</p> <p>C. Write a persuasive discourse using appropriate diction and standard English.</p> <p>D. Write a descriptive discourse using appropriate diction and standard English.</p> <p>E. Write a college essay using appropriate diction and standard English.</p> <p><u>F. Compose and revise on a computer.</u></p>

Content Map For High School Language Arts

Content Strand: Communication - Composition

English I	English II	English III	English IV
<p>ENG-I-12 Incorporate strategies for use in composing numerous forms of discourse including the following: A. Variety of transitions B. Thesis development C. Choice of person D. Effective coherence and organization including chronological, importance, and spatial.</p> <p>ENG-I-13 Incorporate writing vocabulary using context, structure, and word analysis.</p>	<p>ENG-II-1521 Review strategies <u>for sentence parts and parts of speech</u> covered in previous grades.</p> <p>ENG-II-1622 Incorporate sentence variety strategies using phrases and clauses.</p> <p>ENG-II-1723 Incorporate writing vocabulary using context, structure, and word analysis.</p>	<p>ENG-III-1623 Incorporate strategies for use in composing numerous forms of discourse which address tone, diction, and awareness of audience.</p> <p>ENG-III-1724 Incorporate writing vocabulary using context, structure, and word analysis.</p>	<p>ENG-IV-1420 Review strategies <u>for sentence parts and parts of speech</u> covered in previous grades.</p> <p>ENG-IV-1521 Incorporate varied essay formats to develop individuals' writing styles.</p> <p>ENG-IV-1622 Incorporate writing vocabulary using context, structure, and word analysis.</p>

Content Map For High School Language Arts

Content Strand: Communication - Grammar

English I	English II	English III	English IV
<p>ENG-I-14 Recognize the differences among slang, colloquial, and formal oral expressions.</p> <p>ENG-I-15 Recognize and review parts of speech and sentence parts.</p> <p>ENG-I-16 Recognize and incorporate standard usage in writing and speaking including the following areas: A. Case of pronouns, agreement in pronoun-antecedent number and gender, use of varying kinds of pronouns. B. Principle forms of verbs: tense of verbs; agreement of subjects and verbs; and recognition of verbals.</p>	<p>ENG-II-1824 Recognize the differences among slang, colloquial, and formal oral expressions.</p> <p>ENG-II-1925 Review grammar, usage, mechanics, and sentence structure topics from previous grades.</p> <p>ENG-II-2026 Recognize and incorporate standard usage in writing and speaking including the following areas: A. Voice of a verb, consistence of tense, and tense usage. B. Appropriate use of verbal, prepositional, and appositive phrases.</p> <p>ENG-II-2127 Incorporate conjunctive adverbs as part of compound sentences.</p>	<p>ENG-III-1825 Review grammar, usage, mechanics, and sentence structure topics from previous grades.</p> <p>ENG-II-1926 Recognize the differences among slang, colloquial, and formal written expression.</p> <p>ENG-II-2027 Recognize and incorporate standard usage in writing and speaking adding verb mood.</p>	<p>ENG-IV-1723 Review grammar, usage, mechanics, and sentence structure topics from previous grades.</p> <p>ENG-IV-1824 Recognize the differences among slang, colloquial, and formal written expression.</p> <p>ENG-IV-1925 Recognize and incorporate standard usage in writing and speaking adding the emphatic form of a verb.</p>

Content Map For High School Language Arts

Content Strand: Communication - Grammar

English I	English II	English III	English IV
<p>ENG-I-17 Adhere to rules of mechanics. A. Capitalization B. Punctuation C. Spelling</p> <p>ENG-I-18 Recognize and incorporate dependent and independent clauses (main and subordinate clauses) in writing and speaking.</p> <p>ENG-I-19 Identify and correct sentence errors such as comma splices, fragments, and run-ons.</p>			

Content Map For High School Language Arts

Content Strand: Research

English I	English II	English III	English IV
<p>ENG-I-20 Organize research using an organized format and including the following elements:</p> <p>A. Create source/bibliography cards.</p> <p>B. Create note/information cards.</p> <p>C. Compose a draft and final copy using researched information and including formal documentation.</p> <p>ENG-I-21 Define and apply terms associated with research: paraphrase, direct quotation, bibliography, citation/cite, and plagiarism.</p> <p>ENG-I-22 Produce an annotated bibliography.</p>	<p>ENG-II-2228 Organize research using an organized format and including the following elements:</p> <p>A. Create source/bibliography cards.</p> <p>B. Create note/information cards.</p> <p>C. Create and develop a thesis for research information.</p> <p>D. Compose an outline, draft and final copy using formal documentation and including a bibliography or works cited page.</p> <p><u>E. Use the tools and resources of writers (e.g., specialized and general dictionaries, specialization manuals, thesauri, style manuals, and usage handbooks).</u></p> <p>ENG-II-239 Review terms from previous grades.</p> <p>ENG-II-2430 Apply research to personal and societal environments by producing a formal research paper concerning a social or historical issue.</p>	<p>ENG-III-2128 Organize research using an organized format and including the following elements:</p> <p>A. Create source/bibliography cards.</p> <p>B. Create note/information cards.</p> <p>C. Create and develop a thesis for research information.</p> <p>D. Compose an outline, draft, and final copy using formal documentation and including a bibliography or works cited page.</p> <p>ENG-III-2229 Review terms from previous grades.</p> <p>ENG-III-2330 Produce a formal research paper with selected documentation on a literary topic.</p>	<p>ENG-IV-206 Organize research using an organized format and including the following elements:</p> <p>A. Create source/bibliography cards.</p> <p>B. Create note/information cards.</p> <p>C. Create and develop a thesis for research information.</p> <p>D. Compose an outline, draft, and final copy using formal documentation and including a bibliography or works cited page.</p> <p>ENG-IV-217 Review terms from previous grades.</p> <p>ENG-IV-228 Produce a formal research paper with selected documentation on a literary topic. (An optional topic in 02 level is a career focused research paper.)</p>

