

# LANGUAGE ARTS DEPARTMENT

LANGUAGE ARTS CREDITS REQUIRED FOR GRADUATION: 4

**CONTENT MISSION STATEMENT:** The vision guiding the English language arts is that reading, writing, speaking, listening, and viewing are fundamental to all learning, that all students must have the opportunities and resources needed to develop the language skills needed to pursue life's goals and contribute as informed and productive members of society, and that the standards and benchmarks will encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that students bring to school.

COURSE TITLES	CREDIT	GRADE LEVEL				PREREQUISITE
<b><u>FRESHMEN-SOPHOMORE REQUIREMENTS</u></b>						
		9	10	11	12	
English 9 <b>N</b>	1	x				None
English 9 Plus+	1 general elective	x				Placement
Honors English 9 <b>N</b>	1	x				None
English 10 <b>N</b>	1		x			English 9
English 10 Plus+	1 general elective		x			Placement
Honors English 10 <b>N</b>	1		x			English 9
* 1 Language Arts credit and 1 Elective credit						
<b><u>LITERATURE REQUIREMENT (Select At Least One)</u></b>						
		9	10	11	12	
American Literature <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
British Literature <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
Contemporary World Literature <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
<b><u>WRITING REQUIREMENT (Select One)</u></b>						
		9	10	11	12	
Composition <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
Grammar Writing <b>N</b>	1			x	x	English 9 and 10 or Honors 9 and 10
<b><u>ELECTIVES</u></b>						
		9	10	11	12	
AP English Literature and Comp. <b>N</b>	1				x	Am., Brit., or Cont. Lit. or Teacher Rec.
Fiction Writing <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
Heroism in Literature	.5	x	x			None
Newspaper Writing <b>N</b>	.5	x	x	x	x	English 9 or Teacher Recommendation
Mass Media and Culture	.5		x	x	x	English 9 and 10 or Honors 9 and 10
Popular Adult Literature <b>N</b>	.5			x	x	English 9 and 10 or Honors 9 and 10
Yearbook/Newspaper	1		x	x	x	Newspaper Writing
<b><u>SPEAKING REQUIREMENT (Select At Least One)</u></b>						
		9	10	11	12	
Debate <b>N</b>	.5			x	x	English 9 or Honors 9 and 10
Speech <b>N</b>	.5		x	x	x	English 9 or Honors 9 and 10
<b><u>SPEAKING ELECTIVES</u></b>						
		9	10	11	12	
Advanced Speech and Debate <b>N</b>	.5		x	x	x	Speech and/or Debate

Fundamentals of Acting	.5	x	x	x	x	None
Advanced Acting	.5	x	x	x	x	Fundamentals of Acting or Instructor Approval
Interpersonal Communication	.5				x	None

**N** - NCAA approved courses

**Individual colleges should be consulted to determine approved courses for admission.**

## LANGUAGE ARTS CURRICULUM MAP

*The following paths represent the most common course sequences. Upon meeting prerequisites, students may select courses from any path. Courses in bold are the core, required curriculum. Courses in brackets offer a choice to fulfill the speaking, literature, and writing graduation requirements. Taking additional choices from the same bracket is encouraged.*

	<b>AP/Honors</b> <i>*Four-year college</i>	<b>College Prep</b> <i>*Four-year college</i> <i>*Two-year college</i>	<b>Post Secondary Transition</b> <i>*Two-year college</i> <i>*Vocational college</i>
<b>Core</b>	Honors English 9	English 9	English 9
	Honors English 10	English 10	English 10
<b>Speaking</b>	Speech Debate	Speech Debate	Speech
<b>Literature</b>	American Literature Contemporary World Lit. British Literature	American Literature British Literature Contemporary World Literature	
<b>Writing</b>	Grammar/Writing Connection	Composition Grammar/Writing Connection	Composition
	<u>Recommended Course:</u> AP English: Literature and Composition		

