

Section C: Middle School (Grades 6 – 8)

Middle School Overview

The goal of this middle school curriculum is to prepare learners to meet and exceed identified state standards and skills in preparation for high school. In addition, the aim is to provide continuity of instruction between schools and grades, while allowing site-based decision making at each school. As such, the emphasis is on competencies at each grade level. Reading, writing, speaking, and listening occurs at all levels and in all classes, including elective courses.

Grade 6

The sixth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Grade 7

English 7 – This course emphasizes both the critical exploration of literature and the foundations of the writing process. Learners read a variety of genres and utilize basic literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and audiences, and conventions of good writing are studied and applied, such as grammar, vocabulary, spelling, and sentence and paragraph structures. Instructors are encouraged to utilize 6+1 Traits[®], graphic organizers, and personalized learning strategies.

Advanced English 7 - This course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides a study of genres of literature and literary terms, and a variety of writing experiences, including an emphasis on the writing process and research methods. The depth and pacing will differ from English 7 in that learners will be expected to routinely work independently on self-guided assignments and explore more complex, advanced texts. Vocabulary study is derived from seventh grade foundational vocabulary, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits[®], graphic organizers, and personalized learning strategies.

Grade 8

English 8 – This course emphasizes both the continued development of the writing process and the critical exploration of literature. Learners read a variety of genres and utilize complex literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they will continue to measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and authentic audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied. Instructors are encouraged

to utilize strategies, such as 6+1 Trait[®] writing, graphic organizers , and other personalized learning strategies.

Advanced English 8 - This course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides an in-depth study of the genres of literature and complex literary terms, and a variety of writing experiences, including an emphasis on the writing process and advanced research methods culminating in a research paper. The depth and pacing will differ from English 8 in that learners will be expected to routinely work independently, both in and out of school, on self-guided assignments and explore more complex, advanced texts; learners will be expected to take initiative with critical analysis of these texts to form their own conclusions. Vocabulary study is derived from various works of literature, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits[®] , graphic organizers, and personalized learning strategies.

Grades 7-8 Electives

Journalism and Publication – This course teaches the steps involved in publishing. Production of publications includes article writing, page layout and design, scheduling of projects, meeting deadlines, revising, and editing. Learners will explore publishing in various media.

Middle School Literature – This course focuses on the reading of various types of literature with an emphasis on reading as a process. The course will include an introduction to elements of literature, enhancement of comprehension skills, application of literature to real-life situations, and integration of reading, writing, speaking, and listening activities. It will also integrate interdisciplinary materials and nonfiction from a variety of media.

Nonfiction Forum – This course focuses on the reading of course texts and informational resources. Composition, speech, research, and aligned literature will be incorporated as components, as well as study and test-taking skills. Nonfiction Forum can be combined with other content courses, such as Social Studies or Science.

Speech and Debate – In this course learners will learn to prepare debate cases, in addition to learning the speech skills taught in the required English courses. Emphasis will be on argumentation skills and logical organization.

Speech and Drama – In this course learners prepare and deliver speeches, explore the history of theater, study parts of the physical theater, and experience the various jobs in producing and performing a play. It adds flexibility for various school schedules.

English Language Learner (ELL) Courses

U.S. Culture and Expression – This English-elective course is designed to be taken concurrently with U.S. English I, in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural

values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place. ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.

U.S. English I – This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.

EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program. This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.

U.S. English II – This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.

ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program. This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.

Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all English/Language Arts courses, and learners are expected to be able to apply them across the curriculum.

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

No Excuse Spelling Words – Grade 6

No Excuse Spelling Words are those words that students are expected to master in all aspects of their everyday writing at each grade level. All prior lists should be practiced at subsequent grade levels. These word lists are intended to be only one component of a comprehensive Word Study Program.

These grade level No Excuse Spelling Words were derived from Rebecca Sitton's *1200 High-Frequency Writing Words*; words that appear in 89% of everyday writing.

Grade 6	
along	never
always	next
animal	often
asked	once
beautiful	own
below	read
both	school
children	show
don't	something
enough	sound
few	they're
food	those
form	thought
friend	together
going	under
house	until
important	want
keep	while
large	without
left	world
might	you're

Grade 6 Revised Learning Objectives

Learner Objectives and Vocabulary

READING

Reading Literature*	Informational Text*	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
<ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. 3. Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances. 	<ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). 		<ul style="list-style-type: none"> • Explicit • Inference • Central Idea • Subtopic • Anecdote • Elaborate
Craft & Structure (CS)			
<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. 5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. 6. Determine author’s purpose and explain how an author develops the point of view of the narrator or speaker in a text. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text. 	<p>Identify bias/propaganda by citing textual evidence.</p>	<ul style="list-style-type: none"> • Connotative Meaning • Bias • Convey • Propaganda

*Alaska English/Language Arts Standards, June 2012

Integration of Knowledge & Ideas (IK)

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|---|---|-----------------------|
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., Shiloh). | 7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue. | • Coherent |
| 8. (Not applicable to literature). | 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | • Claim
• Evaluate |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | |

Range of Reading and Level of Text Complexity (RR)

- | | | |
|---|--|---|
| 10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range. | • Self select reading for information and pleasure from a variety of genres.
• Set personal reading goals.
• Participate in self-selected reading of appropriate level extending beyond 30 minutes. |
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**Alaska English/Language Arts Standards, June 2012*

WRITING

Writing Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

- Claim
- Formal Style

- Convey
- Domain-Specific Vocabulary
- Explanatory Text
- Informative Text

- Convey
- Engage
- Orient
- Pacing
- Precise
- Sequence
- Sensory
- Shift Signals
- Transition Words

*Alaska English/Language Arts Standards, June 2012

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), and poetry.

- Audience
- Purpose
- Style

- Collaborate
- Interact

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply Grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).
 - b. Apply Grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

- Credible
- Focus
- Plagiarism
- Relevant

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Alaska English/Language Arts Standards, June 2012*

SPEAKING AND LISTENING

Speaking and Listening Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Collegial
- Diverse
- Explicit
- Norms
- Pose
- Perspective

- Interpret
- Podcast

- Claim
- Distinguish
- Evidence
- Reason

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 6 Language standards 1 and 3 for specific expectations).

- Accentuate
- Logic(ally)
- Pertinent
- Clarify
- Graphics

*Alaska English/Language Arts Standards, June 2012

LANGUAGE

Language Standards*

FNSBSD Additional Objectives

Essential Vocabulary

Conventions of Standards English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., myself, ourselves).
 - c. Recognize and correct inappropriate shifts in pronoun number and person. *
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *
 - b. Spell correctly.

