

**SCHOOL DISTRICT OF MANAWA  
CURRICULUM COMMITTEE MEETING  
AGENDA**

**Google Meet joining information**

Video call link: <https://meet.google.com/rwf-mrpj-xzr>

Or dial: (US) +1 337-541-2818 PIN: 277 358 313#

**Date: November 9, 2022**

**Time: 5:00 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

**Board Committee Members: Hollman (C), Riske, and Fietzer**

**In Attendance:**

Timer: \_\_\_\_\_

Recorder: \_\_\_\_\_

1. Consider Endorsement of New Course Proposal for AP Biology for the 2023-24 School Year as Presented (Action)
2. Consider Endorsement of the LWHS 2023-24 Course of Study Guide (Action)
3. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented (Action) Found at: [Co-Curricular Club Evaluation Plan](#)
4. Consider Endorsement of 4K-12 English Language Arts Curriculum Maps as Presented (Action)
5. Consider Endorsement of the LWHS Code of Student Conduct as Presented (Action)
6. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
7. Curriculum Committee Planning Guide (Information / Action)
8. Next Meeting Date \_\_\_\_\_
9. Next Meeting Items:
  - a. Consider Endorsing English Language Arts Curriculum as Presented
  - b. Consider Endorsing Social Studies Curriculum as Presented
  - c.
10. Adjourn

Course Name:	5K		
Credits:			
Prerequisites:	4K		
Description:	5K ELA		
Academic Standards:	<b>Reading:</b>		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
1	1 Quarter	<p>R=SL.K.3,SL.K.4</p> <p>W=W.K.2, W.1.3</p> <p>WW=RF.K.2a, RF.K.3a, RF.K.2c</p>	<p>Students will be able to demonstrate how to private and partner read successfully. Students will utilize text features such as photos, patterns, letter/sound knowledge to help support comprehension and reading fluency.</p> <p>Students will be able to write with pictures and sentences.</p> <p>Students will be able to use functional vocabulary and recognize and produce rhyming words</p>
2	1 Quarter	<p>R=RF.K.1, RF.K.4, RF.K.2, RF.K.3, RL.K.7,RL.K.10</p> <p>W=W.K.3, W.1.3</p> <p>WW=RF.K.3, RF.K.3a, RF.K.3c</p>	<p>Students will be able to use reading super powers when reading.</p> <p>Students will be able to write a true story about themselves using pictures and words.</p> <p>Students will be able to look, think and say letter sounds and heart words as well as stretch out sounds to read words.</p>
3	1 Quarter	<p>R=RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5,RL.K.7,RL.K.9, RL.K.10</p> <p>W=W.K.3, W.1.3</p> <p>WW=RF.K.3a, RF.K.3b, RF.K.3c</p>	<p>Students will be able to build on their reading super powers.</p> <p>Students will be able to tell true stories about themselves using pictures and words.</p> <p>Students will be able to read short and long vowel words.</p>

	4 1 Quarter	<p>R= RL.K.10, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.5</p> <p>W=W.K.1, W.1.1</p> <p>WW=RF.K.2, RF.K.2B, RF.K.2C, RF.K.2D, RF.K.3</p>	<p>Students will become avid readers.</p> <p>Students will be able to write opinion stories using pictures and words.</p> <p>Students will be able to produce and identify digraphs, sound buddies, and syllables.</p>
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Course Name:	Language Arts Grade 1		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 1 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study)		
Academic Standards:	F.1.4.b,L.1.2,W.1.7, W.1.8		
Units:	Unit Length:4 Units each consisting of one quarter (1 year)	Unit Standards:	Unit Outcomes:
1-Building Foundations through Reader's and Writer's Workshop		RF.1.4.b,L.1.2,W.1.7	<p>Students will be able to...</p> <p><b>Reading:</b>  Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags.  Learn how to handle materials and follow routines in the reading center.  Learn to use appropriate voice level for the activity.  Understand the setting for a story and infer why it is important.  Follow multiple characters in the same story.  Use academic language to retell and identify the elements of the plot: beginning, middle, and end.</p> <p>Summative:  Rubric for Retelling for Beginning, Middle, End, Classroom observation, guided small group goals, discussion</p> <p><b>Writing:</b>  Understands that a writer or illustrator can add a label to help readers.  Use a capital letter for the first word of a sentence.  Use uppercase letters in a title.  Write letters and words that can be easily read.  Vary word choice to create interesting description and dialogue.</p> <p>Summative:  Students write complete sentences .</p> <p><b>Word Study:</b>  Say words to break them into syllables.  Recognize and talk about the fact that letters can be consonants or vowels.  Hear and say 4 or more phonemes in a sequence. Blend 3 or 4 phonemes in a word.  Delete the beginning phoneme of a word. Add a phoneme to the end of a word. change the middle phoneme in a word.  Hear and identify short/long vowel sound in words and the letters that represent them.  Recognize and use short vowel sounds in the middle of words (CVC).  Understand that a word is always spelled the same way.</p>

<p>2</p>		<p>RF.1.4.b,W.1.8</p>	<p>Students will be able to...</p> <p><b>Reading:</b>  Learn what fluency is and why fluency is important.  Learn to formally make connections to the text such as text-to-self, text-to-text, text-to-world.  Learn the differences between fiction and nonfiction.  Learn nonfiction text features</p> <p>Summative:  Read nonfiction texts. Guided small group, benchmarking.</p> <p><b>Writing:</b>  Understand how to craft a personal memory or narrative from mentor texts.  Choose a topic that is interesting to the writer.  Add descriptive words (adjectives) and phrases to help readers visualize and understand events, actions, processes, or topics.  Understand that a writer may work to get readers interested in a topic.</p> <p>Summative:  Write a narrative text.</p> <p><b>Word Study:</b>  Recognize and use short vowel sounds at the beginning of words. Contrast short and long vowel sounds in words.  Recognize and use two consonant letters that represent one sound at the beginning of a word. Recognize and use ending consonant sounds and the letters that represent them.  Recognize and use medial consonant sounds and the letters that represent them.  Recognize and say consonant clusters that blend two or three consonant sounds.  Recognize and use two consonant letters that represent one sound at the beginning of a word.  Divide words into syllables.  Delete a syllable from a word. Recognize and use phonogram patterns with a short vowel sound in single-syllable words.  Use phonogram patterns and letter patterns to help spell a word. Identify rhyming words and use them to solve unknown words. Recognize and use two consonant letters that represent one sound in the middle of a word.  Recognize and use consonant letters that represent two or more different sounds at the beginning of a word.  Recognize and use consonant letters that represent two or more different sounds at the end of a word.  Recognize and use consonant clusters (blends) at the end of a word.</p>
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3		<p>Students will be able to...</p> <p><b>Reading:</b>  Learn reasons for reading.  Learn how details support the main idea.  Learn how to read with a partner and discuss a story.  Understand characters and how they change throughout a story.  Learn about different themes.  Learn about emotions and how books make us feel.  Understand different types of text.  Summative:  Main Idea and details. Comparing characters.</p> <p><b>Writing:</b>  Write with a friendly tone.  Show evidence of using language from storybooks and informational books that have been read aloud. Learn ways of using language and constructing texts from other writers and apply understanding to one's own writing.  Show enthusiasm and energy for the topic.  Read writing aloud to help think critically about voice.  Use underlining and bold print to convey meaning.  Tell about a topic in an interesting way.  Select from a variety of forms the kind of text that will fit the purpose.  Delete extra words or sentences.  Edit for conventional spelling of known words.  Use beginning reference tools.  Summative:  Write an opinion text.</p> <p><b>Word Study:</b>  Recognize and use long vowel sounds in words with silent e.  Recognize and use y as a vowel sound.  Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds.  Use onsets and rimes in known words.  Recognize and use onsets and rimes to read words.  Change the ending sound or sounds to make and solve a new word.  Take apart a compound word to read two smaller words.  Use connections between or among words that mean the same or almost the same and words that are opposite to solve an unknown word.</p>
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RF.1.4.b W.1.8

Students will be able to...

**Reading:**

Use some academic language to talk about nonfiction genres, forms, literary features, book and print features.

Use details from illustrations to support points made in discussion.

Use evidence from the text to support predictions.

Use details from illustrations and text to support points made in discussion.

Summative:

Book Clubs

**Writing:**

Write sequential directions in procedural or how-to books.

Show steps in enough details that a reader can follow a sequence.

Understand how information helps the reader learn about a topic.

Gather and internalize information and then write in one's own words.

Begin to incorporate illustrations and organizational tools in nonfiction texts.

Use the size of print to convey meaning in printed text.

Use indentation or spacing to set off paragraphs.

Stay focused on a topic.

Give a story or informational piece a title.

Observe carefully to detect and describe change.

use drawings to show how something looks, how something works, or the process of change and talk about drawings from observation and label drawings.

Take notes or make sketches to help in remembering information.

Mark parts that are not clear and provide more information.

Reorder pages by laying them out and reassembling them.

Use a number to identify place to add information and an additional paper with numbers to write the information for insertion.