*Additional courses:*

- ~ English 9 Plus+    ~ English 10 Plus+
- ~ Interpersonal Communication    ~ Mass Media    ~ Advanced Speech and Debate
- ~ Newspaper Writing    ~ Popular Adult Literature    ~ Newspaper/Yearbook
- ~ Fiction Writing    ~ AP English: Literature and Composition    ~ Heroism in Literature
- ~ Fundamentals of Acting    ~ Advanced Acting

Iowa State University	The University of Iowa	University of Northern Iowa	Optimum Recommendations for Success
Four years of English/ Language Arts emphasizing writing, speaking, reading, as well as an	Four years, with an emphasis on the analysis and interpretation of literature, composition, and	Four years, including one year of composition; also may include one year of speech, communication, or	Four years with an emphasis on the communication skills of writing, reading and listening, and

understanding and appreciation of literature.	speech.	journalism.	the analysis and interpretation of literature. In addition, courses in journalism and media literacy will be valuable.  Extracurricular activities in debate, speech contest, newspaper, and yearbook will further develop essential competencies.
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## **FRESHMAN-SOPHOMORE COURSE REQUIREMENTS**

### **ENGLISH 9 N**

**100121**

**GRADE: 9**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Students will read novels, selected short stories, and nonfiction texts. The elements of plot, character, setting, and a myriad of other literary devices will be emphasized in the reading. Students will write various assignments, including formal essays. Students will focus on reading skills that will help them understand and analyze literature. Students are expected to be organized and complete their homework with diligence and punctuality.

#### Standards

The students will:

- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance plot or develop the theme.
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.
- 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.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies

### **ENGLISH 9 PLUS+**

**105115**

**GRADE: 9**

**\*PREREQUISITE: PLACEMENT**

**1 CREDIT/2 TERMS**

English 9+ is designed to support a student while they are concurrently enrolled in English 9. The course will meet every day for a full block during the semester that the student is enrolled in English 9. The course will support the student by providing a preview of the current and previously learned concepts and information before the student's English 9 class. The English 9+ class will also provide an opportunity for extra practice on reading and writing skills while being addressed in English 9. English 9+ will be required for those students consistently scoring below the 20th percentile on reading standardized assessments.

#### Standards

The students will:

- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance plot or develop the theme.
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies

## **HONORS ENGLISH 9 N**

**100131**

**GRADE: 9**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Honors English 9 provides first year students an alternative to English 9. Honors English 9 employs a variety of teaching methods with an emphasis on small group discussion. The class differs from English 9 in its pacing, literary content, and difficulty. The literature studied ranges from classical (Greek tragedy) to contemporary. Assessment will consist of oral and objective tests, essays, and group work.

### Standards

The students will:

- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance plot or develop the theme.
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.
- 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.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

## **ENGLISH 10 N**

**100221**

**GRADE: 10**

**\*PREREQUISITE: ENGLISH 9**

**1 CREDIT/2 TERMS**

English 10 is a core Language Arts course, a prerequisite for upper level writing and literature courses, and a graduation requirement. Students are taught to understand and analyze literature by using reading strategies, literary terms and critical thought. Formal writing is emphasized with particular stress on specific detail, organization, and quotation analysis. Course content includes three novels, a Shakespearean play, short nonfiction, and fiction pieces, and poetry.

### Standards

The students will:

- determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 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.
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 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.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **ENGLISH 10 PLUS+**

**100521**

**GRADE: 10**

**\*PREREQUISITE: PLACEMENT**

**1 CREDIT/2 TERMS**

English 10 plus+ is designed to support a student while they are concurrently enrolled in English 10. The course will meet every day for a full block during the semester that the student is enrolled in English 10. The course will support the student by providing a preview of the current and previously learned concepts and information before the student's English 9 class. The English 10 plus+ class will also provide an opportunity for extra practice on reading and writing skills while being addressed in English 10. English 10 plus+ will be required for those students consistently scoring below the 20th percentile on reading standardized assessments.