- Antecedents

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style. *
 - b. Maintain consistency in style and tone. *

- Style
- Tone

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
 - a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- Affixes
- Context
- Function
- Infer
- Multiple-meaning words and phrases
- Reference Materials
- Tone

*Alaska English/Language Arts Standards, June 2012

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Alaska English/Language Arts Standards, June 2012*

- Alliteration
- Connotation
- Denotation
- Figurative Language
- Metaphor
- Nuance
- Personification

- Academic Vocabulary

Grade 6

Overview: The sixth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Readiness Standards: See *Essential Skills in Reading and Writing-Grade 5*, pgs. 15 & 16

Speaking and Listening

Note: Many objectives for reading and writing relate directly to the area of listening and speaking. Such objectives have been included in the Reading and Writing sections and have NOT been duplicated here. The following objectives focus on listening and speaking for oral communication (speaking) and aural understanding (listening) with others.
The state of Alaska has not developed Grade Level Expectations for Listening and Speaking.

Strand	FNSBSD Core Learner Objectives
Using a gradual release of responsibility model, students will:	
Comprehension and Collaboration	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for age appropriate discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion • Differentiate between contexts that call for standard English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) • Listen and demonstrate understanding by responding appropriately (e.g., follow three-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion) • Evaluate whether a selection was intended to inform, persuade, or entertain
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Capture listeners' attention and stimulate interest by beginning with a strong lead/introduction • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate • Speak clearly and audibly with expression in communicating ideas (e.g., effective rate, volume, pitch, tone, phrasing, tempo) • Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual • Restate, understand, and follow three-step oral directions

Reading

Reading Foundation Skills	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
<p>Word Study: Phonics and Word Recognition</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by:</p> <ul style="list-style-type: none"> • [6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)* • [6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)* • [6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., <u>happy</u>, <u>ecstatic</u>), L] and <u>analogies</u>* • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) 	<p><i>Sixth graders who lack the early literacy skills of phonics and phonemic awareness should receive immediate review and practice.</i></p> <p><i>Phonics- instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</i></p> <p><i>Phonemic Awareness-the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words.</i></p> <p>Phonics</p> <ul style="list-style-type: none"> ✓ Apply grade-level word analysis skills in decoding words (ES) ✓ Deduce and infer meaning of unfamiliar words in context (ES) <p>• Word Recognition</p> <ul style="list-style-type: none"> ✓ Use new vocabulary learned by listening, reading, and discussing a variety of genres ✓ Recognize the origins and meanings of frequently used foreign words in English <p>• Vocabulary</p> <ul style="list-style-type: none"> ✓ Learn the meaning and accurately use a variety of grade level and content words (e.g., words from literature, social studies, science, math) (ES) ✓ Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses) ✓ Determine the meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement) ✓ Use structural analysis (base words, prefixes, and suffixes) and context clues to determine meanings of words ✓ Identify and categorize base words, roots, suffices, and prefixes (ES)

		<ul style="list-style-type: none"> ✓ Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions ✓ Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal, principle) and multiple-meaning words ✓ Read words that have multiple meanings (homographs and homophones)
Fluency	<p>The student reads text aloud by:</p> <ul style="list-style-type: none"> • [6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print*(L) • [6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)*(L) 	<ul style="list-style-type: none"> • <i>Read grade level text, aloud and silently with appropriate speed and accuracy to support comprehension (ES)</i> • <i>Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument (ES)</i> • Read grade level text with an accuracy rate of 98-100% • Monitor accuracy and understanding, self-correcting when errors detract from meaning • <i>Place appropriate emphasis on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding (ES)</i> • Slow down and reread to decode words or think about ideas and resume good rate of reading • Present expressive oral reading that reflects interpretation of theme, character, or message of a text (after plenty of rehearsals)
Comprehension	<p>The student connects themes by:</p> <ul style="list-style-type: none"> • [6] 2.10.1 Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)* • [6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts* <p>The student comprehends literal or inferred meaning from text by:</p> <ul style="list-style-type: none"> • [6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* • [6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)*(L) <p>The student restates/summarizes information by:</p>	<p>Before Reading Strategies</p> <ul style="list-style-type: none"> • <i>Preview content area material intentionally using text features (e.g., text type, layout of text, graphics, illustrations, and photos) to enhance comprehension (ES)</i> • Skim text for unfamiliar words, make predictions about meaning • <i>Make logical predictions based on the text (ES)</i> • Use background knowledge to further the understanding of the text <p>During Reading Strategies</p> <ul style="list-style-type: none"> • Use expanded vocabulary in a variety of contexts • Organize information using semantic webs or Thinking Maps® • Identify the author's point of view in fiction and informational text • Identify the author's basic message or theme • Use think alouds and imagery to make meaning of the text

	<ul style="list-style-type: none"> • [6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text* <p>The student demonstrates an understanding of main idea by:</p> <ul style="list-style-type: none"> • [6] 2.5.1 Identifying the main idea or central concept in various types of texts* • [6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details* • [6] 2.5.3 <u>Locating references from the text that support</u> understanding of a main idea (e.g., what event in history is similar to this one) (L) <p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, <u>prose and poetry</u> • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) <p>The student analyzes literary elements and devices by:</p> <ul style="list-style-type: none"> • [6] 2.8.1 Identifying or describing in fiction <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (who is telling the story) • [6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors 	<ul style="list-style-type: none"> • <i>Expand understanding of analogies, similes, metaphors, and idioms (ES)</i> • Change predictions as new information is gained from the text • <i>Make connections with text to self, text to text, and text to world (ES)</i> <p>After-Reading Strategies</p> <ul style="list-style-type: none"> • Identify point of view in fiction and informational text • <i>Apply knowledge of literacy elements to respond to literal and higher order thinking questions (ES)</i> • Distinguish important details from unimportant details • Connect text (plot/ideas/concepts) to prior knowledge or other texts, or the broader world of ideas, by referring to and explaining relevant ideas • <i>Make inferences about cause/effect (e.g., explaining how one event gives rise to the next), external conflicts (e.g., person vs. person, person vs. nature/society/fate) or how the setting influences a character's actions or thinking (ES)</i> • <i>Use information from the text to answer questions to state the main/central ideas, or to provide supporting details (ES)</i> <p>Fiction</p> <ul style="list-style-type: none"> • <i>Identify story elements: character, setting, plot, problem, solution, climax, and theme (ES)</i> <p>Non-Fiction</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine two or more main ideas of a text and explain how they are supported by key details <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> • Be selective when summarizing or paraphrasing the information in a text (most important information or ideas and facts focused by the reader's purpose) • <i>Organize information to show understanding through Thinking Maps®, paraphrasing, summarizing, or comparing/contrasting (ES)</i> • <i>Recall information from text in sequential order (ES)</i> • Examine the illustrator's use of illustrations and other graphics to convey meaning and/or create mood
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<p>Craft and Structure</p>	<p>The student analyzes content of text to differentiate fact and opinion by:</p> <ul style="list-style-type: none"> • [6] 2.9.1 Distinguishing fact from opinion in a text* • [6] 2.9.2 Identifying bias/propaganda by citing textual evidence • [6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text* <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)* <p>The student makes connections between cultural influences/events by:</p> <ul style="list-style-type: none"> • [6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L) 	<p>Fiction</p> <ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text <p>Nonfiction</p> <ul style="list-style-type: none"> • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person) <p>Fiction and Nonfiction</p> <ul style="list-style-type: none"> • <i>Identify genres and the authors' purpose for a range of texts (realistic and historical fiction, fantasy, myths, and legends, biography, autobiography, memoir, and diaries and other nonfiction hybrid texts) (ES)</i> • Describe characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time • <i>Distinguish fact from opinion and identify possible bias/propaganda (ES)</i>
<p>Integration of Knowledge and Ideas</p>	<p>The student analyzes content and structure of genres by:</p> <ul style="list-style-type: none"> • [6] 2.7.2 Identifying or explaining the characteristics of fiction and nonfiction, <u>prose and poetry</u> • [6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>) 	<p>Fiction</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text • <i>Demonstrate knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works (ES)</i> <p>Nonfiction</p>