Summative:

Write an Informative Text

**Word Study:**

Recognize and talk about the fact that words can be related in many ways (sound, spelling, category).

Recognize and use synonyms and antonyms.

Recognize and use common compound words.

Understand and talk about the concept of a contraction.

Recognize and use contractions with not, am, are, is, has, will.

Understand and talk about the fact that a noun can refer to more than one person, place, or thing. Recognize and use plurals that add -s and -es.

Recognize and use high-frequency words with three or more letters.

Read and write approximately one hundred high-frequency words.

Develop and use strategies for acquiring a large core of high-frequency words.

Recognize and use the ending -s when making a verb agree with its subject.

Course Name:	Language Arts Grade 2 - Ready to Read and Write		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 2 General Education Year Long Curriculum (includes Reading, Writing & Word Work)		
Academic Standards:	Wisconsin Standards for English Language Arts		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Reading Management, Narrative Writing, Long & Short Vowels	1 Quarter	RL 2.10 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Measured Stamina Goal Chart, Informal Observations/Exit Tickets, Benchmark Reading A-Z quick benchmarks-Running Records. Read a book independently and write my thoughts. Write a complete sentence including a subject and predicate. Write different types of sentences such as complex, compound, etc. Write a sentence with details. Write a complete paragraph with topic sentence, details, and a closing sentence. Read single syllable closed syllable words. I can read 2 and 3 syllable words with open and closed syllables.
Literary Analysis - Fiction, Informative Writing, R-Controlled Vowels	1 Quarter	RL 2.10 RL.2.3 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... (Reading) share their thinking and develop opinions about their books, describe characters using their looks, feelings, what they say and what they do describe simple events in order, tell a problem in a story and how it is solved (Writing) complete a story plan, write a personal narrative using my story plan with a strong beginning, middle, end use adjectives and details to strengthen my writing
Literary Analysis - Non Fiction, Opinion Writing, Other Vowel Sounds	1 Quarter	RL 2.10 RF 2.4 RL 2.1 RL 2.5 RI.2.5 RI.2.6 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... Reading tell the topic of a nonfiction book, tell the author's purpose of a nonfiction book, find questions and answers in nonfiction Writing explain the difference between a fact and an opinion write different parts of an informative story Word Study: Students can read 1-4 syllable words with /oo/,/oi/,/oo/,/aw/
Strategies & Skills, Poetry, Word Chunks	1 Quarter	RL 2.10 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... Reading discuss the characters and important events when summarizing a story, discuss the main idea and details in a nonfiction story, Writing explain the difference between fact and opinion with reasons to explain opinion, elaborate on a reason by providing examples, and evidence write an opinion story that has an opinion statement and concluding statement Word Work read words with -ank,-ink, soft and hard c and g, prefixes and suffixes, split vowels



Course Name:	Language Arts Grade 3		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 3 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study)		
Academic Standards:	W.3.3.B		
<b>Units:</b>	Unit Length:4 Units each consisting of one quarter (1 year)	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
Ready to Read and Write and Narrative Writing through Historical Fiction Journaling	1 quarter	(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. also: SL 3.1, RL 3.1,3.2,3.3,3.4,3.10	Students will be able to... <b>Reading-</b> choose a book to read for enjoyment while building stamina (up to 20 minutes), sustain attention to listen to or read texts, strive for deeper understanding by connecting parts of a story, notice and think critically about an author's word choice, follow and comprehend a text with a complex plot and a character with multiple conflicts, ground predictions in the character's story with supportive evidence, derive the meaning of words from the context of a sentence, paragraph and story. <b>Writing-</b> write with stamina, share ideas and get ideas from my peers show steps of a story in time order add ideas using quotation marks and dialogue to provide narration or show thoughts and feelings understand that fiction can be written in various forms such as a book, journal entries, letters, etc. complete a narrative writing piece and a fictional journal entry as they lived in colonial times. <b>Word Study-</b> recognize and use letter combinations/vowel teams to represent long vowel sounds, use strategies for acquiring a large core of 3rd grade and below high frequency

<p>Reading and Writing Informational Texts, Publishing a Research Book</p>	<p>1 quarter</p>	<p>(Power standards as they are assessed on report card) Read grade level text with accuracy, fluency, and comprehension. RI.3.1 Develop and answer questions and locate relevant and specific details in a text to support an answer (answer questions in informational text by looking back at the text). also: SL 3.2, RI 3.2,3.4,3.6,3.7,3.8, 3.9,3.10 Standards: Writing-CCSS.ELA-LITERACY.W.3.2 (Power standard as it appears on the report card) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.3.2.A also: W 3.4,3.5,3.6,3.7,3.10 L3.2</p>	<p>Students will be able to...</p> <p><b>Reading-</b> distinguish between fiction and nonfiction reading elements, notice that a nonfiction writer puts together information in order, relating connecting topics using topics, subtopics, and headings list significant events or ideas, track important page numbers, and pose questions about things I do not understand, use academic language to talk about and identify text features and why they are important to the reader, can define five main types of nonfiction structure summarize narrative nonfiction, determine elements of a biography, Assessments: Main idea and detail assessments, question and answer assessment, independent summaries for narrative nonfiction, journals and teacher notes</p> <p><b>Writing-</b> choose a topic that will interest my reader and understand that I will have to share extensive information on a topic, understand and develop a strong lead in fiction or nonfiction text organize and present information in paragraphs in a way that demonstrates a clear understanding of paragraph structures write an informational text in a logical order and present new information for my reader to learn by gathering resources on a topic, use headings, table of contents, and text features to help a reader locate information, use language specific to a topic, tell about a topic in an interesting way, and select information that supports the topic, Assessment: Outline, Expert Essay, Research Book</p> <p><b>Word Study-</b> develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize parts of speech, recognize and use inflectional endings Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Character Novel Study/Book Clubs/Strong Opinion Writing/Speech</p>	<p>1 quarter</p>	<p>“(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. Reading-CCSS.ELA-LITERACY.RL.3.3 also: RL 3.1,3.2,3.9,3.10, SL 3.4 Writing-CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons also: W3.4,3.5,3.8,3.10, L3.2”</p>	<p>Students will be able to...</p> <p><b>Reading-</b> recognize and discuss aspects of narrative writing, understand problems that occur in daily life including complex problems and how that can be related to students' own lives, form and express opinions about a character and support with rationale and evidence notice how an author reveals a character and makes them seem real, notice language and events that convey an emotional atmosphere, <b>Assessments:</b> Lucy summative assessment, teacher observation, Journal entries, Big idea Character Theory, Story Map/Mountain Board Game Design, book club observation and meetings</p> <p><b>Writing-</b> communicate clearly the main points a reader is supposed to understand, through the writing process persuade and elaborate to convince readers Assessments: Opinion Paragraph Hey Little Ant School related Opinion Essay Speech Donut Design Project</p> <p><b>Word Study-</b> develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize and use plurals to add s or es recognize and use plurals with root word ending in y, recognize and use irregular plurals, recognize and use possessives that end in apostrophe s or already end in s use contractions with am, is, not and will Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Fables, Folktales, Fantasy</p>	<p>1 quarter</p>	<p>L3.5A  RL 3.2,3.3,3.4,3.5,  L3.1 A L3.2B  L3.11,L 3.4B, L3.5  RF 3.3A and B  W 3.3 part A,B,C,D  W3.5,W3.6 W3.10</p>	<p>"Students will be able to...</p> <p><b>Reading-</b>  use academic language to talk about specific genres such as folklore, fables, and fantasies.  understand how characters are complex and change over time ie: good to evil,  follow plots that have a pattern,  understand beyond my experience by reading about other cultures and beliefs,  understand basic motifs of traditional literature,  understand and recognize different types of poetry  notice and note how descriptive and figurative language are important to overall understanding of text.</p> <p>Assessments:  Genre quiz, use of academic vocabulary  Observation/formative assessment</p> <p><b>Writing-</b>  notice how authors write to apply to my own writing,  quickly draft my ideas on a paper,  write with an end in mind,  understand revisions are to make written messages clearer and stronger,  write in different genres for different purposes</p> <p>Assessments:  Teacher observations during writing conferencing  Published student written fractured fairy tale friendly letter</p> <p><b>Word Study-</b>  recognize homophones correctly,  develop and use strategies for acquiring a large core of 3rd grade and below high frequency words  use common prefixes and suffixes to spell correctly and understand word meaning,  identify parts of speech</p> <p>Assessments:  Weekly word work check, finding spelling patterns in words in our reading writing spelling pattern words correctly in our writing, applying rules learned to reading and writing</p>
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Course Name:	4th Grade English Language Arts		
Credits:	N/A		
Prerequisites:	N/A		
Description:	4th Grade English Language Arts		
Academic Standards:	Wisconsin Standards for English Language Arts		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Classroom Management / Character Study	One Quarter	R.4.3 Describe a character, setting, or event, drawing on specific details in the text. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words	Students should be able to follow classroom routines during whole group, small group, and independent work time. Students should be able to give a detailed description of a character, citing evidence from a paragraph, passage, or book. Students should be able to describe how a character changes, citing evidence from a paragraph, passage, or book. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able to write complete sentences, identifying the subjects and predicates.  Students should be able to write complete paragraphs using topic sentences and detail sentences.  Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Theme / Summarizing / Opinion	One Quarter	R.4.2 Summarize text to determine a theme and explain how it is supported by key details. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an opinion pieces in which they state a thesis, along with evidence to support the thesis. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to summarize a given text by using only key details. Students should be able to explain the theme of a given text and support it with text evidence. Students should be able to read fluently and effectively discuss various genres at grade level.  Students should be able to write an opinion paper, including an introduction and conclusion. Students should be able to state a claim and provide evidence for their claim. Students should be able to spell common grade level words.  Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Nonfiction / Informational	One Quarter	R.4.7 Explain how text features contribute to an understanding of the text. R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an informative pieces in which they introduce a topic and provide information about it. W.4.4 Produce clear and coherent writing. W.4.8 Gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify text features and how they help to explain the topic being covered. Students should be able to identify the main idea of a text. Students should be able to support the main idea (claim) of a text with evidence from the text. Students should be able to distinguish between fact and opinion in text in order to reach new understanding. Students should be able to use headings and subheadings to search for and use information. Students should be able to think across texts to compare and expand understanding of content and ideas from academic disciplines. Students should be able to tell the difference between significant and insignificant details. Students should be able to read fluently and effectively discuss various genres at grade level.  Students should be able to conduct research, both on the internet and with books, on a given topic in order to gather information. Students should be able to organize collected research to write an informational paper, including an introduction and conclusion.  Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Historical Fiction / Poetry	One Quarter	R.4.2 Summarize text and explain how it is supported by key details. R.4.5 Identify and analyze structural elements, using terms such as characters, settings, dialogue. R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. RL.4.4 Explain the differences between poems and refer to the structural elements of them. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify the elements of historical fiction, including diverse people, cultures, and time periods. Students should be able to identify the setting, relating it to the time period of the story. Students should be able to recognize that historical fiction is based on real people, places, or events. Students should be able to recognize that the language/dialogue matches the time period of the story.  Students should be able to read a variety of poetry, recognizing the different elements that create each poem. Students should be able to produce a variety of poetry.  Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)