Content Map For Language Arts

Applied Communication I

NATIVE AMERICAN AND COLONIAL LITERATURE

LA-ACI-1 **Universal Themes** - Recognize the universal themes and relationship among literature, history and fine arts; apply the literature to personal and societal environments while examining Native American and Colonial cultures reflected in the following genres:

- | | |
|------------------------|---------------------|
| A. Origin myths | B. Songs |
| C. Poetry | D. Oratory |
| E. Captivity narrative | F. Journals/diaries |
| G. Histories | H. Drama (optional) |
| I. Novel (optional) | |

LA-ACI-2 **Reading/Literature/Vocabulary** - Introduce, analyze, and apply the following terms to Native American and Colonial literature:

- | | |
|---------------------------|----------------------|
| A. Vocabulary | B. Symbol |
| C. Plain style | D. Characterization |
| E. Allusions | F. Figures of speech |
| G. Similes | H. Metaphors |
| I. Archaic/language | J. Propaganda |
| K. Stereotype | L. Satire |
| M. Autobiography | N. Image |
| O. Extended metaphor | P. Inversions |
| Q. Rhythm | R. Conceit |
| S. Theme | T. Points of view |
| U. Narrative/lyric poetry | |

LA-ACI-3 **Speaking and Listening** - Use standard English grammar in speaking, and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:

- A. Create or retell an origin myth
- B. Represent pilgrims and Native Americans in a panel discussion
- C. Present noninverted version of a Bradstreet poem

LA-ACI-4 **Composition and Grammar** - Compose numerous modes of discourse by using different points of view for various audiences. Prepare for the Georgia High School Graduation Writing Test. Suggested activities include the following:

- | | |
|----------------------------------|--------------------------------------|
| A. Write a persuasive essay | B. Compose a journal entry |
| C. Create a children's narrative | D. Write a script |
| E. Prepare a report | F. Write a comparison/contrast paper |

Content Map For Language Arts

Applied Communication I

LA-ACI-5 Application of Literature to the Workplace

- A. Analysis of communication
- B. Evaluation of communication
- C. Process model of communication
- D. Business communication
- E. Group participation
- F. Teamwork
- G. Critical reading
- H. Giving and following oral directions

LA-ACI-6 Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers

AGE OF REASON

LA-ACI-7 Universal Themes - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the Age of Reason reflected in the following genres:

- A. Autobiography
- B. Aphorism
- C. Almanac
- D. Oratory
- E. Pamphlet
- F. Constitutions
- G. Drama (optional)
- H. Novel (optional)

Content Map For Language Arts

Applied Communication I

LA-ACI-8 Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to the Age of Reason:

- | | |
|------------------------|------------------------|
| A. Vocabulary | B. Autobiography |
| C. Aphorism | D. Character |
| E. Tone | F. Irony |
| G. Persuasion | H. Metaphor |
| I. Rhetorical question | J. Allusion |
| K. Main idea | L. Style |
| M. Diction | N. Figurative language |
| O. Imagery | P. Anecdote |
| Q. Analogy | R. Argument |
| S. Parallelism | T. Rhythm |
| U. Usage | |

LA-ACI-9 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Discuss peer rating of essays
- B. Deliver updated speech
- C. Conduct panel discussion

LA-ACI-10 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Prepare for the Georgia High School Graduation Writing Test. Suggested activities include the following:

- A. Write a five paragraph persuasive essay
- B. Compose an original aphorism
- C. Create an original infomercial
- D. Design a campaign

Content Map For Language Arts

Applied Communication I	
LA-ACI-11	Application of Literature to the Workplace A. Analysis of communication B. Evaluation of communication C. Process model of communication D. Business communication E. Group participation F. Teamwork G. Critical reading H. Giving and following oral directions
LA-ACI-12	Suggested Activities A. Write memos and letters B. Make group presentations C. Complete problem-solving activities D. Prepare oral and written directions E. Deliver demonstration speeches F. Participate in role play G. Complete business forms H. Analyze communication process I. Locate examples in and apply workplace skills to literature J. Invite guest speakers
AMERICAN ROMANTICISM / POE	
LA-ACI-13	Universal Themes - Recognize the universal themes and relationship among literature, history and fine arts; apply the literature to personal and societal environments while examining the writings of Edgar Allen Poe and the American Romanticism as reflected in the following genres: A. Folk tales B. Poetry C. Short stories D. Drama (optional) E. Novel (optional)

Content Map For Language Arts

Applied Communication I

- LA-ACI-14** **Reading/Literature/Vocabulary** - Introduce, analyze, and apply the following terms to American Renaissance literature and the work of Edgar Allan Poe:
- | | |
|----------------------|---------------------------|
| A. Vocabulary | B. Rationalism |
| C. Romanticism | D. The Romantic hero |
| E. Setting | F. Plot |
| G. Motif | H. Satire |
| I. Theme | J. Image |
| K. Conflict | L. Stereotype |
| M. Character | N. Tone |
| O. Inflated language | P. Rhythm |
| Q. Sound effects | R. Inversion |
| S. Atmosphere | T. Gothic |
| U. Point of view | V. Allegory |
| W. Symbol | X. Connotation/denotation |
| Y. Alliteration | Z. Internal rhyme |
| AA. Rhyme scheme | BB. Onomatopoeia |
| CC. Refrain | DD. Repetition |
| EE. Parody | FF. Single effect |
| GG. Monomania | |
- LA-ACI-15** **Speaking and Listening** - Use standard English grammar in speaking and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:
- Interview an environmentalist
 - Choose or compose background music for a story
 - Perform a parody for class
- LA-ACI-16** **Composition and Grammar** - Compose numerous modes of discourse using different points of view for various audiences. Suggested activities include the following:
- | | |
|-------------------------------------------------|---------------------------|
| A. Compile a profile | B. Write a critical essay |
| C. Compose a humorous parody | D. Develop a radio play |
| E. Retell a selection in another literary genre | |