		<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas • <i>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (ES)</i> <p>Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Preview books using text features (e.g., text type, layout of text, graphics, illustrations, and photos) • Use a range of readers' skills to search for information (table of content, glossary, headings, and sub-headings, call-outs, pronunciation guides, index, references) • <i>Monitor own understanding, searching information within and outside of the text when necessary (ES)</i>
Motivation, Engagement, and Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • Generate questions to investigate subjects further • Work collaboratively within a group setting to discuss literature • <i>Self select reading for information and pleasure from a variety of genres (ES)</i> • <i>Set personal reading goals (ES)</i> • <i>Participate in self-selected reading of appropriate level extending beyond 30 minutes (ES)</i>

Grade 6-Writing

Writing Strands	Alaska Grade Level Expectations (GLEs)	FNSBSD Core Learner Objectives (Grade level Essential Skills are labeled (ES) and are indicated in red in the online document) Using a gradual release of responsibility model, students will:
Genres and Purposes 6+1 Trait® Focus: Ideas Organization Voice Word Choice	The student writes for a variety of purposes and audiences by: <ul style="list-style-type: none"> • [6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (e.g., step-by-step directions, descriptions, observations, or report writing)* • [6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, or lyrics)*(L) 	<ul style="list-style-type: none"> • Identify audience, purpose, and form for writing • Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses) • Produce narrative and formula poetry • Produce traditional and imaginative stories

<p>Sentence Fluency Conventions Presentation</p>		<ul style="list-style-type: none"> • Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries) • Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media) • Write in response to reading • Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages) • Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience • <i>Recognize and produce the following genres: narrative, informative, opinion, five paragraph essay, friendly letters, business letters, and poetry (ES)</i>
<p>Research to Build and Present Knowledge (Research Skills)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Conventions</p>	<p>The student documents sources by:</p> <ul style="list-style-type: none"> • [6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)*(L) 	<ul style="list-style-type: none"> • Participate in shared and independent research and writing projects • Recall information from experiences or gather information from provided sources to answer a question • Ask questions and gather information on a topic • <i>Take notes or make sketches to help remember and organize information (ES)</i> • <i>Cite sources used (ideas, images, etc.) (ES)</i> • <i>Synthesize relevant information while researching (ES)</i>
<p>Production and Distribution of Writing (Writing Process)</p> <p>6+1 Trait® Focus: Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [6] 2.1.1 Writing <u>a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook)</u>, maintaining a focused idea, and including supporting details • [6] 2.1.3 Organizing <u>and sequencing</u> ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, <u>comparison/contrast</u>) (L) • [6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, or lyrics)*(L) • [6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L) • [6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing* 	<p>Writing Process</p> <p><i>Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Students at the end of 6th Grade will be proficient with all steps of the writing process. 6th grade focus is improving peer editing skills. (ES)</i></p> <ul style="list-style-type: none"> • Prewrite: Gather ideas and organize <ul style="list-style-type: none"> ✓ Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences • Draft: Composition and fluency <ul style="list-style-type: none"> ✓ Select and narrow a topic from generated ideas ✓ <i>Write interesting topic sentences that include relevant information to develop cohesive paragraphs (ES)</i>

	<ul style="list-style-type: none"> ● [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* <p>The student revises writing by:</p> <ul style="list-style-type: none"> ● [6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, <u>to clarify topic sentence</u>, and to make sequence clear ● [6] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)*(L) ● [6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L) ● [6] 2.3.4 Identifying and/or correcting mistakes in usage (e.g., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and <u>pronouns</u>) (L) 	<ul style="list-style-type: none"> ✓ Demonstrate the ability to maintain a focused topic ✓ Use a variety of graphic organizers to organize information from multiple sources to develop a cohesive paragraph ✓ Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot) ✓ Use voice to fit the purpose and audience ✓ Use strong verbs and precise and vivid language to convey meaning ✓ Identify and use effective leads and strong endings ✓ <i>Write a minimum of five paragraphs that include an introduction, topic sentence, supporting details, and a conclusion (ES)</i> ● Revise: Change content for clarity and originality <ul style="list-style-type: none"> ✓ Revise by elaborating and clarifying a written draft ✓ Revise draft to add details, strengthen word choice, clarify main idea, and reorder content ✓ <i>Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences) (ES)</i> ✓ Rearrange details to improve written presentation ✓ <i>Add elaborations, definitions, explanations, and facts to support or describe the main ideas and develop the voice, mood, and tone of the writing (ES)</i> ✓ <i>Organize paragraphs logically (ES)</i> ✓ Critique draft using a scoring rubric ✓ Consider suggestions from others, revise and refine own writing ● Edit: Correct mechanics, spelling, and format <ul style="list-style-type: none"> ✓ Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives) ✓ <i>Use a revising and editing checklist to edit work (ES)</i> ✓ Edit for spelling of grade level-appropriate words ● Publish: Share work with an audience <ul style="list-style-type: none"> ✓ See <i>Presentation</i> ✓ Publish 4-8 individual products (a minimum of one per quarter)
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<p>Conventions of Standard English</p> <p>6+1 Trait® Focus: Conventions Ideas Organization Voice Word Choice Sentence Fluency</p>	<p>The student writes and edits using conventions of Standard English by:</p> <ul style="list-style-type: none"> • [6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing* • [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* • [6] 2.3.3 Identifying and/or correcting mistakes in punctuation (e.g., <u>quotation marks for dialogue</u>, commas in dates, salutations, and closings in letters, and commas in a series) and capitalization • [6] 2.3.4 Identifying and/or correcting mistakes in usage (e.g., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns) (L) 	<ul style="list-style-type: none"> • Identify parts of speech to enhance sentence structure • <i>Use a variety of sentence structures (simple, compound, complex, sentences with clauses) (ES)</i> • Use different kinds of sentences: imperative, declarative, interrogative, and exclamatory • Identify correct usage (subject/verb agreement, verb tense, sentence fragments, run-on sentences) • <i>Use correct capitalization, punctuation (e.g., introductory and dependent clauses, dialogue, singular and plural possessives) and paragraphing (ES)</i> • <i>Use apostrophes correctly with contraction and ownership (ES)</i>
<p>Word Study: Phonics, Spelling, Vocabulary</p> <p>6+1 Trait® Focus: Conventions Voice Word Choice</p>	<ul style="list-style-type: none"> • [6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)* • [6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, <u>including choosing the correct spelling option among several choices</u> (L) 	<ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> ✓ <i>Spell 6th Grade No Excuse Spelling Words correctly (ES)</i> (see pg. 84) ✓ Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words ✓ Use knowledge of Greek and Latin roots and affixes to spell multi-syllable words ✓ Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular) ✓ Use knowledge about spelling to predict the spelling of new words ✓ Visualize words while writing ✓ Spell homonyms correctly according to usage • Vocabulary <ul style="list-style-type: none"> ✓ <i>Use multiple resources to enhance word choice (e.g., dictionaries, glossaries, thesauruses) (ES)</i>
<p>Presentation</p> <p>6+1 Trait® Focus: Presentation</p>	<p>The student uses resources by:</p> <ul style="list-style-type: none"> • [6] 2.6.3 Writing with a word processor <u>using formatting features to produce a final draft</u> (L) 	<ul style="list-style-type: none"> • Write using upper- and lower-case manuscript and cursive letters using proper form, proportions, and spacing • Increase fluency with cursive handwriting • <i>Produce legible documents with manuscript or cursive handwriting (ES)</i> • <i>Use technology for publishing an essay that includes the use of pictures, graphs, etc. that enhance the topic (ES)</i> • Use a word processor to produce and publish a piece of writing

