

# English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** Writing and Communications

**Standard 1:** All students will read and comprehend general and technical material.

**Benchmarks:**

1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
3. Selectively employ the most effective strategies to construct meaning, such as generating questions. Scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering and mapping.
4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
5. Respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts, providing examples of how texts influence their lives and their role in society.

**Sample Activity/Assessment Tasks:**

- Read and analyze how to complete a task following a procedure (How to speeches)
- Define vocabulary words
- Write movie reviews; compare media to written work.
- Discuss the Catholic Social Teaching of Solidarity as it relates to media.

**Resources:**

*A Pocket Style Manual* by Diane Hacker

[www.phschool.com](http://www.phschool.com)

*Writers Inc.*

*Grammar for Dummies* w/workbook



## English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** Writing and Communication

**Standard 2:** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

**Benchmarks:**

1. Write fluently for multiple purposes to produce compositions.
3. Plan, draft, revise and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.
4. Demonstrate precision in selecting appropriate language conventions when editing text.

**Sample Activity/Assessment Tasks:**

- Write a research paper.
- Write research paper in multiple drafts and evaluate a variety of written works to pick out errors.

**Resources:**

*APA AND MLA Handbooks*

*A Pocket Style Manuel by Diane Hacker*

*Grammar for Writing by Sadlier-Oxford*

*Merriam Webster's Guide to Punctuation and Style*



## English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** Writing and Communications

**Standard 3:** All students will focus on meaning and communication as they listen, speak, view, read, and write in personal social, occupational, and civic contexts.

**Benchmarks:**

2. Integrate listening, viewing, speaking, and writing skills for multiple purposes and in varied contexts.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.
4. Consistently use effective listening strategies and elements of effective speaking.
5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.
7. Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience.
8. Analyze their responses to oral, visual, written and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

**Sample Activity/Assessment Tasks:**

- Use attention getters or openers of great impact in speeches.
- Deliver speeches to fit specific purposes (process and informative), such as ways to Care for God's Creatures, and analyze each other's as to effectiveness.
- Define vocabulary and apply new language learned to a variety of activities such as use in a poem, etc.
- Write in a journal.

**Resources:**

*A Pocket Style Manuel* by Diane Hacker

## English Language Arts Curriculum

**Strand:** Language

**Class:** Writing and Communications

**Standard 4:** All students will use the English language effectively.

**Benchmarks:**

1. Demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication contexts.
2. Use an understanding of how language patterns and vocabularies transmit culture and affect the meaning in formal and informal situations.
3. Explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.
4. Demonstrate ways in which communication can be influenced through word usage.
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields.

**Sample Activity/Assessment Tasks:**

- Use proper language on process and informative speeches.
- Present fair and equal language usage and assessment on usage.
- Practice writing parodies or persuasive essays.
- Study grammar videos and children's stories.

**Resources:**

*A pocket Style Manuel* by Diane Hacker



## English Language Arts Curriculum

**Strand:** Literature

**Class:** Writing and Communication

**Standard 5:** All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, common heritage and common humanity, and rich diversity in our society.

**Benchmarks:**

1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.
4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interaction as it relates to our common heritage.
5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts.

**Sample Activity/Assessment Tasks:**

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**Resources:**

## English Language Arts Curriculum

**Strand:** Voice

**Class:** Writing and Communications

**Standard 6:** All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience

**Benchmarks:**

2. Analyze the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
3. Document and enhance a developing voice with authentic writings for different audiences and purposes.

**Sample Activity/Assessment Tasks:**

- Plan and deliver persuasive speeches, such as union presidents encouraging participation in the union to fulfill the Social Justice issue of The Dignity of Work and the Right of Workers.
- Rewrite drafts of same paper.
- Research weekly questions posed by teacher and give oral reports on information learned.