Content Map For Language Arts

Applied Communication I

LA-ACI-17 Application of Literature to the Workplace

- A. Analysis of communication
- B. Evaluation of communication
- C. Process model of communication
- D. Business communication
- E. Group participation
- F. Teamwork
- G. Critical reading
- H. Giving and following oral directions

LA-ACI-18 Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers

POETRY GIANTS OF THE 1800'S: Dickinson, Whitman and the Fireside Poets

LA-ACI-19 Universal Themes - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the writings of Dickinson, Whitman, and the Fireside Poets and the culture of the 1800's as reflected in the following genres:

- A. Poetry
- B. Nonfiction
- C. Drama (optional)
- D. Novel (optional)

Content Map For Language Arts

Applied Communication I																																					
LA-ACI-20	<p>Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to Dickinson, Whitman, and the Fireside Poets:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Vocabulary</td> <td style="width: 50%;">B. Image</td> </tr> <tr> <td>C. Metaphor</td> <td>D. Simile</td> </tr> <tr> <td>E. Tone</td> <td>F. Sonnet</td> </tr> <tr> <td>G. Iambic pentameter</td> <td>H. Stanza patterns</td> </tr> <tr> <td>I. Rhyme scheme</td> <td>J. Idyll</td> </tr> <tr> <td>K. Mood</td> <td>L. Allusions</td> </tr> <tr> <td>M. Extended metaphor</td> <td>N. Apostrophe</td> </tr> <tr> <td>O. Irony</td> <td>P. Symbolism</td> </tr> <tr> <td>Q. Paraphrase</td> <td>R. Epic</td> </tr> <tr> <td>S. Catalog</td> <td>T. Meter</td> </tr> <tr> <td>U. Cadence</td> <td>V. Free verse</td> </tr> <tr> <td>W. Alliteration</td> <td>X. Assonance</td> </tr> <tr> <td>Y. Onomatopoeia</td> <td>Z. Parallel structure</td> </tr> <tr> <td>AA. Repetition</td> <td>BB. Rhythm</td> </tr> <tr> <td>CC. Figures of speech</td> <td>DD. Exact rhyme</td> </tr> <tr> <td>EE. Slant rhyme</td> <td>FF. Paradox</td> </tr> <tr> <td>GG. Theme</td> <td>HH. Personification</td> </tr> <tr> <td>II. Pun</td> <td></td> </tr> </table>	A. Vocabulary	B. Image	C. Metaphor	D. Simile	E. Tone	F. Sonnet	G. Iambic pentameter	H. Stanza patterns	I. Rhyme scheme	J. Idyll	K. Mood	L. Allusions	M. Extended metaphor	N. Apostrophe	O. Irony	P. Symbolism	Q. Paraphrase	R. Epic	S. Catalog	T. Meter	U. Cadence	V. Free verse	W. Alliteration	X. Assonance	Y. Onomatopoeia	Z. Parallel structure	AA. Repetition	BB. Rhythm	CC. Figures of speech	DD. Exact rhyme	EE. Slant rhyme	FF. Paradox	GG. Theme	HH. Personification	II. Pun	
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LA-ACI-21	<p>Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:</p> <ul style="list-style-type: none"> A. Discuss anti-slavery poems B. Deliver a dramatic interpretation C. Sing a Dickinson poem to the tune of “Amazing Grace” or “Gilligan’s Island” 																																				
LA-ACI-22	<p>Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Create an original monologue</td> <td style="width: 50%;">B. Write an original poem</td> </tr> <tr> <td>C. Make a photographic chart</td> <td>D. Compose music</td> </tr> <tr> <td>E. Design a book cover</td> <td>F. Explicate a poem</td> </tr> <tr> <td>G. Compare/contrast the poetry of Dickinson and Whitman</td> <td></td> </tr> </table>	A. Create an original monologue	B. Write an original poem	C. Make a photographic chart	D. Compose music	E. Design a book cover	F. Explicate a poem	G. Compare/contrast the poetry of Dickinson and Whitman																													
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G. Compare/contrast the poetry of Dickinson and Whitman																																					

Content Map For Language Arts

Applied Communication I

LA-ACI-23 Application of Literature to the Workplace

- A. Analysis of communication
- B. Evaluation of communication
- C. Process model of communication
- D. Business communication
- E. Group participation
- F. Teamwork
- G. Critical reading
- H. Giving and following oral directions

LA-ACI-24 Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers

AMERICAN RENAISSANCE

LA-ACI-25 Universal Themes - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the American Renaissance culture reflected in the following genres:

- A. Poetry
- B. Nonfiction
- C. Drama (optional)
- D. Novel (optional)

Content Map For Language Arts

Applied Communication I

- LA-ACI-26** **Reading/Literature/Vocabulary** - Introduce, analyze and apply the following terms to the American Renaissance:
- A. Vocabulary
 - B. Transcendentalism
 - C. Anti-transcendentalism
 - D. Symbol
 - E. Theme
 - F. Parable
 - G. Character
 - H. Tone
 - I. Atmosphere
 - J. Point of view/narrator
 - K. Archaic
 - L. Context clues
 - M. Etymology
 - N. Metaphor
 - O. Parody
 - P. Foreshadowing
 - Q. Monomania
 - R. Monologue
 - S. Imagery
 - T. Aphorism
 - U. Figures of speech
 - V. Utopia
 - W. Fable
 - X. Paradox
 - Y. Extended metaphor
 - Z. Irony
 - AA. Narrative
- LA-ACI-27** **Speaking and Listening** - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:
- A. Discuss modern aphorisms
 - B. Perform a play
 - C. Impersonate a journal writer
 - D. Present a report on background information
- LA-ACI-28** **Composition and Grammar** - Compose numerous modes of discourse using different points of view for various audiences. Suggested activities:
- A. Prepare a dialogue between two authors
 - B. Design a memorial plaque
 - C. Prepare a brochure
 - D. Create a newspaper or newsletter
 - E. Write a correspondence between two characters

