

Fayette R-III

FHS- Curriculum Guide for Language Arts I

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

The English Language Arts Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of ELA I.

Course Description: LA I, an integrated English course based on Missouri's Learning Standards, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

Course Rationale: The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

ELA Student Learning Goals	Standard Alignment
Reading: Comprehend and Analyze Literature and Informative Texts 1. Students will read a variety of literature including classic, contemporary, popular narratives, poems, and plays. Reading will also include informational, academic texts and technological resources. 2. Students will demonstrate mastery of analysis and comprehension skills such as: <ul style="list-style-type: none">Identifying text structure, author's purpose and style, organizational patterns and contextIdentifying and analyzing plot, characters, point of view, theme, and literary devices and techniquesAnalyze and evaluate text connections; text to text, text to self, text to worldSummarize, paraphrases, and make logical inferences	RL 9.1, 9.2, 9.3, 9.6 RI 9.1, 9.2, 9.3, 9.6 CA 2, 3, 1.5, 1.6, 2.4, 3.1,3.4,3.5, 3.6,3.7,3.8
Reading: Uses Reading Strategies 3. Students will demonstrate mastery of reading strategies by applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts including, but not limited to:	L 9.4, 9.5 CA 2,3,1.5,1.6, 3.5, 3.6, 3.7, 3.8

<ul style="list-style-type: none"> • Accessing prior knowledge • Setting a purpose for reading • Monitoring rate of reading • Annotating texts • Making predictions and connections • Using text structures/idea development/organization 	
<p>Reading: Increases and Integrates Vocabulary</p> <p>4. Students will apply their knowledge of word meanings, word identification strategies, and their understanding of textual features such as sound-letter correspondence, sentence structure, and context. Students will demonstrate mastery of the following grade level vocabulary skills:</p> <ul style="list-style-type: none"> • Apply decoding strategies for unknown words using roots and affixes, context clues, glossary, dictionary or thesaurus • Determines or clarifies the meaning of unknown and multiple meanings of words and phrases. • Determine technical, connotative, and figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including words with multiple meaning of language • Analyze how an author uses and refines the meaning of key term or terms over the course of a text 	<p>L 9.2, 9.4, 9.6 CA 2,3, 1.5, 1.6</p>
<p>Writing: Production and Distribution</p> <p>5. Students will demonstrate mastery of the following writing skills:</p> <ul style="list-style-type: none"> • Craft arguments to support claims, analyzing complex texts or topics, supporting arguments with sound evidence. • Inform readers about or explain complex ideas, processes, or events in language that is clear, precise and formal • Construct narratives that describe real or imagined experiences or events from the students' own or others' lives. • Write with clearness and soundness in a style that is appropriate to the assignment, objective, and audience, arranging and developing their ideas with the end in mind. • Plan, revise, and edit, rewrite or try a new approach • Use technology to compose, investigate, generate, and organize ideas, as well as to format and add functions or features that aid and engage readers by making the written work interactive and readable. 	<p>W 9.1 – 9.6 CA 1, CA 4, 1.8, 2.1, 2.2, 2.6</p>
<p>Writing: Uses Conventions of Standard English</p> <p>6. Students will demonstrate mastery of the conventions of standard English including grammar, usage, capitalization, punctuation, MLA formatting, and spelling when writing or speaking.</p>	<p>L 9.2, 9.3 CA 1 – 7 1.1, 1.2, 1.4, 1.7. 1.8</p>

<p>Writing: Researches to Build and Present Knowledge</p> <p>7. Students will demonstrate mastery of the following research skills:</p> <ul style="list-style-type: none"> • Investigate topics, problems, or questions posed by others or generated themselves as part of a short or a more extended research project, limiting or extending the scope of their inquiry as needed. • Search for and collect credible, useful information from a range of established sources, including print and digital, observations and interviews, evaluating a source's value based on its authority and relevance to the question students are trying to answer or the problem they are trying to solve. • Gather evidence from literary or informational texts to back up students' claims or explanations when analyzing, reflecting on, or researching a topic or text. • Write regularly for a range of reasons, in different contexts, for different lengths of time, including more sustained efforts that allow students time to research, reflect on, and revise what they write about the topic. 	<p>W 9.7, 9.8, 9.9, 9.10 CA 1 - 7</p>
<p>Speaking and Listening: Comprehends and Collaborates</p> <p>8. Students will demonstrate mastery of the following grade level speaking and listening skills:</p> <ul style="list-style-type: none"> • Prepares for and participates effectively in a range of academic discussions with a range of students about texts and topics. • Examine a variety of visual, quantitative, oral, and mixed media sources in various formats, determining in the process how credible and accurate each source is, and then integrate the information into a presentation, composition, or class discussion about the topic they are studying. 	<p>SL 9.1, 9.2 CA 5, 6 1.5, 1.6, 1.10</p>

Resources:

Vocabulary – Vocabulary for Achievement

Vocabulary – Key Words for the College Bound

Shurley English – Grammar

Literature - McDougal Littell Literature

Suggested Literature: Of Mice and Men, To Kill a Mockingbird, Old Man and the Sea, Odyssey, Romeo and Juliet, The Absolutely True Diary of a Part Time Indian

Non-Fiction Units: The Great Depression, Vietnam War

Assessments:

Teacher observation/formative assessment

Oral presentations and written assignments

Individual and group presentations

Teacher constructed rubrics, quizzes, tests

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