		<ul style="list-style-type: none"> • Use a variety of formats in presentations with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows) • Publish/share according to purpose and audience • Use appropriate formatting features (e.g., margins, indentations, titles, headings)
Attitude/Stamina	<ul style="list-style-type: none"> • Not addressed through Alaska Grade Level Expectations 	<ul style="list-style-type: none"> • <i>Build stamina to write independently for 30–45 minutes through participation in the writing process (ES)</i> • <i>Set quarterly personal goals for writing development with teacher support (ES)</i> • 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 discipline-specific tasks, purposes, and audiences

ELL support services may be found in the Appendix.

English 7

Course Details:	Overview:
Grade(s): 7	Seventh grade English emphasizes both the critical exploration of literature and the foundations of the writing process. Learners read a variety of genres and utilize basic literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and audiences, and conventions of good writing are studied and applied, such as grammar, vocabulary, spelling, and sentence and paragraph structures. Instructors are encourage to utilize 6+1 Traits®, graphic organizers, and personalized learning strategies.
Length: Two semesters (required)	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with students to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p style="text-align: center;"><u>AKSS</u> RL7.1; RL7.2; RL7.3; RL7.4; RL7.5; RL7.6; RL7.7; RL7.9; RL7.10; W.7.9.a; L.7.4.a-d; L.7.5.a-c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify the central idea or theme, and support conclusions about how the text’s organization, content, reasoning, and use of evidence supports the author’s point of view. • Compare and integrate relevant information from two sources, and identify conflicting information on the same topics/subjects when developing understanding of a text. • Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. • Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p style="text-align: center;"><u>AKSS</u> RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10; W.7.9.b; L.7.4.a-d; L.7.5.a-c; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> III.A.1-3, V.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3.b,c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<p>The learner will:</p> <ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, and style as it develops across the text. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.7.3.a-e; W.7.4; W.7.5; W.7.6; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, C. I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from a source into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 1.c, 2.b, 3., 4.b, 5.c, 6, 7.b-c</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3.a-c</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> ● Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. ● Analyze, interpret, evaluate, and use information delivered orally or visually. ● Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. ● Communicate clearly following standard English conventions. 	<p style="text-align: center;"><u>AKSS</u> SL.7.1.a-d; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.4.a-d; L.7.5.a-c; L.7.6</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 6.a, c-d</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Conduct research projects to explore a topic, issue, or problem. • Analyze the purpose of information presented in diverse media and formats, and identify the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p style="text-align: center;"><u>AKSS</u> W.7.7; W.7.8; W.7.9.a-b; L.7.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3, 4.b</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.KC.2</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p><u>AKSS</u> W.7.6; W.7.7; W.7.8; SL.7.5; L.7.4.c</p> <p><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 6.b</p>

Required Reading and Writing Activities

The learner will:

- ✓ Read a minimum of three books per year, which may include teacher-selected texts.
- ✓ Read daily for pleasure and/or information.
- ✓ Read aloud and independently.
- ✓ Write two short-writes per semester, responding to a text in a variety of ways (e.g., personal response, interpretation, character analysis, description, critique).
- ✓ Perform a minimum of one presentation.
- ✓ Write at least two of the following multi-paragraph essays:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive essay.
- ✓ Write one formal letter for an authentic audience.
- ✓ Read and create a variety of different styles of poetry.
- ✓ Utilize research skills, including librarians and district online resources and databases, to gather data and create a works cited document.

Suggested Supplemental Literature List

See appendix for suggested literature.

Advanced English 7

Course Details:		Overview:
Grade(s): 7		The <i>Advanced English 7</i> course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides a study of genres of literature and literary terms, and a variety of writing experiences, including an emphasis on the writing process and research methods. The depth and pacing will differ from <i>English 7</i> in that learners will be expected to routinely work independently on self-guided assignments and explore more complex, advanced texts. Vocabulary study is derived from seventh grade foundational vocabulary, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits [®] , graphic organizers, and personalized learning strategies.
Length: Two semesters (required)		
Prerequisites: Teacher recommendation.		

Foundation Reading Skills

Graduate- Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate- Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ● Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. ● Analyze how various literary elements and devices shape text development and impact meaning. ● Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. ● Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. ● Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p style="text-align: center;"><u>AKSS</u> RL7.1; RL7.2; RL7.3; RL7.4; RL7.5; RL7.6; RL7.7; RL7.9; RL7.10; W.7.9.a; L.7.4.a-d; L.7.5.a-c</p> <p style="text-align: center;"><u>AK Cultural</u> ABD</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify the central idea or theme, and support conclusions about how the text’s organization, content, reasoning, and use of evidence supports the author’s point of view. • Determine the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. • Compare and integrate relevant information from two sources, and identify conflicting information on the same topics/subjects when developing understanding of a text. <p>Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect.</p>	<p style="text-align: center;"><u>AKSS</u> RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10; W.7.9.b; L.7.4.a-d; L.7.5.a-c; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>ISTE</u> 1.d, 3</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12. EL.4</p> <p style="text-align: center;"><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, and style as it develops across the text. • Use correct punctuation, spelling, and grammar in a finished product. <p>Edit and revise text for clarity, coherence, and intent.</p>	<p style="text-align: center;"><u>AKSS</u> W.7.3.a-e; W.7.4; W.7.5; W.7.6; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Informational Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from a source into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Opinion/Argument Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.7.1.a-e; W.7.2.a-f; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9.a-b; W.7.10; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Speaking, Listening, and Language

Graduate-Level Competency:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. 	<p style="text-align: center;"><u>AKSS</u> SL.7.1.a-d; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; L.7.1.a-c; L.7.2.a-b; L.7.3.a; L.7.4.a-d; L.7.5.a-c; L.7.6</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.EL.1</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. • Conduct research projects to explore a topic, issue, or problem. • Analyze the purpose of information presented in diverse media and formats, and identify the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p style="text-align: center;"><u>AKSS</u> W.7.7; W.7.8; W.7.9.a-b; L.7.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p style="text-align: center;"><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p style="text-align: center;"><u>AKSS</u> W.7.6; W.7.7; W.7.8; SL.7.5; L.7.4.c</p> <p style="text-align: center;"><u>ISTE</u> 3, 5.c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Required Reading and Writing Activities