Course Name:	5th ELA		
Credits:			
Prerequisites:			
Description:			
Academic Standards:	RL.5.4, RL.5.2, R.5.4, RL.5.5, R.5.6, RL.5.9 RI. 5.1, RI.5.2, RI. 5.9 W.5.2, W.5.6, L.5.5,L5.6, SL.5.1, SL.5.4		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:

<p>1 1st Quarter-9 Weeks</p>		<p>R-RL.5.4, RL.5.2, R.5.5, W-W.5.2, W.5.6, L-L.5.5,L5.6, S-SL.5.1</p>	<p>Students will...</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-know that there are different characteristics in different genres of literature</li> <li>-utilize my notebook as a place to collect their thinking about their reading using text evidence to prove their thinking,</li> <li>-understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas</li> <li>-figure out whose perspective (or point of view) the text is being written from and the effect it has on the story.</li> <li>-divide into parts, rank, and compare-type questions to help develop ideas about a story read</li> <li>-participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, tic in relation to a shared book reading experience.</li> <li>-Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level.</li> <li>-Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year.</li> <li>-use a range of sentence types,</li> <li>-write complete sentences with noun and verb agreement</li> <li>-review and implement punctuation, sentence/paragraph structure</li> <li>-use commas to identify a series, to introduce clauses, and in direct address of a person</li> <li>-use commas and quotation marks in writing interrupted and uninterrupted dialogue</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>-spell grade appropriate words correctly throughout writing</li> <li>-separate words into syllables to help spell, decode</li> <li>-notice and use vowel patterns that appear in multisyllabic words</li> </ul>
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Students will be able to...

**Reading:**

- determine or infer the main idea(s) and provided supporting details of nonfiction texts
- recognize, identify, and understand author's use of different structures of nonfiction texts,
- notice and discuss why the author used graphic features such as labels, heading, sidebars, etc.
- notice the use of the author's use of language to evoke sensory images, feeling and mood
- build meaning across several texts.

**Summative Assessment:**

- Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.

**Writing:**

- use headings and subheadings to organize different parts and guide the reader
- credit sources of information as appropriate
- write an effective lead paragraph and conclusion
- use new vocabulary specific to the topic
- use underlying structures (sequence, problem and solution, etc) to present different kinds of information
- use notes to record information while gathering appropriate information from multiple sources
- create paragraphs that group related information while producing multiple-paragraph pieces

**Summative Assessment:**

- write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures

**Word Study:**

- notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language
- recognize and use a variety of complex/compound words,
- recognize and understand contractions with am, will, not, have, would, or had



Students will...

**Reading**

- form and express opinions about a text and support with rationale and evidence
- distinguish between fact and opinion in a text,
- notice counter arguments and evidence against those counterarguments in a text,
- evaluate the writer's qualifications for writing on a topic,
- notice notice and critique how a writer uses logical reasoning and specific evidence to support an argument
- understand that a biography is the story of a person's life
- recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words

**Summative Assessment:**

- Students will partner-read a biography and present a report to the class.
- Students will read and research a teacher-directed topic.

**Writing:**

- Evaluate the writer's qualifications for writing on a topic
- think across texts to compare and expand understanding of content and ideas from academic disciplines.
- identify and critique specific language a writer uses to persuade
- use paragraphs to organize ideas into the structure of a persuasive essay (introduction, body, conclusion)
- support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes
- address counter arguments against one's claim
- begin with a purposeful lead and close with concluding statements or summaries
- record multiple sources for citation
- utilize a checklist to edit and revise written work
- formulate questions, have others ask questions, and locate sources to answer the questions,

**Summative Assessment:**

- Students will write an opinion-based essay from a group-researched topic.

Students will be able to...

**Reading:**

- Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world.
- Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil.
- Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society.
- Evaluate the significance of the setting in the story.
- Use some academic language to talk about fiction genres and literary features.
- Form implicit and explicit questions in response to the events of a plot.
- Notice how a writer reveals the underlying theme or message of a text-(dialogue, actions, outcomes)

**Summative Assessment:**

- Students will have read 1-2 books of a Fantasy series while working in book club groups.

**Writing:**

- Write an engaging lead that captures interest and that may foreshadow the content.
- Select important events and turning points to include in narrative nonfiction.
- Use small moments or experiences to communicate a bigger message.
- Write an ending that fits the piece.
- Write with voice as well as begin to develop literary voice.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts

**Summative Assessment:**

- Students will have completed their own memoir writing, defining a lesson learned.

**Summative Assessment:**

**Word Work:**

- Students will have created a compilation of original poems.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect

<b>Course Name:</b>	6th ELA		
<b>Credits:</b>	NA		
<b>Prerequisites:</b>	5th ELA		
<b>Description:</b>	Students read and write each day independently and in large		
<b>Academic Standards:</b>	"R.6.1 RL.R. 6.3 RL,R.6.4 RL,R6.1 (RI),R6.2 (RI),R6.6 (RI),RL6.3, RL6.5, RL6.7, RL6.10, RI6.2, RI6.3, RI6.4, RI6.5, L6.3, L6.4B, L6, L2A. L2B, L4A,		
<b>Reading</b>			
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
Unit 1: Deep Study of Character	1 quarter	R.6.1 RL R. 6.3 RL R6.4 RL	Outcomes: Through writing and small group discussion, students will analyze how characters change throughout the text supported by text evidence. Show various ways how a character develops through setting, dialogue, character reactions, and decisions. <i>Identify how themes are developed</i>
Unit Name: 6th Grade - Unit 2: Tapping the Power of Nonfiction /True to Yourself	1 quarter	R6.1 (RI) R6.2 (RI) R6.6 (RI)	Outcomes: Group presentations on gathered research Determine central ideas through research. Synthesize information across various informational-texts
Unit Name: 6th Grade, Unit 3: In the Dark: How do we know what to do when there are no instructions?	1 quarter	RL6.3, RL6.5, RL6.7, RL6.10, RI6.10, RI6.2, RI6.3, RI6.4, RI6.5, L6.3, L6.4B, L6, L2A. L2B, L4A,	Outcomes: Students will be able to compare within and across genres. Identify how author's use complex sentence structures with semicolons used to connect clauses. Students will compare written versions to audio/video.
Unit Name: 6th Grade - Unit 4: Literature=Social Issues Book Clubs-Reading for Empathy and Advocacy	1 quarter	R.L.6.1, R.L.6.2, R.L.6.3, R,L.6.4, R. L.6.9	Make connections to their own lives and contemporary issues and problems across all genres. Change opinions based on new insights gained from fiction texts. Understand the problem in basic plots (E.g. overcoming evil, poverty and wealth, the quest, journey and return, comedy, tragedy, villain), recognize that characters have multiple dimensions (eg. can be good but have flaws, can make mistakes based on confusion/misunderstanding, can do bad things but change for the better, can have contradicting feelings, can learn from mistakes, can have good intentions but do evil things. Notice the narrator of a text, identify the narrative point of view (e.g. first person narrative, second person narrative, omniscient third-person narrative), and talk about why the writer chose this perspective.
<b>Writing-</b>			
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
Unit Name: Personal Narrative	1 quarter	W7.2F, W7.3A, W7.3B, W7.3C, W7.3D, W7.3E, W7.4, W7.5, W7.6, W.7.9A,	Craft a well-written personal narrative. using the checklist provided by the teacher for an introduction, conclusion, correct grammar, spelling, and punctuation.
Unit Name: 6th Grade - Writing- Research Article-Using Nonfiction Features	1 quarter	W7.2F, W7.3A, W7.3B, W7.3C, W7.3D, W7.3E, W7.4, W7.5, W7.6, W.7.9A,	Craft a well-written Research article using the checklist provided by the teacher for an introduction, conclusion, correct grammar, spelling, and punctuation, details and correctly cited sources.