English 10 plus+ will focus on improving reading and writing skills. The course will be co-taught by two Instructional Strategists, one of which has an English Education license. The design of this course, combined with the class size and number of instructors available to students, will give them the best opportunity to strengthen essential skills and be successful in additional Language Arts courses. Instruction is tailored to fit each student's individual needs.

#### Standards

The students will:

- determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 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.
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 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.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **HONORS ENGLISH 10 N**

**100231**

**GRADE: 10**

**\*PREREQUISITE: ENGLISH 9**

**1 CREDIT/2 TERMS**

Honors English 10 provides an alternative to English 10 for sophomores seeking advanced level work as preparation for college. Students should have strong writing and literary analysis skills. Honors English 10 differs from English 10 in several areas: the difficulty of literary works, the level of understanding expected of students, and the pacing. Classical rather than modern literature dominates the course. The course utilizes a variety of classroom activities, focusing primarily on discussion and formal writing.

#### Standards

The students will:

- determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 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.
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- 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.
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

### **LITERATURE COURSE REQUIREMENT COURSES (recommended junior year)**

#### **AMERICAN LITERATURE N**

**100661**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

American Literature is a survey of American writers studied chronologically primarily through selected short stories and poetry. Additionally, students read one novel and one play. Course content will include reading and discussing the works of representative authors such as Nathaniel Hawthorne, Ernest Hemingway, and F. Scott Fitzgerald. In addition to class study of the short story and poetry, students will memorize 20 lines of poetry. A formal paper will be written over a major work.

#### Benchmarks

The students will:

- read selected short stories, poems, and novels of representative great American authors.
- identify stylistic devices unique to specific authors.
- respond to ideas presented in literature selections through class discussion/written response.
- recognize the relationship between literature and personal experience.
- develop knowledge of American philosophies and literary movements.
- understand commonly used literary devices.

#### **BRITISH LITERATURE N**

**100641**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

“For whom the bell tolls”

“To be or not to be”

These and other famous references originate in the literature from England. This course covers classical literature, taught with a contemporary approach. Course content includes poetry, plays, and a novel. Selected authors include Chaucer, Shakespeare, Mary Shelley, and others. Through a variety of classroom activities, students will gain a traditional foundation in literature and will relate the materials to their lives and current society. This literature course is highly recommended for the college-bound student.

#### Benchmarks

The students will:

- survey famous authors and works.
- define and apply literary terms.
- present material in oral and written responses.
- participate in activities with a partner, small groups, and the class.
- analyze visual and spoken media, such as movie clips and songs, as they relate to the literature.
- relate the materials studied to current issues and student interests.

#### **CONTEMPORARY WORLD LITERATURE N**

**100631**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

Contemporary World Literature is a one term course designed to fulfill the graduation requirements for literature. The curriculum reflects the best poetry, short stories, and novels by American and International authors. This course emphasizes not only literary texts, but the life and culture of the authors we study in order to gain a deeper understanding of literature and its purpose. Formal assessments include one essay exam, two short answer exams, a formal research paper or author project, and a final literary analysis.

#### Benchmarks

The students will:

- read the literature of other cultures, countries, and languages.
- develop critical reading skills.
- use standard literary terms to discuss the works.
- analyze what we have read in writing.

### **WRITING COURSE REQUIREMENT COURSES(recommended junior year)**

#### **COMPOSITION N**

**100821**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

Composition is an elective writing lab course which has been designed to help students develop a personal, effective and esthetically pleasing writing style, foster a willingness to write and rewrite, and learn the editing skills necessary to polish a final draft. Students will experiment with a wide variety of forms and topics including persuasion, description, exposition, argument, and analysis. Class time is devoted to improving sentence/paragraph construction, reading and listening to student and professional models, responding in groups, and editing and polishing final drafts.