Content Map For Language Arts

Applied Communication I

LA-ACI-29 **Application of Literature to the Workplace**

- A. Analysis of communication
- B. Evaluation of communication
- C. Process model of communication
- D. Business communication
- E. Group participation
- F. Teamwork
- G. Critical reading
- H. Giving and following oral directions

LA-ACI-30 **Suggested Activities**

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers

REALISM / NATURALISM / REGIONALISM

LA-ACI-31 **Universal Theme** - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the post Civil War culture reflected in the following genres:

- | | |
|---------------------|---------------------|
| A. Poetry | B. Nonfiction |
| C. Short story | D. Drama (optional) |
| E. Novel (optional) | |

LA-ACI-32 **Reading/Literature/Vocabulary** - Introduce, analyze, and apply the following terms to realistic, naturalistic, and regional literature:

- | | |
|------------------------|--------------------------|
| A. Vocabulary | B. Realism |
| C. Naturalism | D. Regionalism |
| E. Local color | F. Romantic novel |
| G. Psychological novel | H. Slave narrative |
| I. Character | J. Spirituals/code songs |
| K. Symbol | L. Personification |
| M. Metaphor | N. Oratory |

Content Map For Language Arts

Applied Communication I

- | | |
|---------------------|----------------------|
| O. Repetition | P. Extended metaphor |
| Q. Figure of speech | R. Hyperbole |
| S. Comic metaphor | T. Understatement |
| U. Anecdotes | V. Proverbs |
| W. Point of view | X. Diction |
| Y. Impressionism | Z. Theme |
| AA. Affixes | BB. Root word |
| CC. Irony | DD. Heroism |
| EE. Image | FF. Personify |
| GG. Motive | HH. Ambiguity |
| II. Plot | JJ. Foreshadowing |
| KK. Dialect | |

LA-ACI-33 **Speaking and Listening** - Use standard English grammar in speaking, and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:

- A. Present a panel discussion
- B. Perform an oral reading
- C. Deliver a eulogy
- D. Produce a news program

LA-ACI-34 **Composition and Grammar** - Compose numerous modes of discourse using by different points of view for various audiences. Suggested activities include the following:

- A. Prepare a press release
- B. Complete an accident report
- C. Develop a critical essay
- D. Design a reader's theatre production
- E. Write an obituary

LA-ACI-35 **Application of Literature to the Workplace**

- A. Analysis of communication
- B. Evaluation of communication
- C. Process model of communication
- D. Business communication
- E. Group participation
- F. Teamwork
- G. Critical reading
- H. Giving and following oral directions
- I. Acquisition of information from a variety of sources
- J. Evaluation of relevancy and accuracy of information
- K. Organization of information
- L. Interpretation of graphic information
- M. Communication of information through oral and graphic methods

Content Map For Language Arts

Applied Communication I

LA-ACI-36 Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers
- K. Create a database
- L. Create multimedia presentations
- M. Create oral and written research presentations
- N. Obtain and use information from tables and graphs
- O. Create information graphics
- P. Conduct interviews
- Q. Produce written research document

MODERN PERIOD

LA-ACI-37 Universal Themes - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the modern period reflected in the following genres:

- A. Poetry
- B. Nonfiction
- C. Short story
- D. Drama (optional)
- E. Novel (optional)

Content Map For Language Arts

Applied Communication I			
LA-ACI-38	<p>Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to modern literature:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> A. Vocabulary C. American dream E. Marxism G. Stream of consciousness I. Symbolism K. Setting M. Metaphor O. Inference Q. Flashback S. Alliteration U. Figures of speech W. Parallel structure Y. Diction AA. Ambiguity CC. Rhyme scheme EE. Imagery GG. Irony II. Style KK. Resolution MM. Paradox OO. Conflict QQ. Hyperbole SS. Allusions UU. Epigraph WW. Point of view/narrator YY. Comedy AAA. Thesis statement CCC. Atmosphere EEE. Apostrophe GGG. Romanticism III. Epithets KKK. Jargon </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> B. Harlem Renaissance D. Nobel prize F. Psychoanalysis H. Jazz Age J. Images L. Character N. Exposition P. Climax R. Description T. Catalog V. Theme X. Simile Z. Sonnet BB. Tone DD. Rhythm FF. Personification HH. Blank verse JJ. Free verse LL. Implied metaphor NN. Parody PP. Oxymoron RR. Foreshadowing TT. Dramatic monologue VV. Paraphrase XX. Tragedy ZZ. Romance BBB. Analogy DDD. Connotation/denotation FFF. Anecdote HHH. Images JJJ. Slant rhyme LLL. Literary present </td> </tr> </table>	<ul style="list-style-type: none"> A. Vocabulary C. American dream E. Marxism G. Stream of consciousness I. Symbolism K. Setting M. Metaphor O. Inference Q. Flashback S. Alliteration U. Figures of speech W. Parallel structure Y. Diction AA. Ambiguity CC. Rhyme scheme EE. Imagery GG. Irony II. Style KK. Resolution MM. Paradox OO. Conflict QQ. Hyperbole SS. Allusions UU. Epigraph WW. Point of view/narrator YY. Comedy AAA. Thesis statement CCC. Atmosphere EEE. Apostrophe GGG. Romanticism III. Epithets KKK. Jargon 	<ul style="list-style-type: none"> B. Harlem Renaissance D. Nobel prize F. Psychoanalysis H. Jazz Age J. Images L. Character N. Exposition P. Climax R. Description T. Catalog V. Theme X. Simile Z. Sonnet BB. Tone DD. Rhythm FF. Personification HH. Blank verse JJ. Free verse LL. Implied metaphor NN. Parody PP. Oxymoron RR. Foreshadowing TT. Dramatic monologue VV. Paraphrase XX. Tragedy ZZ. Romance BBB. Analogy DDD. Connotation/denotation FFF. Anecdote HHH. Images JJJ. Slant rhyme LLL. Literary present
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Content Map For Language Arts