Unit Name: 6th Writing- Informative Essay-Character Motivations from Mentor Texts	1 quarter	W.6.2A, W.6.2B, W.6.2C, W.6.2D, W.6.2E, W.6.2F	:After thinking about the individuals from the unit who take action even when they are unsure of what lies ahead, write an informative essay explaining what drives them to respond, take action, or make a decision when there are no guidelines to help them.		
Unit Name: 6th Writing - Argumentative	1 quarter	W.6.1A, W.6.1B, W.6.1C, W.6.1D, W.6.1E, W.6.4, W.6.5, W.6.6	Complete an argumentative writing based on the reading of Walk Two Moons.		

Course Name:	7th ELA		
Credits:	NA		
Prerequisites:	6th ELA		
Description:	Students read and write each day independently and in large and small group settings. Listening, speaking, and inquiry are also emphasized during this integrated language arts approach. Literacy learning is also embedded into the content areas. Technology, vocabulary, and grammar are used purposefully in the literacy course.		
Academic Standards:	Wisconsin Model Academic Standards Reading Power Standards R7.1 (RL), R7.2 (RL), R7.5 (RL) R7.1 (RI), R7.2 (RI), R7.5(RI), R7.8(RI)		
Reading			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Conflicts and Clashes	1 quarter	Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.6, LA.7.1.A, LA.7.1.B, LA.7.1.B, LA.7.4A,	Outcomes: Students will read a variety of literature to explore the essential questions. The unit's genre focus is fiction. Students will learn that at the heart of most stories is conflict. Whatever kind of conflict it is, readers will find it intriguing or relatable to their own lives.
Hights and Lows	1 quarter	Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RI.2, RI.7.4, RI.7.5, LA.7.1A, LA.7.1B, LA.7.2B, LA.7.4A,	Outcomes: Students will begin this unit as readers and they will finish as critical literary thinkers. Students will analyze what they have read and apply their thinking about love and loss to the writing of their own literary analysis essays.
Reading with a genre focus on argumentative text	1 quarter	Standard(s): RL.7.2, RL.7.3, RL.7.5, RL.7.7, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.10, LA.7.2A, LA.7.2B, LA.7.4A, LA.7.4B, LA.7.4D, LA.7.4E	Outcomes: Students will pivot away from narrative texts and look more closely at argumentative writing. They will also have the opportunity to read several informational texts and two works of fiction and poetry.
Reading with a Genre Focus on Informational Text	1 quarter	Standard(s): RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.7, LA.7.1C, LA.7.2A, LA.7.2B, LA.7.4A, LA.7.4B, LA.7.4C, LA.7.4D, LA.7.5B,	Outcomes: Read texts with a genre emphasis on informational texts. Read fiction excerpts and a poem and improve ability to analyze several informational texts. Students will become aware of the various ways authors construct informational writing. Think more broadly as learners by becoming engaged with texts of varying difficulty.
Writing			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Writing- Narrative	1 quarter	Standard(s): W.7.2F, W.7.3A, W.7.3B, W.7.3C, W.7.3D, W.7.3E, W.7.4, W.7.5, W.7.6, W.7.9A,	Summative and Formative (Performance Tasks): Narrative writings where the writer imagines a world where people can know what others are thinking. Write about what conflicts would occur and what conflicts would cease to exist.

Writing - Literary analysis	1 quarter	Standard(s): W7.1A, W7.1B, W7.1C, W7.1D, W7.1E, W7.2A	<p>"Performance Tasks: Write a literary analysis that shows the different types of lessons learned about love and loss. Present an argument in which you explain what lesson each character, narrator, or speaker learns and how love or loss helps them learn the lesson."</p>
Writing - Argumentative	1 quarter	Standard(s): W7.2A, W7.2B, W7.2C, W7.2D, W7.2E, W7.2F, W7.4, W7.5, W7.6	<p>"Performance Tasks: Write an argumentative essay to convince your teachers or school leaders to establish a new club, class, or activity. Present your argument with clear reasons and relevant evidence."</p>
Writing - informative	1 quarter	Standard(s): W7.1E, W7.2A, W7.2B, W7.2C, W7.2D, W7.2F, W7.4, W7.5, W7.6	<p>Performance Tasks: After thinking carefully about the question, "How can one event change everything?" students will choose three texts from the unit and write an informative essay that explains how one moment or event had a significant</p>

Course Name:	8th Grade ELA		
Credits:			
Prerequisites:	7th Grade ELA		
Description:	8th grade ELA		
Academic Standards:	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.1, RI.8.2, RI.8.6, RI.8.10, L.8.1D, L.8.2B L.8.3B, L.8.4C, L.8.5C, W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.4, W.8.5, W.8.6		
Reading			
Units:	Unit Length:4 9-week Quarters	Unit Standards:	Unit Outcomes:
Genre Focus on Fiction	Unit Length:4 9-week Quarters	Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.1, RI.8.2, RI.8.6, RI.8.10, L.8.1D, L.8.2B L.8.3B, L.8.4C, L.8.5C,	Outcomes: focus on the genre of fiction, grow as readers by interacting with appropriately challenging texts Performance Tasks: Short daily writings prompted from close reads..
Reading - Genre Focus on Poetry	Unit Length:4 9-week Quarters	Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.2, RI.8.8, L.8.1B, L.8.1C, L.8.1D, L.8.3B, L.8.4D, L.8.5C,	Outcomes: In this unit students will discover what it means to be yourself, to feel like nobody, and even to feel on top of the world. Students will use the lens of figurative language to understand how authors express varied ideas about identity and belonging, past and present.
Reading Genre Focus on Information	Unit Length:4 9-week Quarters	Standards: RL.8.4, RL.8.7, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.7, RI.8.10, L.8.1A, L.8.3B, L.8.4A, L.8.4B, L.8.4C, L.8.4D, L.8.5A, L.8.5B, L.8.5C,	Outcomes: Students explore questions about why we take chances. "Performance Tasks: Read poems and an excerpt from a novel and write about and discuss them in class with peers, Collaborative Conversations, Short Constructed Responses- write obituaries for those who died in the 1968 Challenger explosion, Peer Review"
Reading with a Genre focus on Argument	Unit Length:4 9-week Quarters	Standards: RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10, RI.8.4, RI.8.8, RI.8.9, RI.8.10, L.8.1E, L.8.2A, L.8.2B, L.8.3B, L.8.4B, L.8.4C, L.8.4D, L.8.5A, L.8.5B, L.8.5C, W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Outcomes: Students will read from a variety of powerful writers to find out how the right words can inspire and challenge a diverse audience, yield results, capture the grief of a nation at war. They will also see how choosing the right can help share bad news and they will consider how online behavior affects communication skills.
Writing			
Units:	Unit Length:4 9-week Quarters	Unit Standards:	Unit Outcomes:

Narrative	Unit Length:4 9-week Quarters	W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.4, W.8.5, W.8.6	Performance Tasks: Students will organize their narrative writing with a story beginning, narrative techniques, descriptive details, transitions, and a conclusion. Grammar skills include basic spelling rules, dashes, commas after transitions.
Argumentative	Unit Length:4 9-week Quarters	W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Performance Tasks: Short writings to show understanding of materials read, write descriptions of character feelings and responses to one another, poetry writing, Exit tickets, vocabulary assignments, multiple choice questions and short response answers demonstrating knowledge of skills learned.
Informational	Unit Length:4 9-week Quarters	W.8.1A, W.8.2A, W.8.2B, W.8.2C, W.8.2D,W.8.2E, W.8.2F, W.8.4, W.8.5, W.8.6	Performance Tasks: Write an informative essay, applying what they have learned from the unit's literature, speeches, and informational texts to an informative writing project.
Argumentative	Unit Length:4 9-week Quarters	W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Performance Tasks: Write an argumentative letter, applying what you have learned from the unit's literature, speeches, and informational texts.