#### Benchmarks

The students will:

- demonstrate an ability to use and recognize writing that is effective for the selected audience.
- display the correct use of grammar and punctuation in written material.
- participate in group situations in which personal written works are discussed and evaluated.
- demonstrate the ability to combine and integrate concepts, principles, and generalizations by organizing sentences and paragraphs in a focused essay.
- develop the capacity to rewrite, revise and improve a previously written work.
- read from a set of student and professional models illustrating effective writing techniques.
- produce a polished final draft suitable for publication using MLA guidelines.
- gather research material from both personal and library sources using authentic sources and standard MLA guidelines.
- develop a series of effective essays.

**GRAMMAR WRITING CONNECTION N**  
**\*PREREQUISITE: ENGLISH 9 AND 10**

**100841**

**GRADES: 11-12**  
**1 CREDIT/2 TERMS**

This course is a college-bound writing class, designed for the student who wishes to prepare for the ACT exam and for college writing by using a traditionally structured approach. During the first term, students will learn grammar to provide a basis for instruction in usage, mechanics, and concrete writing techniques. During the second term, the skills mastered will be used and reinforced in the writing process. Students will fulfill the junior-senior writing requirement and earn one additional Language Arts elective credit.

#### Benchmarks - Grammar Term:

The students will:

- recognize the parts of speech and the purpose of each.
- recognize and correct faulty sentence structures.
- improve sentence construction by developing skills in the use of coordination, subordination, parallelism, and conciseness.
- incorporate rules of formal usage into writing.
- recognize and correct errors in subject-verb agreement, pronoun; antecedent, agreement, modifiers, verbs, and pronoun case forms.
- demonstrate an understanding of the rules of punctuation.

#### Benchmarks - Writing Quarter:

The students will:

- incorporate into writing the skills of effective sentence construction.
- demonstrate the correct use of grammar and punctuation.
- follow the steps involved in the research of a limited topic.
- present the information using Modern Language Association (MLA) guidelines.
- incorporate revision as an important component of the writing process.
- develop essays reflecting a specific purpose and organizational pattern.
- use technology in the presentation of written work.
- prepare for standardized tests.

## **ELECTIVES**

**A. P. ENGLISH LITERATURE AND COMPOSITION N**

**101211**

**GRADE: 12**  
**1 CREDIT/ 2 TERMS**

Advanced Placement English Literature and Composition is a senior-level honors course providing a college-equivalent literature and writing curriculum for motivated students with a solid background in English. The two term class allows students to prepare for college with a challenging course which emphasizes interpretative, evaluative, judgmental, and communicative skills.

Students who elect to take the test in Advanced Placement English Literature and Composition, offered in May, may directly qualify for college credit.

#### Benchmarks

The students will:

- read a wide background of mature and thoughtful literature in the major literary genres.
- actively participate in class discussions.
- strengthen and expand skills in considering complex, controversial, and emotion-laden ideas.
- develop critical writing, speaking, and reading skills.
- illustrate high standards of writing excellence, particularly with respect to literary criticism and review.
- prepare for college level testing and evaluation, including college placement tests and the tests for Advanced Placement English, through specific training in test-taking and the use of college level testing procedures.
- analyze difficult and complex course material.

#### **FICTION WRITING N**

**102131**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

Although students may experiment with poetry and drama, the class emphasizes the composition of short fiction. Instruction guides the student through the composition process from the acquisition of ideas, through a series of drafts, to the polishing stage. Students are encouraged to submit works for publication in both student and professional markets. Activities provide a laboratory experience in which students write daily. Although composition is an independent activity, peer editing, class discussion, and teacher conferences provide feedback to the writer. Short fiction published in current literary magazines as well as contemporary classics and recent student work will be studied as models. For students who enjoy writing, this class provides an outlet for expression; at the same time it attempts to expose them to the complexities of contemporary fiction writing.