Applied Communication I

- LA-ACI-39 Speaking and Listening** - Use standard English grammar in speaking and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:
- A. Create a multimedia presentation
 - B. Perform a choral reading
 - C. Plan a theatrical adaptation
 - D. Present an oral report on cultural influences
 - E. Discuss issues or reactions
- LA-ACI-40 Composition and Grammar** - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:
- A. Create a monologue
 - B. Complete an accident report
 - C. Compose an analytic essay
 - D. Rewrite either an opening or closing for a selection
 - E. Design a brochure
- LA-ACI-41 Application of Literature to the Workplace**
- A. Analysis of communication
 - B. Evaluation of communication
 - C. Process model of communication
 - D. Business communication
 - E. Group participation
 - F. Teamwork
 - G. Critical reading
 - H. Giving and following oral directions
 - I. Acquisition of information from a variety of sources
 - J. Evaluation of relevancy and accuracy of information
 - K. Organization of information
 - L. Interpretation of graphic information
 - M. Communication of information through oral and graphic methods

Content Map For Language Arts

Applied Communication I

LA-ACI-42

Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers
- K. Create a database
- L. Create multimedia presentations
- M. Create oral and written research presentations
- N. Obtain and use information from tables and graphs
- O. Create information graphics
- P. Conduct interviews
- Q. Produce written research document

Content Map For Language Arts

Applied Communication I

CONTEMPORARY PERIOD

LA-ACI-43 **Universal Theme** - Recognize the universal themes and relationship among literature, history, and fine arts; apply the literature to personal and societal environments while examining the Contemporary Period culture reflected in the following genres:

- A. Poetry
- B. Nonfiction
- C. Short story
- D. Drama (optional)
- E. Novel (optional)

LA-ACI-44 **Reading/Literature/Vocabulary** - Introduce, analyze, and apply the following terms to contemporary literature:

- | | |
|------------------------------------|------------------------|
| A. Vocabulary | B. Figurative language |
| C. Point of view | D. Irony |
| E. Character | F. Anecdote |
| G. Paradox | H. Extended metaphor |
| I. Subjective/objective reporting | J. Imagery |
| K. Tone | L. Context clues |
| M. Narrator | N. Setting |
| O. Conflict | P. Resolution |
| Q. Theme | R. Hyperbole |
| S. Incongruity | T. Satire |
| U. Fantasy | V. Style |
| W. Personification | X. Dialect |
| Y. Foreshadowing | Z. Realism |
| AA. Myth | BB. Simile |
| CC. Metaphor | DD. Elegy |
| EE. Free verse | FF. Rhyme |
| GG. Sound effects | HH. Alliteration |
| II. Assonance | JJ. Consonance |
| KK. Lyric poem | LL. Diction |
| MM. Understatement | NN. Monologue |
| OO. Repetition | PP. Refrain |
| QQ. Synesthesia | RR. Allusion |
| SS. Concrete and abstract language | TT. Speaker |
| UU. Rhyme scheme | |

Content Map For Language Arts

Applied Communication I

- LA-ACI-45** **Speaking and Listening** - Use standard English grammar in speaking, and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:
- A. Act out a dramatic poem or perform a group reading
 - B. Take a stand on a statement by an author
 - C. Discuss a story in groups
 - D. Read a speech aloud
 - E. Present scientific findings to class in an oral report
 - F. Correlate appropriate music for a selection
 - G. Create a museum piece for a literary selection
- LA-ACI-46** **Composition and Grammar** - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:
- A. Write an essay on the universal significance of a piece
 - B. Compose an essay on the importance of heritage
 - C. Create a poem that could be used as an epigraph
 - D. Create a business correspondence
 - E. Write journal entry from a character's point of view
 - F. Compare/contrast two literary selections
 - G. Analyze symbols in a selection
 - H. Explicate a poem
 - I. Write a poem from a protagonist's point of view
- LA-ACI-47** **Application of Literature to the Workplace**
- A. Analysis of communication
 - B. Evaluation of communication
 - C. Process model of communication
 - D. Business communication
 - E. Group participation
 - F. Teamwork
 - G. Critical reading
 - H. Giving and following oral directions
 - I. Acquisition of information from a variety of sources
 - J. Evaluation of relevancy and accuracy of information
 - K. Organization of information
 - L. Interpretation of graphic information
 - M. Communication of information through oral and graphic methods

Content Map For Language Arts

Applied Communication I

LA-ACI-48

Suggested Activities

- A. Write memos and letters
- B. Make group presentations
- C. Complete problem-solving activities
- D. Prepare oral and written directions
- E. Deliver demonstration speeches
- F. Participate in role play
- G. Complete business forms
- H. Analyze communication process
- I. Locate examples in and apply workplace skills to literature
- J. Invite guest speakers
- K. Create a database
- L. Create multimedia presentations
- M. Create oral and written research presentations
- N. Obtain and use information from tables and graphs
- O. Create information graphics
- P. Conduct interviews
- Q. Produce written research document

Content Map For Language Arts

Applied Communication II

BRITISH LITERATURE: CHRONOLOGICAL APPROACH

ANGLO SAXONS, 449-1066

LA-ACII-1 Universal Theme - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Anglo Saxon culture.