The learner will:

- ✓ By the end of the year, read and comprehend literature including stories, dramas, and poems at the high end of the grade level complexity.
- ✓ Read daily for pleasure and/or information.
- ✓ Read a minimum of two books per semester, which may include teacher-selected texts.
- ✓ Actively participate in small group and class discussions, which will focus on reactions and analysis of readings, sample essays, and learners' writing.
- ✓ Review a variety of writing examples, and discuss the strengths and weaknesses of vocabulary, organization, supportive detail, and effective use of rhetoric.
- ✓ Write at least three of the following multi-paragraph essays:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive essay.
- ✓ Read, analyze, and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Complete a formal research assignment that adheres to MLA or APA guidelines.
- ✓ Participate in peer-editing sessions in addition to receiving written teacher feedback and individual conferences.

Suggested Supplemental Literature List

See appendix for suggested literature.

English 8

Course Details:		Overview:
Grade(s): 8		Eighth grade English emphasizes both the continued development of the writing process and the critical exploration of literature. Learners read a variety of genres and utilize complex literary terms and forms as a basis for discussion, writing topics, and models. As readers respond to literature, they will continue to measure their own experiences against those of others, connecting literature to real life, other texts, and media. Learners write for a variety of purposes and authentic audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied. Instructors are encouraged to utilize strategies, such as 6+1 Trait [®] writing, graphic organizers, and other personalized learning strategies.
Length: Two semesters (required)		
Prerequisites: None		

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with students to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p style="text-align: center;"><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c;</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze the central idea or theme, and support conclusions about how the text’s organization, content, reasoning, and use of evidence support the author’s point of view. • Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. • Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. • Determine the meaning of unknown and multiple-meaning words or phrases based on eight grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p style="text-align: center;"><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7- 8.1;</p> <p style="text-align: center;"><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1- 3, I.B.1-3, III.B.1-2, IV.B.1- 4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1- 3</p> <p style="text-align: center;"><u>ISTE</u> 3.b,c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, style and coherence of theme as it develops across the text by using author’s craft appropriate to the purpose. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.3.a-e; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from multiple source into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u></p> <p>W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u></p> <p>1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p> <p style="text-align: center;"><u>AK Digital Literacy</u></p> <p>6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<p>The learner will:</p> <ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u>ISTE</u> 3.b-c, 4.b</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence, elaborate when elicited, and respond to questions with relevant ideas or comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. 	<p style="text-align: center;"><u>AKSS</u></p> <p>SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u></p> <p>6.a,c-d</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Conduct research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts and perspectives. • Analyze the purpose of information presented in diverse media and formats, and evaluate the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p style="text-align: center;"><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3, 4.b</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p style="text-align: center;"><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 6.b</p>

Required Reading and Writing Activities

The learner will:

- ✓ Read a minimum of three books per year, which may include teacher-selected texts.
- ✓ Read daily for pleasure and/or information.
- ✓ Read aloud and independently.
- ✓ Write at least one essay from each of the following categories:
 - Expository essay
 - Persuasive essay
 - Narrative essay.
- ✓ Write three short-writes per semester responding to a text in a variety of ways (e.g., personal response, interpretation, character analysis, description, critique).
- ✓ Exchange papers and evaluate peer writing.
- ✓ Wrote one formal letter to an authentic audience.
- ✓ Perform two oral presentations.
- ✓ Read and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Utilize research skills, including librarians and district online resources and databases, to gather data and create a works cited document that supports a multi-paragraph essay. The learner will also utilize research skills that include a formatted works cited/bibliography.

Suggested Supplemental Literature List

See appendix for suggested literature.

Advanced English 8

Course Details:		Overview:
Grade(s): 8		<p>The <i>Advanced English 8</i> course emphasizes literature, writing, and critical thinking skills through a combination of essays, literature, and speaking experiences, such as formal presentations and inquiry-based discussions. This course provides an in-depth study of the genres of literature and complex literary terms, and a variety of writing experiences, including an emphasis on the writing process and advanced research methods culminating in a research paper. The depth and pacing will differ from <i>English 8</i> in that learners will be expected to routinely work independently, both in and out of school, on self-guided assignments and explore more complex, advanced texts; learners will be expected to take initiative with critical analysis of these texts to form their own conclusions. Vocabulary study is derived from various works of literature, including SAT vocabulary enrichment. Instructors are encouraged to utilize 6+1 Traits[®], graphic organizers, and personalized learning strategies.</p>
Length: Two semesters (required)		
Prerequisites: Teacher recommendation.		

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Analyze how visual and multimedia elements of a text contribute to the meaning, tone, or intended effect of a text on the reader/viewer. • Determine the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or literary forms for intended effect. 	<p style="text-align: center;"><u>AKSS</u></p> <p>RL8.1; RL8.2; RL8.3; RL8.4; RL8.5; RL8.6; RL8.7; RL8.9; RL8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Cultural</u> ABD</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.DC.3</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze the central idea or theme, and support conclusions about how the text’s organization, content, reasoning, and use of evidence support the author’s point of view. • Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. • Determine the meaning of unknown and multiple-meaning words or phrases based on eight grade reading content, choosing flexibly from a range of strategies. • Analyze and evaluate how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p style="text-align: center;"><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1;</p> <p style="text-align: center;"><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3.c</p>

Narrative Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).	<ul style="list-style-type: none"> • Use text structures, transitional devices, and narrative strategies to engage the audience and establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • Maintain a point of view, tone, style and coherence of theme as it develops across the text by using author’s craft appropriate to the purpose. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.8.3.a-c; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a- dc; L.8.2.a-c; L.8.3.a; L.8.6</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1- 2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1- 2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1- 4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Explicitly identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from multiple source into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1;</p> <p><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p><u>ISTE</u> 3.b-c</p> <p><u>AK Digital Literacy</u> 6-12.ID.2, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use a variety of argumentative structures and persuasive techniques to convey claims and counterclaims related to topic, text, and/or issue. • Consistently and independently locate, evaluate, and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, and/or issue and to support diverse points of view. • Consistently maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion with a sense of closure. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u></p> <p>W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1;</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Digital Literacy</u></p> <p>6-12.ID.2, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Present grade-appropriate information that is supported with evidence and elaboration while addressing questions with relevant ideas and comments. • Analyze, interpret, evaluate, and use information delivered orally or visually. • Compose and orally deliver a presentation for different purposes and audiences, integrating visual, graphic, digital, and/or audio enhancements when appropriate for clarifying the message or intent. • Communicate clearly following standard English conventions. 	<p style="text-align: center;"><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-dc; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6;</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 6.a,c-d</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.DC.3</p>