**Resources:**

*A Pocket style Manuel* by Diane Hacker

*The Only Grammar Book You'll Ever Need* by Susan Thurman

## English Language Arts Curriculum

**Strand:** Skills and Processes

**Class:** Writing and Communication

**Standard 7:** All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

**Benchmarks:**

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning and demonstrate flexible use of strategies across a wide range of situations.
3. Reflect on their understanding of literacy, assess their developing ability, set personal learning goals, create strategies for attaining those goals, and take responsibility for their literacy development.
4. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre and describe the relationship between form and meaning.

**Sample Activity/Assessment Tasks:**

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**Resources:**

## English Language Arts Curriculum

**Strand:** Genre and Craft of Language

**Class:** Writing and Communications

**Standard 8:** All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

**Benchmarks:**

1. Identify and use selectively mechanics that facilitate understanding.
2. Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.
3. Describe and use characteristics of informational genre and complex elements of expository texts to convey ideas.
5. Describe and use the characteristics of various oral, visual, and written texts and the textual aids they employ to convey meaning and inspire audiences.

**Sample Activity/Assessment Tasks:**

- Apply the rules of grammar and mechanics on quizzes and in writing.
- Write and include works cited page in research paper.
- Practice essay writing.
- Write a story using archetypal characters—children’s story.
- Base a primary research paper on participation-observation.
- Develop a written report on weekly research questions posed by teacher.

**Resources:**

*A Pocket Style Manual* by Diane Hacker  
*Elements of Style* by Strunk and White

## English Language Arts Curriculum

**Strand:** Depth of Understanding

**Class:** Writing and Communications

**Standard 9:** All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

**Benchmarks:**

1. Analyze and reflect on universal themes and substantive issues from oral, visual and written texts.
2. Synthesize from multiple texts representing varied perspectives and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in order to support a position.

**Sample Activity/Assessment Tasks:**

- Read the book *The Piano* and analyze the impact of the movie through written response.
- Use articles and information from various sources to complete a research and report of a banned book

**Resources:**

*The Pianist*—summer reading

*Fahrenheit 451* movie

*A pocket Style Manuel* by Diane Hacker

## English Language Arts Curriculum

**Strand:** Ideas in Action

**Class:** Writing and Communications

**Standard 10:** All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

**Benchmarks:**

1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.
2. Function as literate individuals in varied contexts within their lives in and beyond the classroom.

**Sample Activity/Assessment Tasks:**

- Complete banned book research and report.
- Complete a primary research report using participation-observation methods.
- Read and discuss religion text information and apply to problems in their daily lives.

**Resources**

*Prentice Hall Writing and Grammar Connection*

*Fahrenheit 451* –movie

*A Pocket Style Manual* by Diane Hacker

## English Language Arts Curriculum

**Strand:** Inquiry and Research

**Class:** Writing and Communications

**Standard 11:** All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

**Benchmarks:**

1. Generate questions about important issues, that affect them or society, or topics about which they are curious: narrow the questions to a clear focus; and create a thesis or hypothesis.
2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic.
3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.
4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.

**Sample Activity/Assessment Tasks:**

- Complete banned book research and report.
- Use various sources to gain information to research works.
- Evaluate the sources used to write the research paper.
- Decide on how to present the information in an informative speech.
- Research by using the internet to complete weekly research question reports.

**Resources:**

Magazines and newspaper articles, books, and reference materials

MLA or APA Handbook

Internet sources

*A Pocket Style Manual* by Diane Hacker

Merriam Webster's *Guide to Punctuation and Style*

## English Language Arts Curriculum

**Strand:** Critical Standards

**Class:** American Literature

**Standard 12:** All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

**Benchmarks:**

1. Apply sets of standards for individual use according to the purpose of the communication context.
5. Apply diverse standards to evaluate whether a communication is truthful, responsible, and ethical for a specific context.

**Sample Activity/Assessment Tasks:**

- Write movie reviews.
- Check for validity of resources used for research report.

**Resources:**

*A Pocket style Manuel* by Diane Hacker