- A. *Beowulf*
- B. World literature (optional)
- C. Reading list option

LA-ACII-2 Reading/Literature/Vocabulary - Introduce, analyze and apply the following terms to Anglo Saxon literature:

- A. Vocabulary
- B. Epic
- C. Epic hero
- D. Alliteration
- E. Kennings
- F. Elegy
- G. Caesura
- H. Riddle
- I. Parody

LA-ACII-3 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Retell an episode
- B. Compare movies and *Beowulf*
- C. Discuss similarities to ancient world
- D. Debate existence of modern heroes
- E. Explain elements in collage
- F. Talk about community
- G. Reflect on being a bard

LA-ACII-4 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Analyze Grendel
- B. Analyze an autobiographical incident
- C. Rewrite the story of *Beowulf* using a different point of view
- D. Compare hero to a modern celebrity
- E. Compare ancient and modern poetry
- F. Write "Seafarer" poem

Content Map For Language Arts

Applied Communication II

LA-ACII-5 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skill
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business

LA-ACII-6 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents

Content Map For Language Arts

Applied Communication II

THE MIDDLE AGES, 1066-1485

LA-ACII-7 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the culture of the Middle Age:

- A. Ballads
- B. Social Structure
- C. *Canterbury Tales*
- D. Medieval romance
- E. World literature (optional)
- F. Reading list (optional)

LA-ACII-8 Reading/Literature/Vocabulary - Introduce, analyze and apply the following terms to medieval literature:

- | | |
|--------------------|----------------|
| A. Vocabulary | B. Couplet |
| C. Refrain | D. Vernacular |
| E. Verbal irony | F. Frame story |
| G. Repetition | H. Romance |
| I. Satire | J. Half rhymes |
| K. Personification | |

LA-ACII-9 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Perform TV or radio newscast
- B. Sing or play recordings of modern ballads
- C. Perform "Pardoner's Tale"
- D. Discuss romantic problems
- E. Discuss women's roles
- F. Present dramatic reading
- G. Give informal talk

LA-ACII-10 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Compare/contrast ballads
- B. Write a folk ballad
- C. Retell ballads
- D. Write character analysis
- E. Write a prologue
- F. Write about modernizing the setting
- G. Write diary entry for Wife of Bath
- H. Write observational essay
- I. Write job description
- J. Write a dialogue
- K. Create a character

Content Map For Language Arts

Applied Communication II

LA-ACII-11 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skills
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business

LA-ACII-12 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents

Content Map For Language Arts

Applied Communication II

THE RENAISSANCE, 1485-1660

LA-ACII-13 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Renaissance culture.

- A. Poetry
- B. Shakespearean drama
- C. The King James Bible
- D. *Paradise Lost*
- E. World literature (optional)
- F. Reading list (optional)

LA-ACII-14 Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to Renaissance literature:

- | | |
|-------------------------------|-------------------|
| A. Vocabulary | B. Poetic meter |
| C. Sonnet forms | D. Mood |
| E. Paradox | F. Allegory |
| G. Metaphysical conceit | H. Carpe diem |
| I. Pastoral poetry | J. Hyperbole |
| K. Humanism | L. Epitaph |
| M. Epigram | N. Tragedy |
| O. Growth of English language | P. Dramatic irony |
| Q. Blank verse | R. Soliloquy |
| S. Aside | T. Monologue |
| U. Parallel structure | V. Parable |
| W. Epic simile | X. En medias res |
| Y. Euphony | Z. Cacaphony |

LA-ACII-15 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Evaluate modern messages about love
- B. Discuss gender traits in modern and Renaissance times
- C. Practice pronunciation
- D. Perform a soliloquy
- E. State trial by jury
- F. Discuss Dante's hell
- G. Recite psalms
- H. Present oral report on Renaissance inventions
- I. Discuss applications of wise insights
- J. Dramatize opening scene of a Renaissance drama
- K. Stage a one person show

Content Map For Language Arts

Applied Communication II

LA-ACII-16 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Write responses to poetry
- B. Write a sonnet
- C. Create imagery
- D. Create a dialogue based on pastoral poetry
- E. Write a parody
- F. Write a song
- G. Create a modern conceit
- H. Compare a sonnet to modern poetry
- I. Web figures of speech
- J. Write a character analysis
- K. Write speculations about *Macbeth*
- L. Make character webs
- M. Rewrite banquet scene
- N. Analyze connotation and denotation in *Macbeth*
- O. Compare psalms
- P. Write dramatic monologue
- Q. Create images pictorially from literature
- R. Write a psalm
- S. Write an allegorical story

LA-ACII-17 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skills
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business

LA-ACII-18 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making

Content Map For Language Arts

Applied Communication II

THE RESTORATION AND THE EIGHTEENTH CENTURY, 1660-1800

LA-ACII-19 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Restoration and 18th Century culture:

- A. Selections from Swift
- B. Selections from Pope
- C. Nonfiction
- D. World literature (optional)
- E. Reading list (optional)

LA-ACII-20 Reading/Literature/Vocabulary - Introduce, analyze and apply the following terms to Restoration and 18th Century literature:

- | | |
|---------------|-----------------------|
| A. Vocabulary | B. Elements of satire |
| C. Irony | D. Antithesis |
| E. Mock epic | F. Heroic couplet |
| G. Diary | H. Parody |
| I. Diction | J. Elegy |
| K. Tone | L. Generalization |
| M. Gothic | |

LA-ACII-21 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Present oral interpretation
- B. Present a rebuttal to Pope
- C. Discuss satire in *Candide*
- D. Create a radio advertisement
- E. Present news broadcasts
- F. Conduct interviews
- G. Present a persuasive speech

Content Map For Language Arts

Applied Communication II

LA-ACII-22 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Write a modest proposal
- B. Write a satire
- C. Analyze political cartoons
- D. Write a letter to an editor about Swift's proposals
- E. Write creative dictionary entries
- F. Create a specialized dictionary
- G. Describe cultural climate of the period
- H. Write an elegy
- I. Write a public service announcement
- J. Write a diary entry
- K. Describe a natural disaster
- L. Write a manual for handling hazardous materials
- M. Write a persuasive speech/essay
- N. Write an audience analysis
- O. Write about willing sacrifices for personal quest

LA-ACII-23 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skill
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business letter/memo writing

LA-ACII-24 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents

Content Map For Language Arts

Applied Communication II

THE ROMANTIC PERIOD, 1798-1832

LA-ACII-25 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Romantic Period culture.