#### Benchmarks

The students will:

- develop ideas from inception to final draft.
- develop an understanding of literary terms.
- develop fictional works which demonstrate flexibility of language, tone, and form.
- display the use of grammar and punctuation in written material.

#### **HEROISM IN LITERATURE**

**100141**

**GRADES: 9-10**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERM**

Heroism in Literature, offered as a freshman and sophomore elective, will focus on the development and role of the “hero” across literary platforms, cultures, and time. Students will study the “hero” as fiction presented in prose, graphic novel, and film, as well as non-fiction presented in prose. Several critical analyses of the various texts are required. Students will be required to complete group projects as well as a culminating project requiring out of class work on the “hero” in modern texts.

#### Benchmarks

The students will:

- analyze how complex characters develop over the course of a text.
- analyze how complex characters interact with other characters and advance the plot or develop the theme.
- analyze how an author draws on and transforms source material in a specific work.
- work collaboratively in small and large groups.
- research, analyze, and write about the heroic trope.

#### **NEWSPAPER WRITING N**

**190211**

**GRADES: 9-12**

**\*PREREQUISITE: ENGLISH 9  
TEACHER RECOMMENDATION**

**.5 CREDIT/1 TERM**

This course focuses on the writing and thinking skills necessary for many communication-related careers. Students in this course learn to identify and produce various aspects of newspaper style and design. Students will learn how to prepare a story through planning questions or doing research

prior to doing an interview. The course introduces the types of journalistic stories including news, features, editorials, reviews, and in-depth articles. Students will interview a variety of individuals to use as sources for articles. The curriculum includes the use of computers to produce copy and an introduction to the publication software used in the Yearbook/Newspaper class. Newspaper writing students may have some writing published in the Growl or on bettgrowl.org, and will have the option of enrolling in Yearbook/Newspaper the following term. Newspaper Writing is a required course for enrolling in Yearbook/Newspaper I.

#### Benchmarks

The students will:

- identify First Amendment and student rights to journalism.
- define libel and fair play in the media, examining the legal and ethical ramifications of decisions made in journalism.
- identify persuasive arguments and ways to incorporate them in writing opinion works.
- interview sources in a fair, polite, and detailed manner and use that information in a journalistic story.
- use technology to produce articles; layout and design newspaper and yearbook pages.
- write copy that meets the highest standards of journalistic style.
- develop a research methodology that locates accurate information using authentic sources.

#### **MASS MEDIA AND CULTURE**

**104211**

**GRADES: 10-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

Mass Media and Culture, offered as an upper-class elective, will focus on the power of the media in day to day living. Students will study print, auditory, and visual media and explore the breadth and depth of the impact this media has on their lives. Several critical analyses of advertisements, television, movies, and music are required. Also included will be an analysis of the information explosion, and the messages of our avenues of entertainment. Students must complete a final paper requiring out of class work on either a formal film review or formal film analysis.

#### Benchmarks

The students will:

- recognize sources of information in American society.
- analyze advertising by identifying persuasive techniques.
- examine the messages of mass and pop culture perpetuated through the media.
- recognize the personal, cultural, and social impact of mass media.
- research, analyze, and write about media.

#### **POPULAR ADULT LITERATURE N**

**100651**

**GRADES: 11-12**

**\*PREREQUISITE: ENGLISH 9 AND 10**

**.5 CREDIT/1 TERM**

Popular Adult Literature is an elective literature course for independent readers. Setting and meeting deadlines is imperative to a student's success rate in this course. It is an individualized class designed to promote lifelong enjoyment of reading. Students have the opportunity to study novels and authors of their own choice during the first portion of the class. The class culminates in two group activities; students present an author project to the class and read a common novel.

#### Benchmarks

The students will:

- use standard literary terms in the analysis of literature in writing and conferencing.
- develop a self-directed study of modern authors and titles.
- research and present information.
- share reading interests and insights with class on informal basis.
- demonstrate understanding of modern novels through discussion and testing.