Inquiry, Investigation, and Research

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Create research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. • Analyze the purpose of information presented in diverse media and formats, and evaluate the motives (e.g., social, commercial, political) behind its presentation. • Strategically use precise language, figurative language, syntax, and discourse appropriate to an intent, purpose, and audience. • Use reasoning, planning, and evidence to determine an area of inquiry, then gather, select, and cite information to support inferences, interpretations, and analyses. 	<p style="text-align: center;"><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1;</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6,</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.DC.3</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p style="text-align: center;"><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c;</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 4</p>

Required Reading and Writing Activities

The learner will:

- ✓ By the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of grade level complexity.
- ✓ Read daily for pleasure and/or information.
- ✓ Read a minimum of two books per semester, which may include teacher-selected texts.
- ✓ Actively participate in small group and class discussions, which will focus on reactions and analysis of readings, sample essays, and learners' writing.
- ✓ For each writing assignment, review a variety of examples and discuss the strengths and weaknesses of vocabulary, organization, supportive detail, and effective use of rhetoric.
- ✓ Write at least one essay from each of the following categories:
 - Expository essay
 - Persuasive essay
 - Narrative essay
 - Descriptive.
- ✓ Read, analyze, and create a variety of different styles of poetry (e.g., quatrains, sonnets, free-verse) using poetic devices such as repetition, metaphor, simile, rhyme scheme, and meter.
- ✓ Complete a formal research paper that adheres to MLA or APA guidelines.
- ✓ Participate in peer-editing sessions in addition to receiving written teacher feedback and individual conferences.

Suggested Supplemental Literature List

See appendix for suggested literature.

Middle School Electives (Grades 7 – 8)

Journalism & Publication

Course Details:	Overview:
Grade(s): 7-8	<i>Journalism and Publication</i> teaches the steps involved in publishing. Production of publications includes article writing, page layout and design, scheduling of projects, meeting deadlines, revising, and editing. Learners will explore publishing in various media.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading & Media Literacy

Graduate-Level Competencies:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Explore various forms of media publications including newspapers, magazines, television, and electronic media forum. • Organize and analyze notes and information. • Demonstrate an understanding of the responsibilities of ethical journalism (e.g., respecting copyrighted material, citing sources of information). • Identify common newspaper parts and terms. • Identify the various types of articles including news, editorials, features, and sports. • Analyze the persuasive techniques used by the media to influence audiences. • Recognize bias in journalism. 	<p style="text-align: center;"><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>ISTE</u> 2.b-c, 3.b-d, 7.d</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Communication

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Write a variety of news articles and opinion statements. • Apply revising and editing skills in publishing stories and informational material. • Interview a primary source. • Use the conventions of journalism. • Gather and organize information for news articles. • Understand the elements of publication (e.g., roles, responsibilities, presentation). 	<p style="text-align: center;"><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1; SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.4.a-d; L.8.5.a-c; WHST.6-7-8.6</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 1.c, 2.b-c, 3.a-c, 6.a,c-d, 7.a-b</p> <p style="text-align: center;"><u>AK Digital Literacy</u> 6-12.CC.4</p>

Suggested Activities

- Create a classroom or school newspaper.
- Edit copy for final publication.
- Prepare school-wide publications including banners, signs, newspapers, advertisements, literary magazines, and digital content.
- Keep a log of television viewing and computer usage, and analyze the effect of media on students.
- Compare and contrast a variety of newspapers and other media publications for point of view, bias, and quality.
- News source scavenger hunt.
- Write articles from specific perspectives and biases.

Middle School Literature

Course Details:	Overview:
Grade(s): 7-8 (6 th grade in middle school)	<i>Middle School Literature</i> focuses on the reading of various types of literature with an emphasis on reading as a process. The course will include an introduction to elements of literature, enhancement of comprehension skills, application of literature to real-life situations, and integration of reading, writing, speaking, and listening activities. It will also integrate interdisciplinary materials and nonfiction from a variety of media.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Read independently for pleasure and information. • Demonstrate understanding of figurative language. • Identify different forms of literature, including multicultural literature. • Interpret literature using literary elements. • Analyze connections to individuals, ideas, or events. • Expand reading, writing, and/or speaking vocabulary in connection with literature. • Gather meaning from print and non-print text by applying reading comprehension skills. • Analyze how the author’s point of view affects the text. 	<p style="text-align: center;"><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Cultural</u> ABD</p>

Writing/Composition

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.4 The learner will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, nonfiction).</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to use the writing process in reader response (e.g., graphic organizers, plot diagrams, character mapping). • Use correct punctuation, spelling, and grammar in a finished product. • Organize ideas using appropriate structures (e.g., importance, chronology, comparison/contrast, and classification). 	<p><u>AKSS</u> W.8.3.a-e; W.8.4; W.8.5; W.8.6; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6</p>

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Listen to and participate in oral reading. • Present readings to a variety of audiences with relevant evidence, valid reasoning, and details that support point of view. • Use appropriate eye contact, volume, tone, and clear pronunciation. • Pose questions and respond to other’s comments and questions. 	<p style="text-align: center;"><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Media Literacy

Graduate-Level Competency:

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.8 The learner will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze content and techniques of various media, applying skills such as fact vs. opinion, emotional appeals, inferences, predictions, and evaluations. • Identify the message and target audience of video, print, and other media. • Interact with computer resources to extend research, (i.e., Internet searches and other computer reference tools). 	<p style="text-align: center;"><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 3.b-c</p>

Suggested Activities

- Oral reading strategies.
- Rehearse choral readings.
- Read to younger audiences where available.
- Read at home at least 30 minutes per day.
- Novel studies from works read both at home and in class.
- Use journals for reflective writing on an ongoing basis.
- Use newspapers regularly in the classroom.
- Compare/contrast movies with original literary works.
- Evaluate personal television viewing.
- Read poetry.
- Literature Circles
- Readers' Theater
- Use graphic organizers and/or Thinking Maps®.
- Teacher Read-Aloud and Think-Aloud.
- Read weekly news magazines or online material.

Nonfiction Forum

Course Details:	Overview:
Grade(s): 7-8	<i>Nonfiction Forum</i> focuses on the reading of course texts and informational resources. Composition, speech, research, and aligned literature will be incorporated as components, as well as study and test-taking skills. <i>Nonfiction Forum</i> can support content from other core courses, such as Social Studies or Science.
Length: One semester; may be taken up to four times, as needed.	
Prerequisites: Teacher recommendation	

Foundation Reading Skills

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Nonfiction

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Read daily. • Reflect and respond to different ideas found in written, oral, and visual materials, and connect them to life. • Make predictions and connections between text. • Practice pre-reading activities, including preview of text organization and section titles, vocabulary, and summary questions. • Recognize relationships of concepts, such as cause and effect, fact and opinion, bias and propaganda, and compare and contrast. • Recognize and understand analogies, similes, and metaphors in nonfiction texts. 	<p style="text-align: center;"><u>AKSS</u></p> <p>RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p>III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Speaking, Listening, and Viewing

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Ask questions to clarify information. • Summarize main ideas, concepts, and supporting details. • View, listen, and respond to varied readings and media on social or civic concepts. • Identify message and target audience of video, print, and radio advertisements. • State and justify main ideas and supporting details, incorporating content area vocabulary and varied sources. 	<p style="text-align: center;"><u>AKSS</u> SL.8.1.a-d; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c; L.8.6</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p style="text-align: center;"><u>AKSS</u></p> <p style="text-align: center;">W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p style="text-align: center;">I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 1.d</p>

Suggested Activities

- Project Citizen
- Analyze portrayal of news events via varied media.
- Compare visual representation of history with textual representation, using timelines or graphic organizers.
- Keep a notebook documenting varied study skill options.
- Performance assessment forums such as plays, testimony, court scenes, taped readings, models, and technological presentations.
- Compile a personal portfolio of varied projects that incorporate print and non-print media.