Course Name:	English 9		
Credits:	1		
Prerequisites:	None		
Description:	This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.		
Academic Standards:	Common Core State Standards for ELA Grade 9		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Autobiography Essay and Presentation (mini-unit)	Q1, Sept, 2-3 weeks	W1-5, L5-6, SL4	Students will build relationships by sharing background information about themselves, discuss writing expectations and apply effective writing strategies, practice narrative writing skills through composing an autobiography essay, and practice communication skills by reading their essays to the class.
2-Short Story Study Theme: Survival	Q1, Sept-Oct, 4-5 weeks	RL1-6, W2-5, SL1, L3-6	Students will study the structure of short stories, recognize and apply literary elements including plot diagramming to aid in understanding, discuss themes related to "survival", utilize reading strategies to aid in comprehension and analysis, and practice creative writing skills by composing an effective ending to a story.
3-Epic Poem Reading (The Odyssey) and Game Creation Project Themes: Courage and The Journey	Q1-Q2, Oct-Nov, 6 weeks	RL1-7, W4-6, SL1-2,4-5, L4-6	Students will study the structure of an epic poem and background on Homer, discuss the themes of "courage" and "the journey", compare different interpretations and formats of a common storyline, and collaboratively create a game with effective formatting and directions to assess comprehension.
4-Poetry Study and Composition Theme: Identity	Q2, Dec, 3-4 weeks	RL1-2, and 4-7, W1,3,5, SL1	Students will study the structure of poetry, recognize and apply literary elements to aid in understanding, utilize reading strategies to aid in comprehension and analysis, discuss the theme of "identity", and practice creative writing through composing multiple poems.
5--Definition Essay (mini-unit) Theme: Emotion	Q2, Jan, 2 weeks	W 2-5 and 7-9, SL1, L1-6	Students will explore many aspects of an emotion in an attempt to define it and apply it to their own lives, gather information from multiple sources, write an effectively structured essay to share opinions and convey information, and practice correct documentation techniques.

6--Drama Reading ( <i>Romeo and Juliet</i> )  Themes: Love and Choices	Q3, Jan-Feb, 4-5 weeks	RL1-7, W1, SL1-2, L1-4	Students will study the structure of drama, apply literary elements to aid in understanding, make connections to history by studying Shakespearean times, writing, and themes, collaboratively read a difficult text for comprehension and analysis, discuss the themes of "love" and "choices", and compare different interpretations and formats of a common storyline.
7--Career Exploration Project and Presentation (mini-unit)	Q3, Feb-Mar, 2-3 weeks	W1,4,and 6-9, SL4-5, L5-6	Students will research two careers based on interests, strengths, and lifestyle considerations, determine the path/education necessary to obtain these careers, create an effectively formatted slideshow to convey information, and practice presentation skills.
8--Novel Study ( <i>Of Mice and Men</i> ) and Movie Review Essay  Themes: Struggle, Alienation/Loneliness, and Friendship	Q3-Q4, Mar-April, 4 weeks	RL1-10, W2-6, SL1-2 and 4	Students will study the structure of a novel, recognize and apply literary elements to aid in understanding, utilize reading strategies for comprehension and analysis, discuss the themes of "struggle", "alienation/loneliness", and "friendship", study effective movie review techniques, practice evaluative/analytical writing skills in an effective movie review essay.
9--Research, Projects, and Collaborative Presentation on Decades of 20th Century America  Theme: Change	Q4, May-June, 4-5 weeks	RI1-10, W4-9, SL1-5, L5-6	Students will research specific aspects of one decade of 20th century America based on interests, make historical connections and discuss "change", create multiple projects to convey information in a clear and appropriate format, compose an informational essay with effective documentation, practice collaborative presentation skills.
10--Independent Novel Reading and Projects	At least one novel per quarter is encouraged	RL 1-3, W1, SL4-5, L3-6	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.
11--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study words with common prefixes/suffixes, words with common Latin/Greek roots, and vocabulary in context independently and collaboratively.
12--Nonfiction Articles	Monthly for duration of school year	RI 1-6 and 8, W1,2,9 SL1, L	Students will utilize effective strategies to read and discuss nonfiction articles about a variety of topics and practice reading for content, determining main idea and supporting evidence, summarizing information, analyzing quotes, and determining viewpoint.
13--Writing/Grammar Workshop	Mini Lessons as needed	L1,5,6	Students will study, review, and practice elements of grammar, sentencing, usage, and editing to enhance their writing and communication.

14--Persuasive Essay Practice and Standardized Test Prep/Administration	As needed throughout the school year	W2-5, L5-6, SL1	Students will write persuasive essays to practice for the writing expectations of the ACT Aspire test, discuss sample essays and strategies for improvement, and conference with teacher for individual feedback. Students will complete and discuss practice questions to study for standardized tests.
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Course Name:	World Literature		
Credits:	1		
Prerequisites:	English 9		
Description:	This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.		
Academic Standards:	Common Core State Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit 1: Imprints of the Past	Quarter 1	Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including creation stories, folktales, legends, tall tales, myths, and a classic greek play. Focusing primarily on reading standards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analyze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class and implement technology standards with a video presentation of their creative writing piece.
Unit 2: Dreams Lost and Found	Quarter 2	Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakespearean comedy. Lastly, students will write a poem analysis.
Unit 3: Finding Wisdom and Heroes	Quarter 3	Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroine's journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and nonfiction reading skills and apply that knowledge through both discussion and writing. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.
Unit 4: Moral Courage and Strength	Quarter 4	Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will write a literary analysis centered on various themes from the whole-class memoir. Lastly, students will end the year with literature circles, selecting from a plethora of texts relevant to the World Literature theme.
Independent Reading	Semesters 1 and 2	Standards: RL1-10, W2, 4-6, 9, L	Outcomes: Throughout the year, English 10 students will select two

Vocabulary Study	Yearlong A Weeks (Wednesdays)	Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively. In addition, they will be working through lessons from the Great Source Vocabulary curriculum.
Informational Article Study	Yearlong A/B Weeks	Standards: RI 1-6 and 8, W1-2, 9-10	Bi-monthly, students will independently select an article using Kelly Gallagher's Article of the Week curriculum. They will learn the art of close reading, annotating, and reflection relating to their findings.
Writing Grammar Workshop	Yearlong B Weeks (Wednesdays)	Standards: L1-2	In this ongoing workshop of mini-lessons, students will be practicing grammar skills that include: parts of speech, phrases, clauses, sentence types, verbals, active and passive voice, parallel structure, and punctuation usage.

<b>Course Name:</b>	American Literature		
<b>Credits:</b>	1		
<b>Prerequisites:</b>	English 9, World Literature		
<b>Description:</b>	This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Larger writing tasks include a character comparison literary analysis essay, researched and documented persuasive essay, and ACT practice essays. Individual and group projects and ACT test preparation/practice will also occur throughout the year.		
<b>Academic Standards:</b>	Common Core State Standards for ELA Grade 11		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
1-Early American Literature  Theme: Confronting Obstacles	Q1, September, 4 weeks	RL1-9, W1, SL1,3, L1-3	Students will read and study early American nonfiction/fiction works for content and literary elements, explore how the circumstances of early Americans forced them to "confront obstacles", explain how bias affected the viewpoints of early Americans and their writing, and make connections between early America and modern society.
2-Drama with Historical Context-- <i>The Crucible</i> , The Salem Witch Trials, and Character Comparison Literary Analysis Essay  Theme: Fear, Persecution, and Courage	Q1, October, 5 weeks	RL1-9, W2-6,9, SL1-3, L1-6	Students will study the structure of drama, apply literary elements to aid in understanding, make connections to history by studying The Salem Witch Trials and Red Scare, read a difficult text for comprehension and analysis, discuss the themes of "fear", "persecution", and "courage", analyze different interpretations and formats of a common storyline, and compare two important play characters in a literary analysis essay.
3-Gothic/Southern Gothic Literature  Theme: Gothic/Southern Gothic	Q2, November, 4 weeks	RL1-9, W1,9, SL1, L2-3	Students will read and study works of Gothic and Southern Gothic writers for content and literary elements, analyze similarities and differences between the styles, and determine how events of the time period influenced Gothic and Southern Gothic writers.
4-Persuasion in Media and Writing: Documentary Films, Research, Types of Arguments, Documentation, Essay, and Presentation	Q2, December-January, 6 weeks	RI 1-9, W1-9, SL1-5, L1-6	Students will study persuasion in media/writing and how to critically analyze, develop, write, and present arguments. Documentary filmmaking, including fallacies/bias and types of arguments, will be analyzed along with effective research strategies and correct utilization and documentation of outside sources. Students will choose a persuasive topic important to them and create an effective presentation to showcase their opinions and a documented essay to further analyze multiple facets of their argument.