- A. Poetry
- B. World literature (optional)
- C. Reading list (optional)

LA-ACII-26 Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to medieval literature:

- | | |
|----------------------|--------------------|
| A. Vocabulary | B. Dialect |
| C. Parallelism | D. Allusion |
| E. Contraries | F. Folk ballads |
| G. Literary ballads | H. Ode |
| I. Blank verse | J. Apostrophe |
| K. Meditative poetry | L. Scansion |
| M. Sound devices | N. Gothic elements |
| O. Romantic elements | |

LA-ACII-27 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Present an oral interpretation
- B. Create a talk show
- C. Write or perform a melody
- D. Discuss themes
- E. Present a speech
- F. Discuss effects of nature
- G. Present a recitation
- H. Participate in a choral reading of "Rime of the Ancient Mariner"

LA-ACII-28 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Respond to a poem
- B. Write a comparative essay
- C. Explicate poetry
- D. Paraphrase poetry
- E. Create an allegory
- F. Write dialectic poetry
- G. Write a sequel to *Don Juan*
- H. Write a parody
- I. Write an apostrophe
- J. Write an extended metaphor/simile

Content Map For Language Arts

Applied Communication II

LA-ACII-29 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skill
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business letter/memo writing
- J. Critical reading
- K. Use of technology
- L. Time management
- M. Self-assessment
- N. Resume writing
- O. Job applications
- P. Job interview
- Q. Job research skills

LA-ACII-30 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents
- P. Practice problem solving activities
- Q. Analyze social issues
- R. Evaluate use of technology
- S. Conduct interviews
- T. Develop personal resumes
- U. Write letters related to job applications
- V. Practice time management and organization
- W. Complete job applications
- X. Create personal portfolios

Content Map For Language Arts

Applied Communication II

THE VICTORIAN PERIOD, 1832-1901

LA-ACII-31 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Victorian culture.

- A. Poetry
- B. World literature (optional)
- C. Reading list (optional)

LA-ACII-32 Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to Victorian literature:

- A. Vocabulary
- B. Dramatic monologue
- C. Atmosphere
- D. Anti-climax
- E. Tercet
- F. Imagery

LA-ACII-33 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial and formal oral expressions. Suggested activities include the following:

- A. Present a recitation
- B. Present an oral interpretation
- C. Select and perform a series of love poems
- D. Reconstruct the relationship between Porphyria and her lover
- E. Select background music and present dramatic reading of poem
- F. Compare werewolf stories
- G. Present a report on British civil servants
- H. Make up a background story for a poem and tell it
- I. Discuss contrast in Victorian, modern and ancient attitudes
- J. Plan and stage a debate

LA-ACII-34 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Create a storyboard
- B. Write a dramatic monologue
- C. Write a love poem
- D. Write a contrast of heroes
- E. Write a paraphrase
- F. Write graffiti of the oppressed
- G. Write a dialogue between newlyweds
- H. Write a summary of your views about past and present
- I. Write an editorial about war
- J. Write diary entries

Content Map For Language Arts

Applied Communication II

LA-ACII-35 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skill
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business letter/memo writing
- J. Critical reading
- K. Use of technology
- L. Time management
- M. Self-assessment
- N. Resume writing
- O. Job applications
- P. Job interview
- Q. Job research skills

LA-ACII-36 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents
- P. Practice problem solving activities
- Q. Analyze social issues
- R. Evaluate use of technology
- S. Conduct interviews
- T. Develop personal resumes
- U. Write letters related to job applications
- V. Practice time management and organization
- W. Complete job applications
- X. Create personal portfolios

Content Map For Language Arts

Applied Communication II

THE TWENTIETH CENTURY, 1902 - PRESENT

LA-ACII-37 Universal Themes - Recognize the universal themes and relationships within literature, history, and fine arts. Apply the literature to personal and societal environments while examining the Twentieth Century culture.

- A. Short stories
- B. Poetry
- C. Nonfiction
- D. World literature (optional)
- E. Reading list (optional)

LA-ACII-38 Reading/Literature/Vocabulary - Introduce, analyze, and apply the following terms to Twentieth Century literature:

- | | |
|----------------------------|----------------|
| A. Vocabulary | B. Oxymoron |
| C. Point of view | D. Voice |
| E. Flashback | F. Epiphany |
| G. Pun/cliche | H. Metaphysics |
| I. Psychological realism | J. Symbolism |
| K. Existentialism | L. Setting |
| M. Stream of consciousness | N. Analogy |
| O. Foreshadowing | |

LA-ACII-39 Speaking and Listening - Use standard English grammar in speaking and recognize the differences among slang, colloquial, and formal oral expressions. Suggested activities include the following:

- A. Stage a trial
- B. Role play character debates
- C. Choose or compose background music for a story
- D. Discuss common ground
- E. Discuss dating customs
- F. Present a report on folk medicine
- G. Discuss U.S. ideals
- H. Create a dialogue between characters

LA-ACII-40 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:

- A. Write a sketch
- B. Write a film proposal
- C. Research housing laws
- D. Select an animal and let it explain its philosophy
- E. Create a story ending
- F. Tell a story from a different point of view
- G. Create an original fairy tale

Content Map For Language Arts

Applied Communication II

LA-ACII-41 Application of Literature to the Workplace

- A. Conflict resolution
- B. Oral and written communication
- C. Active listening
- D. Analysis of behavior style and decision-making inventories
- E. Role play
- F. High level listening skills
- G. Critical thinking/problem solving
- H. Group participation/teamwork
- I. Business letter/memo writing
- J. Critical reading
- K. Use of technology
- L. Time management
- M. Self-assessment
- N. Resume writing
- O. Job applications
- P. Job interview
- Q. Job research skills

LA-ACII-42 Suggested Activities

- A. Role play
- B. Team planning project
- C. Complete and analyze individual inventories
- D. Create character webs
- E. Develop graphic organizers
- F. Debate moral issues
- G. Prepare a brochure on negotiation
- H. Conduct case studies
- I. Invent strategies for fair solutions
- J. Analyze communication
- K. Invite guest speakers
- L. Chart decision making
- M. Create models
- N. Practice technology of applicable literary periods
- O. Evaluate communication of ancient documents
- P. Practice problem solving activities
- Q. Analyze social issues
- R. Evaluate use of technology
- S. Conduct interviews
- T. Develop personal resumes
- U. Write letters related to job applications
- V. Practice time management and organization
- W. Complete job applications
- X. Create personal portfolios

Content Map For Language Arts

Applied Communication II

COMMUNICATION: GRAMMAR

LA-ACII-43 Composition and Grammar - Compose numerous modes of discourse by using different points of view for various audiences. Write creatively using conventional diction and correct standard English.