Speech & Debate

Course Details:	Overview:
Grade(s): 7-8	In this course students will learn to prepare debate cases, in addition to learning the speech skills taught in the required English courses. Emphasis will be on argumentative skills and logical organization.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Informational Text

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. • Compare and integrate relevant information from multiple sources, and synthesize conflicting information on the same topics/subjects when developing understanding of a text. • Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p style="text-align: center;"><u>AKSS</u> RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>ISTE</u> 1.c-d, 3.b-c</p>

Informational Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from sources into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use argumentative structures and persuasive techniques to convey claims and counterclaims related to a topic, text, and/or issue. • Locate and use reliable and credible sources (print/non-print primary and secondary sources, interviews, etc.) to expand the topic, text, or issue and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise a text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u></p> <p>W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Digital Literacy</u></p> <p>6-12.ID.3, 6-12.ID.4</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Demonstrate self-confidence through expression and awareness of dramatic abilities and oral language. • Apply speech preparation skills such as gathering information, note card preparation, and speech organization. • Practice delivery skills such as volume, intonation, eye contact, poise, and enunciation. • Demonstrate speaking skills by preparing and delivering a variety of speeches and debates. • Respond to and evaluate the content and style of their and other learner’s speeches. • Demonstrate the ability to be active, respectful, and supportive audience members. 	<p style="text-align: center;"><u>AKSS</u></p> <p style="text-align: center;">W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p style="text-align: center;">I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Suggested Activities

- Extemporaneous speaking
- Teacup debates
- Tennis debates
- Practice preparing and delivering basic types of speeches: impromptu, oral interpretation, demonstration, informative, and persuasive.
- Apply a rubric in evaluating and critiquing peer speeches.
- Use technology in delivery of at least one speech (document camera, projector, laptop, video camera, Internet, etc.).
- Write original speeches in the informative, demonstrative, and persuasive modes.

Speech & Drama

Course Details:	Overview:
Grade(s): 7-8	<i>Speech and Drama</i> is a semester course in which students prepare and deliver speeches, explore the history of theater, study parts of the physical theater, and experience the various jobs in producing and performing a play. It adds flexibility for various school schedules.
Length: One semester	
Prerequisites: None	

Foundation Reading Skills

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
MS.1 The learner will read to make meaning while flexibly using a variety of strategies to apply and extend literacy skills with fluency and independence at grade level complexity.	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the sixth grade span, it is important to continue developing them with learners who may need additional support. A variety of strategies will be taught and used with learners to help them understand texts and continue to make meaning. 	<u>AKSS</u>

Reading Literature

Graduate-Level Competency:

Literature

GS.2 Learners will demonstrate the ability to comprehend, analyze, and engage with a variety of complex print and non-print literary texts, both teacher and self-selected.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.2 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex literary texts from a range of cultures, and cite a range of relevant and compelling textual evidence to support their analyses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Interpret a theme of the text and analyze author reasoning to develop the text, including use of textual details, textual structures, character interactions, and dialogue to progress the action. The learner will also cite evidence to support the analysis. • Analyze how various literary elements and devices shape text development and impact meaning. • Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors treat similar themes or use literary forms for intended effect. 	<p style="text-align: center;"><u>AKSS</u> RL.8.1; RL. 8.2; RL. 8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.9; RL.8.10; W.8.9.a; L.8.4.a-d; L.8.5.a-c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>AK Cultural</u> AB, D</p>

Reading Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
MS.3 The learner will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex, nonfictional texts, and cite a range of relevant and compelling textual evidence to support their analyses.	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze and explain how visual and multimedia elements contribute to the overall meaning, accuracy, tone, or intended effect. • Determine the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies. • Compare and contrast how authors portray similar topics, events, or issues, and interpret how the treatment affects the message. 	<p style="text-align: center;"><u>AKSS</u></p> <p>RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.4.a-d; L.8.5.a-c; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p>III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Informational Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Course/Grade Competencies	Content Objectives	Standards
MS.5 The learner will produce clear, coherent, and effective expository writing for a range of types, purposes, and audiences.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify a focus and use informational text structures to develop and elaborate on a central idea or theme. • Maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • Locate and integrate relevant and credible information from sources into a text. • Develop a conclusion that summarizes or synthesizes key information presented in support of a central idea or theme. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise a text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u></p> <p>W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u></p> <p>I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>Digital Literacy</u></p> <p>6-12.ID.3, 6-12.ID.4</p>

Opinion/Argument Writing

Graduate-Level Competencies:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language.

Research

GS.6 Learners will demonstrate the ability to conduct research to investigate self-selected and given topics, evaluate sources, utilize databases, and synthesize information independently and collaboratively.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.6 The learner will produce clear, coherent, and persuasive writing for a range of types, purposes, and audiences.	<ul style="list-style-type: none"> • Use argumentative structures and persuasive techniques to convey claims and counterclaims related to topic, text, and/or issue. • Locate and use reliable and credible sources (e.g., print/non-print primary and secondary sources, interviews) to expand the topic, text, or issue, and to support diverse points of view. • Maintain an authoritative stance for the claim/thesis by analyzing evidence used in support of each stated criterion for a position while addressing possible counterclaims. • Logically connect reasons, facts, analyses, and sources to provide a conclusion. • Use correct punctuation, spelling, and grammar in a finished product. • Edit and revise my text for clarity, coherence, and intent. 	<p style="text-align: center;"><u>AKSS</u> W.8.1.a-e; W.8.2.a-f; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9.a-b; W.8.10; L.8.1.a-d; L.8.2.a-c; L.8.3.a; L.8.6; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p style="text-align: center;"><u>Digital Literacy</u> 6-12.ID.3, 6-12.ID.4</p> <p style="text-align: center;"><u>ISTE</u> 1.c, 2.b-c, 3.a-c, 6.a,c-d, 7.a-b</p>

Speaking, Listening, and Language

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
MS.7 The learner will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), listen to diverse perspectives, and express ideas clearly and purposefully.	<ul style="list-style-type: none"> • Demonstrate self-confidence through expression and awareness of dramatic abilities and oral language. • Apply speech preparation skills such as gathering information, note card preparation, and speech organization. • Practice delivery skills such as volume, intonation, eye contact, poise, and enunciation. • Demonstrate speaking skills by preparing and delivering a variety of speeches. • Respond to and evaluate the content and style of their and other learners' speeches. • Demonstrate ability to be active, respectful, and supportive audience members. 	<p style="text-align: center;"><u>AKSS</u> W.8.7; W.8.8; W.8.9.a-b; SL.8.2; SL.8.4; L.8.6; WHST.6-7-8.7; RH.6-7-8.1</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, III.A.1-3, III.A.1-3, IV.A.1-3, V.A.2-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Theater and Play Production