5--Novel with Historical Context-- <i>To Kill A Mockingbird</i> , The Great Depression, and Southern Society; Novel Project  Theme: Injustice and Struggle	Q3, February-March, 5 weeks	RL1-9, W1, 7-9, SL 1,4,5, L2-4	Students will study a novel for analysis and connections to historical context, recognize and apply literary elements to aid in understanding, discuss the themes of "injustice" and "struggle", compare two media with the same plot, and create a novel project that effectively showcases further analysis of at least one facet of the novel.
6--American Masters of Poetry and Poetry Writing/Projects  Theme: Changing Forms and Messages	Q3, March-April, 4 weeks	RL1-6, W1,2,6, SL1,4,5, L3-4	Students will study masters of American poetry, recognize and apply literary elements to aid in understanding, determine how the forms and messages of American poetry changed/developed from early to modern times, work collaboratively in a group to explore/teach a poem to the class, explicate a poem in detail, and write a sonnet with correct structure.
7--Naturalistic Literature and Comparison Slideshow  Theme: Survival in a Harsh World	Q4, April-May, 3 weeks	RL 7-9, W1,6, SL 1-5	Students will read works of Naturalism for the purpose of recognizing Naturalistic characteristics, analyzing for content and literary elements, exploring the theme of "survival in a harsh world", and comparing Naturalistic elements in a slideshow.
8--Evolution of 20th Century American Literature and Bag Speech Project  Theme: Realism, Modern, Harlem Renaissance, and Contemporary Literature	Q4, May-June, 5 weeks	RL1-9, W1,6, SL 1,4-5, L1,5-6	Students will read and study works of Realism, Modern, Harlem Renaissance, and Contemporary literature for content and literary elements, analyze similarities and differences between the styles, determine how changes in society influenced literature, and create and deliver a short speech explaining objects and values important to their lives.
9--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study grade-level vocabulary, common ACT vocabulary, and vocabulary in context independently and collaboratively.
10--Writing/Grammar Workshop	Daily mini-lessons (or as needed)	L5-6	Students will study, review, and practice elements of grammar, sentencing, usage, and editing to enhance their writing and communication and to prepare for the English section of the ACT.
11--ACT Preparation and Persuasive Essay Practice	Mini-units throughout the school year and with more intensity before the ACT Exam	W2-4, SL1, L5-6	Students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
12--Independent Novel Reading and Projects	One novel per semester is encouraged	RL1-9, W1, SL4-5, L3	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.

Course Name:	College Prep English		
Credits:	1		
Prerequisites:	American Literature or AP Literature and Composition		
Description:	This is a one credit class available to all seniors but geared toward students intending to attend post-secondary school. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career based research paper, and a literary analysis. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Academic Standards:	Common Core Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Relationships	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.
Unit Three: Goals and Aspirations	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on career exploration with a written research paper and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the theme of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will read a whole class informational text offering life advice for success. Students will complete work that helps them to analyze the information from the text and apply it to their own lives. Students will be writing a literary analysis on a chosen theme selected from the text.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating an encyclopedia that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.
Unit Six Vocabulary	Yearlong	L11-12.2-4	Students will be strengthening their vocabulary and knowledge of language skills through bi-monthly vocabulary lessons. Students will practice identification, word origin, and using words in context as it applies to written language. Text: Great Source Sixth Course



<b>Course Name:</b>	English 11		
<b>Credits:</b>	1		
<b>Prerequisites:</b>	English 9, World Literature		
<b>Description:</b>	This one-credit course is designed to meet the needs of juniors who do not intend to pursue further education at a four-year university after high school. The course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will also be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the school year.		
<b>Academic Standards:</b>	Common Core State Standards for ELA Grade 11		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
1-Gothic/Southern Gothic Literature  Theme: Gothic/Southern Gothic	Q1, September, 4 weeks	RL1-9, W1,9, SL1, L2-3	Students will read and study works of Gothic and Southern Gothic writers for content and literary elements, analyze similarities and differences between the styles, and determine how events of the time period influenced Gothic and Southern Gothic writers.
2-Novel with Historical Context-- <i>To Kill A Mockingbird</i> , The Great Depression, and Southern Society; Novel Project  Theme: Injustice and Struggle	Q1, October, 5 weeks	RL1-9, W1, 7-9, SL 1,4,5, L2-4	Students will study a novel for analysis and connections to historical context, recognize and apply literary elements to aid in understanding, discuss the themes of "injustice" and "struggle", compare two media with the same plot, and create a novel project that effectively showcases further analysis of at least one facet of the novel.
3-Drama and Character Comparison Essay-- <i>12 Angry Men</i>  Theme: Influential Decisions	Q2, November, 5 weeks	RL1-9, W2-6,9, SL1-3, L1-6	Students will study the structure of drama, apply literary elements to aid in understanding, explore the theme of "influential decisions" within a court system, read a difficult text for comprehension and analysis, analyze different interpretations and formats of a common storyline, and write an essay comparing two important characters.
4-Persuasion in Media and Writing: Documentary Films, Research, Types of Arguments, Documentation, Essay, and Presentation	Q2, December-January, 6 weeks	RI 1-9, W1-9, SL1-5, L1-6	Students will study persuasion in media/writing and how to critically analyze, develop, write, and present arguments. Documentary filmmaking, including fallacies/bias and types of arguments, will be analyzed along with effective research strategies and correct utilization and documentation of outside sources. Students will choose a persuasive topic important to them and create an effective presentation to showcase their opinions and a documented essay to further analyze multiple facets of their argument.

5-Naturalistic Literature and Comparison Slideshow  Theme: Survival in a Harsh World	Q3, February, 3 weeks	RL 7-9, W1,6, SL 1-5	Students will read works of Naturalism for the purpose of recognizing Naturalistic characteristics, analyzing for content and literary elements, exploring the theme of "survival in a harsh world", and comparing Naturalistic elements in a slideshow.
6-Career Exploration and Workplace Communications/Writing  Theme: Purpose, Tact, and Success	Q3-4, March-April, 7 weeks	RI 4-7, W1-9, SL1-5, L1, 5,6	Students will explore at least one future career of interest to them and the communication/writing skills necessary to be successful in a work environment. Students will practice being tactful in writing proper emails, letters, complaints, surveys, and reports. Students will also practice creative and verbal communication skills by creating a product related to the work they plan to do and an effective commercial that advertises this product. Finally, students will showcase expertise about at least one task in their career by demonstrating it to the class and writing a short set of how-to instructions to accompany their presentation.
7-Evolution of 20th Century American Literature and Bag Speech Project  Theme: Realism, Modern, Harlem Renaissance, and Contemporary Literature	Q4, May-June, 4 weeks	RL1-9, W1,6, SL 1,4-5, L1,5-6	Students will read and study works of Realism, Modern, Harlem Renaissance, and Contemporary literature for content and literary elements, analyze similarities and differences between the styles, determine how changes in society influenced literature, and create and deliver a short speech explaining objects and values important to their lives.
8--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study grade-level vocabulary, common ACT vocabulary, and vocabulary in context independently and collaboratively.
9--Writing/Grammar Workshop	Daily mini-lessons (or as needed)	L5-6	Students will study, review, and practice elements of grammar, sentencng, usage, and editing to enhance their writing and communication and to prepare for the English section of the ACT.
10-ACT Preparation and Persuasive Essay Practice	Mini-units throughout the school year and with more intensity before the ACT Exam	W2-4, SL1, L5-6	Students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
11--Independent Novel Reading and Projects	One novel per semester is encouraged	RL1-9, W1, SL4-5, L3	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.

Course Name:	English 12 - Reading and Writing for life after high school.		
Credits:	1		
Prerequisites:	English 11, American Literature, or AP Literature and Composition		
Description:	This is a one credit class available to all seniors but developed mainly for students heading directly into the workforce. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives, compare and contrast essays, a career based reflection paper and numerous short responses to literature/content. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Academic Standards:	Common Core Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Students will independently read a memoir and prepare a presentation for their classmates. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Mysteries and Life's Unexpected Moments	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with mystery/suspense/true crime. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a compare and contrast essay focusing on text and film versions of material presented in class. Students will independently select/read/and respond to a novel in the genre of mystery/suspense/true crime and prepare a presentation of the content for their classmates.
Unit Three: Justice and Life Choices	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on the American justice system though the listening and analyzing of a Podcast. Students will use their critical thinking skills to form an educated opinion. Students will then write a persuasive essay defending that opinion using examples from the text and further research. In addition, students will read a whole-class novel regarding life choices and respond through critical thinking questions and discussion.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will read a whole class book that offers lessons on living well. Students will keep track of the wisdom shared, select one, and prepare a presentation/project explaining their choices. In addition, students will be finishing their year-long encyclopedia project and finally, watching a film that brings year 10 and 12 together full-circle.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating an encyclopedia of their life that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.
Unit Six: Vocabulary	Yearlong	L11-12.2-4	Students will be strengthening their vocabulary and knowledge of language skills through bi-monthly vocabulary lessons. Students will practice identification, word origin, and using words in context as it applies to written language. Text: Great Source Second Course

## AP English Literature and Composition Syllabus

Mrs. Tracy Konkol--Room 1060

[tkonkol@manawaschools.org](mailto:tkonkol@manawaschools.org)

920-596-5812

### **Course Description:**

This course is designed to engage students in close reading and critical analysis of challenging literature from American and British writers of the 16th to the 21st century. Because critical writing about literature is the main focus of the AP<sup>®</sup> exam, students will construct, write, and revise multiple drafts of expository, analytical, and argumentative essays to help prepare for this requirement. Students will enhance their knowledge and usage of advanced vocabulary to aid in their discussion of the texts and communication in writing. Active participants in this class will learn how to carefully note textual details and literary devices in works of poetry, short fiction, and novels to interpret each piece of literature and the impact it has had on society, culture, and history.