- A. Parallelism
- B. Active/passive voice
- C. Verbals/verbal phrases
- D. Business letters
- E. Sentence structure/sentence combining
- F. Lengthy quotes/citations
- G. Resume
- H. Agreement: number, subject-verb, pronoun-antecedent
- I. Social writing
- J. Mood
- K. Tense
- L. Style
- M. Tone
- N. Usage problems
- O. Modifiers
- P. Punctuation

*** Teachers may instruct the Applied Communication II course following a thematic approach. To do so, consult the state prepared curriculum guide. The thematic units chosen for Applied Communication II in Henry County are in order as follows:

- A. Critical thinking/problem solving
- B. Successful negotiation
- C. Job and time management skills
- D. Diversity

Content Map For Language Arts

Journalism/Yearbook

FUNDAMENTALS

LA-J-1 Universal Theme - Recognize the media as a fact of communication through spoken, written, and printed material.

- A. History of media
- B. Responsibilities of journalists of yearbook staff members
- C. Careers in journalism

LA-J-2 Reading/Literature/Vocabulary - Use, analyze, and apply the following terms in journalism and yearbook:

- | | |
|-------------------|---------------------|
| A. Libel | B. Body copy |
| C. Text | D. Headlines |
| E. Quotes | F. Captions |
| G. Gutter | H. Sidebars |
| I. Memo | J. Eye-line |
| K. Folios | L. Closed copy |
| M. Direct quote | N. Indirect quote |
| O. Interview | P. Division pages |
| Q. Drop letters | R. End sheets |
| S. Opening | T. Closing |
| U. Ladder | V. Lead-in |
| W. Theme | X. Cropper |
| Y. Pica | Z. Spread |
| AA. Signature | BB. Flat |
| CC. Spot color | DD. Deadline |
| EE. White space | FF. Background |
| GG. Style | HH. Specifications |
| II. Proofs | JJ. Type |
| KK. Job stickers | LL. Edit |
| MM. Layouts | NN. Customer number |
| OO. Grease pencil | PP. Ultra vision |

LA-J-3 Speaking and Listening - Use standard English grammar in speaking, interviewing, and reporting. Suggested activities include the following:

- A. Conduct an interview
- B. Take a survey
- C. Create and convey announcements
- D. Discuss theme, cover, spreads, and other production items.
- E. Speak persuasively while selling ads, yearbooks, and newspapers
- F. Brainstorm ideas for text, body copy, captions, and feature stories

Content Map For Language Arts

Journalism/Yearbook

- LA-J-4** **Composition and Grammar** - Compose numerous modes of discourse by using different points of view for various audiences. Suggested activities include the following:
- A. Document quotes correctly.
 - B. Write text, body copy, headlines, captions, interviews, and feature stories.
 - C. Use editing skills when correcting proofs.
 - D. Write captions, memos, announcements, advertisements, and other copy.
 - E. Include in stories and captions important information such as who, what, when, where, why, and how.

Production and Performance

- LA-J-5** Create a product by completing and compiling the following:
- A. Obtain rosters, contact rolls, club activities, sporting events, student meetings, etc.
 - B. Edit stories, layouts, proofs, lists, and other copy.
 - C. Create rough draft and final computer layouts
 - D. Take photographs that contain people and action
 - E. Sell ads, books, and papers in order to have funds for publication
 - F. Design layouts, art, cover, end sheets, and other production items using current yearbook and newspaper styles
 - G. Report stories, quotes, surveys, and interviews correctly and responsibly
 - H. Edit pictures using cropping techniques

Cultural Significance

- LA-J-6** Develop awareness of opinions, beliefs, and ideas of students, teachers, parents, and faculty regarding the school, student life, the community, and the impact of national news on the school system.
- A. Create info-graphics using the opinions of students, teachers, and administrators
 - B. Convey student beliefs and ideas in sidebars and interviews
 - C. Write editorials that express the opinions of students, teachers, and administrators
 - D. Interpret news and copy through analyzing and discussion

Technology

- LA-J-7** Transfer concepts of communication, style, and computer programs to specific applications in production of a newspaper or yearbook.
- A. Design pages, books, and newspapers
 - B. Incorporate photography using rule of thirds
 - C. Create charts, pies, and graphs when using info-graphics
 - D. Use current trends in style such as type, font style, size, background, pop prints, knockouts, and other trends.

Content Map For Language Arts

Journalism/Yearbook

Application

- LA-J-8** Utilize gathering, reporting, and writing skills while creating portions of a newspaper or yearbook. Suggested activities include the following:
- A. Interviewing
 - B. Writing news stories
 - C. Writing feature stories
 - D. Writing sports stories
 - E. Writing editorials
 - F. Gathering information
 - G. Compiling information
 - H. Reporting information
 - I. Creating layouts
 - J. Utilizing style
 - K. Writing headlines
 - L. Quoting
 - M. Copy writing
 - N. Writing sidebars
 - O. Writing captions
 - P. Proofreading
 - Q. Editing
 - R. Creating art
 - S. Brainstorming

Organization

- LA-J-9** Organize information using an established format. Suggested formats include the following:
- A. Alphabetizing
 - B. Categorizing
 - C. Sorting
 - D. Typing
 - E. Addressing envelopes
 - F. Brainstorming
 - G. Scheduling
 - H. Creating visual organizers
 - I. Writing announcements
 - J. Making posters, signs, and other advertising products
 - K. Completing receipts