#### **YEARBOOK/NEWSPAPER**

**190231**

**GRADES: 10-12**

**\*PREREQUISITE: NEWSPAPER WRITING**

**.5 CREDIT/1 TERM**

This class is responsible for producing The Growl, the school newspaper; and bettgrowl.org, the online newspaper; and The Beacon, the school yearbook. Students interested in applying for an editorship during their senior year must have taken Newspaper Writing and take Yearbook/Newspaper for the entire school year. A summer camp is recommended, but not required. Students will plan the contents of the newspaper and yearbook, which includes the following:

Newspaper - researching, interviewing and writing news, feature and opinion articles, designing layout, taking and editing photographs with digital cameras, adding graphics and selling and designing advertising. The newspaper is published two times during the school year.

Online - students will learn the differences in writing for print vs. online; they will upload articles and photographs to the website on a regular basis.

Yearbook - designing pages, writing copy and captions, taking and editing photographs with digital cameras, and selling yearbooks. The yearbook is distributed in the fall. Students interested in this course should be able to write well and manage time effectively. After-school time may be required. Yearbook/Newspaper I, II, and III are taught concurrently and are repeatable for up to 6 terms.

#### Benchmarks

The students will:

- meet deadlines and manage time as independent workers.
- accept responsibility as reporters, photographers, and editors.
- recognize and use effective and appropriate layout and graphic designs.
- attend all school events to take photographs, using the highest standards of photo composition.
- write copy that meets the highest editorial and journalistic standards of writing that is fair, accurate, objective, and balanced.
- work cooperatively with other students to develop newspaper story ideas and yearbook theme ideas.
- develop a research methodology that locates accurate and complete information using authentic sources.
- edit stories, layouts, and page design using proofreaders' symbols.
- take an active part in fundraising through advertisement sales.
- develop skills in computer and computer application usage.
- follow and maintain ethical journalism standards in photographing, interviewing, writing, and designing pages.

#### LITERATURE COURSES

Students may take an additional literature course(s) for Language Arts elective credit. See descriptions under "Literature Requirement."

### SPEAKING REQUIREMENTS

#### **DEBATE N**

**108311**

**GRADES: 10-12**

**\*PREREQUISITE: ENGLISH 9**

**.5 CREDIT/1 TERM**

Debate is for honors or advanced students, which meets the Bettendorf High School graduation requirements. The course will cover units on argumentation and debate to help students communicate their thoughts in a structured manner, develop critical thinking skills, and develop research skills. Major units include Extemporaneous speaking, Lincoln-Douglas Debate, and Student Congress. Work will consist of fewer projects than Speech, but with greater point totals.

#### Benchmarks

Students will:

- develop time allocation and organizational skills.
- further develop researching skills.
- advance critical thinking and reasoning skills.

#### **SPEECH N**

**108321**

**GRADES: 10-12**

**\*PREREQUISITE: ENGLISH 9**

**.5 CREDIT/1 TERM**

Speech is the general level course to meet Bettendorf High School graduation requirements. It is designed to help students become more confident, overcome speaking anxieties, develop organization skills to speak in public, and become more aware of a wide range of people, personalities, and cultures. Major units include informative speaking, interviewing, persuasive speaking, and student congress. Work will consist of smaller components than in Debate, but with lower point values per assignment.

#### Benchmarks

Students will:

- develop time allocation and organizational skills.
- further develop communication skills.
- advance critical thinking and reasoning skills.

## SPEAKING ELECTIVES

### **ADVANCED SPEECH AND DEBATE N**

**108331**

**GRADES: 10-12**

**\*PREREQUISITE: SPEECH AND/OR DEBATE**

**.5 CREDIT/1 TERM**

Advanced Speech and Debate would allow students to work at a deeper level of study of argumentation and interpretation. This course is designed to give a more in-depth look at specific methods of argumentation, research, and reasoning. Students will practice control of verbal and nonverbal techniques with direct peer and instructor criticism as they review and revise each speech and debate. Students will be required to participate in speech and debate tournaments.