Note: AP<sup>®</sup> English Literature and Composition students must expect the rigor and workload of a typical undergraduate literature course in order to prepare for future college coursework and the AP<sup>®</sup> English Literature and Composition test given in May. There will be reading and writing tasks everyday, both inside and outside of class. Students should consider a different class if they do not intend to fulfill all the requirements and participate fully in this course.

### **Students will:**

- Independently read, interpret, and analyze challenging literature from 16th to 21st century American and British writers across multiple genre
- Study the structure, style, tone, theme, symbolism, and symbolism of multiple works of poetry, short fiction, and novels
- Utilize annotation strategies, novel response packets, and reading journals during reading to record thoughts, questions, and interpretations of literature
- Write interpretations of literature based on close readings of texts and application of literary devices
- Write interpretations of literature that analyze a works societal, cultural, and historical significance
- Write and revise timed, in-class responses to literature in preparation for the AP exam
- Construct, write, and revise multiple drafts of expository, analytical, and argumentative essays
- Utilize teacher instruction and feedback to improve vocabulary knowledge and usage, develop variety in sentence structure, improve logical organization, balance use of detail, and establish rhetoric appropriate for the audience
- Study the organization, requirements, and expectations of the AP<sup>®</sup> exam to successfully prepare and earn a passing score

We will utilize AP Classroom as a main tool for practice tests and informational videos. It will also help us analyze and track your progress toward proficiency of AP standards and skills.

Because the ACT test is administered to juniors each spring, and this test is extremely important for students' future plans and for our school, we will be practicing for the reading, English, and writing sections of the ACT

periodically in class. My aim is to make this class both challenging and rewarding to prepare students for the writing and reading expected during senior year and in a college setting.

**Tentative Schedule, List of Units, and ELA Standards addressed:**

<p><b><u>Quarter 1</u></b>          --Unit 1: Summer Reading Review and Assessment--<i>To Kill A Mockingbird</i> and <i>A Separate Peace</i>          --Unit 2: Short Fiction--Gothic/Southern Gothic Short Stories          --Unit 3--Poetry--Reading For Comprehension          ***Composition Element: Writing Thesis Statements</p>	<p><b><u>Standards Addressed:</u></b>          --Unit 1: Reading 11.1-11.9; Writing 11.1, 11.9; Speaking and Listening 11.1          --Unit 2: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          --Unit 3: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          ***Composition Element: Writing 11.1, 11.3-11.5; SL 11.4; Language 11.1-11.4</p>
<p><b><u>Quarter 2</u></b>          --Unit 4: Long Fiction--<i>Lord of the Flies</i>, <i>The Great Gatsby</i>, and/or <i>Fahrenheit 451</i>          --Unit 5: Short Fiction--Stories with Connections to Literary Terms          ***Composition Element: Essay Organization, Writing Intro Paragraphs, Planning Subtopics</p>	<p><b><u>Standards Addressed:</u></b>          --Unit 4 : Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          --Unit 5: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          ***Composition Element: Writing 11.1-11.9; Language 11.1-11.4</p>
<p><b><u>Quarter 3</u></b>          --Unit 6: Poetry--Poems with Connections to Literary Terms          --Unit 7: Drama--<i>Hamlet</i> and/or <i>The Crucible</i>          ***Composition Element: Choosing Evidence, Explaining Reasoning, Making Connections</p>	<p><b><u>Standards Addressed:</u></b>          --Unit 6: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          --Unit 7: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          ***Composition Element: Writing 11.1-11.9; Language 11.1-11.4</p>
<p><b><u>Quarter 4</u></b>          --Unit 8: Long Fiction--<i>The Color Purple</i>          --Unit 9: AP Test Review and Practice</p>	<p><b><u>Standards Addressed:</u></b>          --Unit 8: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4          --Unit 9: Writing 11.1-11.9; Speaking and Listening 11.1</p>
<p><b><u>Throughout the year:</u></b>          --AP Lit Test Practice/AP Classroom Progress Checks/AP Classroom videos          --Writer’s Workshop and Grammar Study          --ACT Preparation and Practice          --Vocabulary Study          --Study and Application of Literary Terms</p>	<p><b><u>Standards Addressed:</u></b>          --Writing 11.1-11.9; Speaking and Listening 11.1-11.5; Language 11.1-11.4</p>

\*\*\*Use the following link to find a full version of the ELA standards listed in the chart above:

[https://docs.google.com/document/d/1A3ZLB7\\_7MIsNJ9AIEWKiZZUtKr-UMHBG7UzRIu\\_3wbY/edit?usp=sharing](https://docs.google.com/document/d/1A3ZLB7_7MIsNJ9AIEWKiZZUtKr-UMHBG7UzRIu_3wbY/edit?usp=sharing)

**Evaluation:**

All assignments are given a point value and will receive a grade based upon completion of specific assignment requirements, effort, and overall quality of work. The overall grade will be made up of the following:

40% Daily Work

60% Assessments/Projects/Essays

**Grading Scale:**

	B+ 87.50% - 91.49%	C+ 79.50% - 82.49%	D+ 70.50% - 73.49%
A 94.50% - 100%	B 85.50% - 87.49%	C 76.50% - 79.49%	D 67.50% - 70.49%
A- 91.50% - 94.49%	B- 82.50% - 85.49%	C- 73.50% - 76.49%	D- 64.50% - 67.49%
F 0% - 64.49%			

**\*\*\*Important notes about grades:**

- Missing and late work affect grades drastically; missing work receives a zero and deductions will be taken for work that is late. Attendance and participation in class are vital ways to learn the material and not fall behind on assignments, so it is VERY important to be in class in person or virtually
- If a grade is ever in question, I am very willing to explain the reasoning behind the grade given, but this should be done in private or between classes.
- Plagiarism of another student's work or off of the internet is unacceptable and will not be tolerated.

**Course Rules & Policies:** My classroom behavior matrix is available on Classroom. Violations of these policies may result in referrals, detentions, parent contact, coach contact, and/or other disciplinary measures.

The bottom line is that if you are respectful and responsible, we will get along very well and you will be successful academically and socially. Now that you are in high school, you will begin to understand that your behavior matters, your maturity will be noticed, and your reputation will follow you through your high school years. I am here to help you learn and grow. I want you to be happy and prepared for the rest of high school and beyond.

## K-12 VERTICAL ALIGNMENT ELA CURRICULUM MAPPING QUESTIONS:

**In preparation for our vertical/horizontal ELA curriculum maps on Oct. 14th, please review the grades before and after your current grade. Reflecting on the questions provided, revise, reflect and make any revisions/adjustments on the links provided below prior to Oct. 14th. These are a copy of the ones you provided for review.**

### ELA CURRICULUM MAP REFLECTION/ALIGNMENT QUESTIONS

1. Which literacy skills are students expected to have mastered prior to coming into your grade level? Review this link.

[Literacy Skills Needed Coming into Each Grade-Mapping Prep](#)

2. Do we have a balance of literature and informational text?

3. Will students have the phonics skills they need by the end of fifth grade?

4. Will students be able to answer text-dependent questions?

5. Do we have at least one vocabulary standard at each grade?

6. Do we cover all types of writing (explanatory, opinion, argument, narrative, research)?  
-Do we have various forms and ways students can demonstrate each type of writing?

### ELA CURRICULUM MAPS LINKS:

[KINDERGARTEN](#)

[1ST](#)

[2ND](#)

[3RD](#)

[4TH](#)

[5TH](#)

6TH

7TH

8TH

9TH-MRS. KONKOL

10TH-WORLD LITERATURE, MRS. KOSHOLLEK

11TH-AMERICAN LITERATURE, MRS. KONKOL

11TH- ENGLISH 11, MRS. KONKOL

AP ENGLISH LITERATURE AND COMPOSITION -MRS. KONKOL

12TH- ENGLISH 12, MRS. KOSHOLLEK

CAPP SYLLABUS-MRS. KOSHOLLEK

COLLEGE PREP ENGLISH -MRS. KOSHOLLEK



# Code of Conduct

2022-2023



*Students choosing to excel; realizing their strengths.*

Little Wolf High School  
School District of Manawa  
515 E. Fourth Street  
Manawa, WI 54949

Telephone: (920) 596-2524 – Fax: (920) 596-2655

[www.manawaschools.org](http://www.manawaschools.org)

Board of Education approved

# CODE OF CONDUCT

Participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unsatisfactorily on him or her or the school. This code applies to all Little Wolf High School students on a year-round basis. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unsatisfactorily on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia. Controlled substances/intoxicants include but are not limited to: anabolic steroids or prescribed medications used in a manner other than that for which they were prescribed.
- Purchase use or possession of tobacco products or E-cigarettes or anything that resembles them.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed, or offered.
- Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
- If a student records more than 10 tardies in a semester, the student shall serve a code of conduct violation.
- If a student accumulates 5 or more referrals in a semester, the student shall serve a code of conduct violation.

Code violations may be presented, in writing, to the Administration by any staff member, liaison officer and/or credible person who has knowledge of a possible infraction. A confidential complaint will be investigated to the extent possible.