Graduate-Level Competencies:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Course/Grade Competencies	Content Objectives	Standards
MS.10 The learner will have a working knowledge of theater history and apply stage terminology to a production.	<p>The learner will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the major periods in the history of theater (e.g., Greek and Roman drama, Middle Ages, Elizabethan drama, American drama, and multicultural oral traditions). • Demonstrate knowledge of theater types and basic stage terminology. • Experience the various jobs in a play production by presenting scenes from a play. • Demonstrate knowledge of staging. • Demonstrate knowledge of public relations and crew duties. • Demonstrate ability to perform basic acting skills including pantomime, improvisation, and characterization. 	<p><u>AKSS</u> RL.8.7; RST.6-7-8.7</p>

Technology

Graduate-Level Competencies:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
<p>MS.9 The learner will demonstrate the ability to appropriately use the tools of technology, including digital media and the Internet, to gather, interpret, and analyze information and create sharable products.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Strategically integrate multimedia and visual displays into presentations. • Use digital tools and reference materials to interpret intended word meanings, expand understanding from definitional to conceptual, and apply them when communicating. 	<p style="text-align: center;"><u>AKSS</u> W.8.6; W.8.7; W.8.8; SL.8.5; L.8.4.c</p> <p style="text-align: center;"><u>AASL</u> I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-3, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p>

Suggested Activities

- Practice preparing and delivering basic types of speeches (e.g., impromptu, oral interpretation, demonstration, informative, and persuasive).
- Regular individual and small group pantomime and improvisation activities.
- Dramatic interpretation of short children’s literature.
- Reader’s Theater

English Language Learners (Middle School: ELL Levels 1-2)

U.S. Culture and Expressions

Course Details:	Overview:
Grade(s): 7-8	This English-elective course is designed to be taken concurrently with <i>U.S. English I</i> in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place.
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	
ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.	

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.1 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make educated guesses about word meanings in context, with teacher guidance and instruction. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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**WIDA Standards are currently be revised and new standards may be available at a future date.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker’s tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

**WIDA Standards are currently being revised and new standards may be available at a future date.

Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products

Course/Grade Competencies	Content Objectives	Standards
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<p>The learner will:</p> <ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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U.S. English I

Course Details:	Overview:
Grade(s): 7-8	<p>This course uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: two semesters	
Prerequisites: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation	

Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p>The learner will:</p> <ul style="list-style-type: none"> • Read and write words, phrases, or chunks of language. • Annotate and highlight text using examples and models as needed. • Make inferences about word meanings in context, with teacher guidance and instruction. 	<p>Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.</p>

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**WIDA Standards are currently being revised and new standards may be available at a future date.

Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Make simple grammatical constructions and phrasal patterns associated with common social instructional situations. • Practice different modes of communication. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> • Understand everyday social and instructional words and expressions. • Develop an understanding of the speaker’s tone and body language; support the speaker through engaged body language and appropriate verbal responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

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Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<p>The learner will:</p> <ul style="list-style-type: none"> • Use technology to support learning. • Use online word processing programs to write and to create projects. • Use technology to demonstrate learning and present material, with teacher guidance. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Additional Resources

Textbooks, student-issued learning materials, and/or instructional resources will be used as appropriate.

For additional site-based options, see the supplemental book list in the appendix.

English Language Development Standards**

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

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U.S. English II

Course Details:	Overview:
Grade(s): 7-8	<p>This differentiated course uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.</p> <p>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.</p> <p>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment.</p>
Length: one – two semesters	
Prerequisites: ELL-Program eligible, Entering to Emerging (WIDA levels 1-2), and instructor recommendation	

*These will be based on WIDA Language Development Standards and Proficiency Level Descriptions, which are currently being developed (<https://wida.wisc.edu/teach/standards/eld>).

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Informational Texts

Graduate-Level Competency:

Informational Texts

GS.1 Learners will demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts – including texts for science, social studies, and technical subjects, and self-selected material.

Course/Grade Competencies	Content Objectives	Standards
ELL.1 Receptive (Listening and Reading/Viewing)*	<p>The learner will:</p> <ul style="list-style-type: none"> Find and consume texts that appeal to them, and explain what that text may add to their understanding and lives. Practice close reading strategies to increase insight and accuracy, with teacher guidance. Annotate and highlight text with purpose and explain how annotations help reading comprehension and engagement. Increase the accuracy of their guesses about word meanings in context, with teacher guidance and instruction in word origins and structures. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

Writing

Graduate-Level Competency:

Writing

GS.3 Learners will write in a variety of modes, including analytical, narrative, explanatory, and expressive, using complex reasoning, structure, and language

Course/Grade Competencies	Content Objectives	Standards
ELL.3 Productive (Speaking and Writing)*	<p>The learner will:</p> <ul style="list-style-type: none"> Employ strategic diction, syntax, and figurative language to develop a specific voice and meaning. Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Speaking and Listening

Graduate-Level Competencies:

Speaking

GS.4 Learners will demonstrate the ability to speak purposefully and effectively, strategically making complex decisions about content, language use, and discourse style.

Listening

GS.5 Learners will demonstrate the ability to listen critically and reflectively in a variety of settings and purpose.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.4 Productive (Speaking and Writing)*	<ul style="list-style-type: none"> • Increase skill and independence to use available tools and strategies to produce a syntactically correct, error-free document with standard English conventions. • Choose a mode of communication for a specific purpose. • Practice peer-to-peer constructive criticism, compliments, feedback, and responses. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.
ELL.5 Receptive (Listening and Reading/Viewing*)	<ul style="list-style-type: none"> • Participate in live conversations while monitoring equity of voice. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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Technology

Graduate-Level Competency:

Technological

GS.7 Learners will demonstrate the ability to appropriately use the tools of technology to gather, interpret, collaborate, and analyze information and create shareable products.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.7 Receptive (Listening and Reading/Viewing)* and Productive (Speaking and Writing)*	<ul style="list-style-type: none"> Make choices from a limited range about technology platforms and use the appropriate tools (e.g. an App, a program, etc.) to present material. Select technology from a curated list to demonstrate learning and present material. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate. .

Media Literacy

Graduate-Level Competency:

Media Literacy

GS.8 Learners will engage in independent critical thinking through accessing, analyzing, evaluating, and creating a complex variety of media.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
ELL.8 Receptive (Listening and Reading/Viewing)*	<ul style="list-style-type: none"> Behave in a responsible manner while using various technologies and social media. Be fully aware, prepared, and responsible online citizens. Recognize modes of persuasion in various media. 	Aligned with WIDA English Language Proficiency Standards** and grade-level competencies, as appropriate.

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- **Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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