#### Benchmarks

The students will:

- gather, filter and organize research in order to present persuasive, informative and interpretive speeches.
- analyze and defend in written and verbal format both sides of contemporary controversial topics.
- understand and construct affirmative and negative cases for debates dealing with propositions of policy.
- use ethical guidelines and apply standard tests of evidence in research using reliable technological and print sources.
- use effective ethical persuasive communication skills in adaptation to a variety of different judges.
- participate in a peer evaluation and critique peers in written and verbal format.
- determine the author's intent in literature selection(s) and convey personal understanding in a performance of a cutting from the selection(s).
- analyze characters within a specified cutting and demonstrating audience appealing characterizations during a performance of the piece.

### **FUNDAMENTALS OF ACTING**

**111311**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERM**

Fundamentals of Acting is designed to familiarize students with various elements of theater while focusing on the acting experience. Fundamentals of Acting is designed to develop self-confidence and communication skills through a step-by-step process, to explore diverse forms of theatre, to dramatize a wide range of characters, to aid the ability to work alone and within a group, and to meet deadlines. Units include improvisation, voice & diction, body & movement, and theatre history.

#### Benchmarks

The student will:

- develop time allocation and organizational skills.
- identify theatre terms and expand vocabulary necessary to communicate with fellow actors.
- enhance characterization skills.
- recognize the works of noted playwrights.

### **ADVANCED ACTING**

**111312**

**GRADES: 9-12**

**\*PREREQUISITE: FUNDAMENTALS OF ACTING  
OR INSTRUCTOR APPROVAL**

**.5 CREDIT/1 TERM**

Students will extend on the foundation established in Fundamentals of Acting. Focused solely on performance, students will be exposed to different acting techniques applied to challenging literature.

#### Benchmarks

The student will:

- understand the basic principles associated with multiple acting techniques.
- read text and apply the principles of varying acting techniques through presentation of text
- create a thorough character analysis through the process of script analysis
- present monologues, dialogues, and one-act plays

### **INTERPERSONAL COMMUNICATIONS**

**109911**

**GRADE: 12**

**\*PREREQUISITE: SENIOR STANDING**

**.5 CREDIT/1 TERM**

Interpersonal Communication is designed to help students develop life-long communication skills. The curriculum emphasizes personal relationships. Students will be asked to share and use personal experiences in order to practice communication skills and form an interpersonal community in the classroom. A willingness to participate and a personal investment are essential to the success of this course. The course contains the following units of study: transactional communication, group communication, nonverbal communication, verbal communication,

perception/stereotype, listening/feedback, emotions, self-concept, defense mechanism, conflict/resolution, and gender communication. A majority of the learning will be facilitated through lecture, small group discussion, and role playing. Students will also be required to take tests and quizzes and to submit informal and formal writing, homework, and a personal portfolio final.

#### Benchmarks

The students will:

- read nonfiction in order to understand the nature of interpersonal communication.
- recognize and evaluate the effectiveness of daily interpersonal communication.
- demonstrate in writing an understanding of the transactional communication model.
- identify and display an ability to fulfill a variety of effective roles within a group.
- recognize the importance of nonverbal communication in daily communication.
- practice verbal skills to effectively convey needs, emotions, and desires.
- use perception process and foster ability to question the accuracy of personal perceptions.
- demonstrate the ability to be an active listener.
- demonstrate the ability to listen and respond appropriately in five different ways: evaluating, analyzing, probing, supporting, and paraphrasing.
- develop the ability to identify and express emotions effectively.
- analyze and explore how one's self-concept has developed, question its accuracy, and plan for further development.
- identify personal defense mechanism and recognize how they can damage a relationship.
- recognize the differences between male and female communication.
- apply various resolution strategies to interpersonal conflicts.
- show an understanding of interpersonal communication and self by sharing a personal portfolio