Violations of the school rules/conduct shall also be a violation of the Extra-Curricular Code and the participant/athlete is to be disciplined accordingly as established by the principal, athletic director, and/or advisor.

## **Violation of Training Rules**

### **Athletic Activities:**

- An athlete who is charged with a violation of training rules or any W.I.A.A. regulation shall be suspended until such time as his/her violation is reviewed by his/her coach, the athletic director and the principal. The athlete must participate for the entire season in order for the suspension to be considered served.

### **Athletic & Non-Athletic Activities:**

- A student/athlete will be determined to have committed a violation of the Co-Curricular Code if any of the following have occurred:
  - a. The student/athlete admits the conduct constituting a violation
  - b. The building administrator or designee obtains information, which in his/her judgment is clear and convincing evidence that the student/athlete engaged in conduct constituting a violation.
- All students/athletes attending the School District of Manawa schools must abide by the rules and regulations of this handbook.
- The Athletic Director will maintain an ongoing record of all co-curricular violations to the rules of this handbook.

## **Penalties for Violation of Co-Curricular Activities Rules**

### **Athletic Activities**

- First offense: suspension from 25% of the contests in the present season or a minimum of two (2) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Second Offense: suspension from 50% of the contests in the present season or a minimum of five (5) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Third and subsequent offenses: suspension from all activities for one (1) calendar year.
- Grade violations will follow the evaluation identified under academics of this handbook.
- The above co-curricular rules/violations will pertain to all athletes in grades seven through twelve. Code of conduct violations will stay with incoming freshmen from the Middle School until the entirety of the suspension is fulfilled. Once a middle school infraction is fulfilled, future infractions as a high school student will be treated as a first offense.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave

school for any sport or co-curricular activity during the school day.

Listed below is the number of contests students would have to sit out if they violated the co-curricular activities rules. There will be a twenty-five percent (25%) penalty for the first violation, fifty percent (50%) for second violations, and one-calendar year (1) suspension for third and subsequent violations.

Number of Contests	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Percentage	Number of Contestants Penalized																					
*25%	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5
*50%	1	1	1	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	10

- All fractions of percentages have been rounded down to the next full number. Any enforcement of individual or multi-game/meet dates will be considered as individual games scheduled. Other types of tournaments, when not individual or dual tournaments, will count as one game or meet scheduled.
- Teams that automatically qualify for Regional competition are counted in the total number of competitions.

### Completion of Suspension

Any remaining percentage of the suspension not served during the initial sports season shall be applied toward the season of the next sport in which the athlete participates (for example, if an athlete is suspended for a percentage of football games with less than the percentage remaining in the season, he/she will be suspended from a percentage of contests of the next sport in which he/she competes) A suspension will need to be repeated if a student who is on suspension for part of the season does not complete the season of his/her sport or activity. Students who join a sport after the first contest, and are fulfilling a current suspension, must have 100% attendance and complete the sport in order for the suspension to be satisfied.

### Non-Athletic Activities

- Other co-curricular students will abide by suspension expectations specific to the activities they're involved with during the school year.
- For those activities with limited scheduled events, a violation could result in exclusion from that activity. Administrative discretion regarding specific penalties may have to be applied to those situations where students are participating in only one event.

### Athletic & Non-Athletic Activities

- Any student, who in good faith, refers themselves or parents/guardians who refer their son or daughter for violations of the co-curricular rules may have their penalty reduced by one (1) event/contest if deemed appropriate by the building administrator or athletic director.

## **Appeal Procedure**

- The parent of a student/athlete may apply in writing within ten (10) calendar days from the date of student/parent notification to the building principal for an appeal to the Appeal Board. The Appeal Board will consist of the Principal, Athletic Director, and two faculty members and a co-curricular advisor who are not directly involved with the individual student's co-curricular activities. Disciplinary action administered for academic reasons will not be heard in appeal. The Appeal Board will be selected by the building principal. The right to appeal will not serve as a pardon for participation purposes or suspend the enforcement of the suspension. All decisions rendered by the appeal board are considered final.

## **Sportsmanship**

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

## **Membership**

As stated in the WIAA High School Handbook – Article VII – Health and Behavior/Compliance:

### **Section 1 – Required Documentation**

- A. A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:
- 1) Yearly parent/guardian permission, including an acknowledgment of receiving the school athletic code.
  - 2) Acknowledgement of receiving the WIAA rules of Eligibility.
  - 3) Current physical exam form to participate in sports or alternate year card
  - 4) Sports fee paid or fee waive turned into school office.
  - 5) Concussion information sheet must be obtained by the Athletic Director.

### **Section 2 – Physical Examination**

- A. A current physical exam card to participate in sports as determined by a licensed physician or advanced practice nurse prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.
- B. Physical examinations are good for two years from the date the physical was given.
- **Be an amateur in all sports. You violate your amateur status if you: “Accept any amount of money or merchandise, awards for athletic services, or sign a contract for athletic services.” Example: League Teams, Golf outings – “hole in one win a car”**
  - Student athletes and a parent/guardian must attend the summer parent/athlete meeting. If they are unable to attend, other arrangements must be made.

## Academic Eligibility

58

Eligibility requirements will begin with the initial enrollment in the first co-curricular activity. In order to be academically eligible for co-curricular activities, a student must meet all the District and DPI requirements defining a full-time student. Additionally, each student must have passed or be currently passing all classes as stated in the following academic requirements:

- Athletes who earn an “F” at the conclusion of a midterm, will be allowed 5 school days from the date of notification to the student to get the grade to passing. If the athlete is unable to raise the grade to passing, the athlete will be ineligible to participate in 25% of the total games or appearances of that sport’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive one “F” at the conclusion of a nine-week grading period will be ineligible to participate in 25% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive two “F’s” at the conclusion of a nine-week grading period will be ineligible to participate in 50% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive three or more “F’s” during a nine-week grading period will be ineligible to participate in all games or appearances of that sport for the entire 9 week grading period. This does not prohibit an athlete from practicing or assisting with the activity, with the coach’s approval. If the athlete is in mid-season, the consequence will move forward into the next athletic season to fulfill the 9-week rule. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- An athlete who is enrolled in any state-approved Exceptional Educational Needs program, and who receives no usual grades for such courses, may be eligible if he/she is making satisfactory progress in his/her total school program as indicated by his/her IEP.
- Athletes who attend summer school for remediation, must receive the grade of “pass” to be eligible for any failure infraction and penalty. See the rules stated above as they apply.

### **Attendance: (Athletic & Non-Athletic Activities)**

**Student Athletes must attend a full school day to participate in athletics that evening or provide an excuse from a doctor or have prior administrative approval. School-related absences do not apply. Exceptions to this are excused school-related activities and appointments that are approved in advance by Administration and/or a written doctor's excuse.**

- **(Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)**
- If a student is truant from an assigned class period or is displaying a pattern of habitual tardiness to a specific class, he/she will be referred to the principal and will not be allowed to compete until the situation is resolved.

**Students may not compete, perform, practice or attend on days of an out-of-school suspension.**

- Students suspended from co-curricular activities are expected to remain as part of the team or group. Due to the diversity of co-curricular activities, it will be up to the advisor or coach to determine what level of involvement the student will have in the group and whether or not the student will be required to attend all contests and activities. Members of athletic teams are required to attend all practices and be non-participants during the time of their suspension.

### **Travel and Conduct on Trips**

1. Students/athletes who participate in activities outside of the School District of Manawa will conduct themselves as responsible young adults. This includes but is not limited to the following
  - Show appropriate respect for all adults and authority figures.
  - Show courteous and well-mannered behavior.
  - Show appropriate sportsmanship at all times.
2. It is the student/athlete's responsibility to represent our school and community in a positive manner.
3. Non-athletic activities must have a Field Trip form filled out and signed by a parent/guardian and returned to the advisor prior to their field trip.(forms may be picked up from an advisor or in the main office)
4. A student/athlete may ride home from away events with their parent/legal guardian provided they sign the student out with the coach. Student athletes may NOT ride home with emergency contacts, siblings, friends, or other adults.
5. If no prior approval, permission by a parent/guardian/guardian must be given to the coach and/or advisor at the event and abide by provisions of rule five (5).

### **Injuries, Accident Reports and Insurance Coverage**

1. The school has purchased a group insurance policy, but it will not cover any interscholastic sports injuries. If a parent would like to purchase a voluntary interscholastic athletic insurance plan that would be available at the school offices upon request.

2. All injuries must be reported immediately to the coach and/or advisor. Coaches and advisors should be notified prior to any medical treatment on the part of the student/athlete whenever possible or as soon as possible after treatment. The injury must also be reported immediately to the office by the coach or advisor for insurance purposes. The report should be handed into the high school office.
3. It is the policy of W.I.A.A. and the School District of Manawa to have a medical release from a medical physician following any severe injury.
4. All head injuries severe enough to have received medical treatment require a medical release from a medical physician before the athlete may return to any practice or competition. (please refer to the W.I.A.A. for further requirements for head injuries/concussions).

### **Care of Equipment**

1. Each student/athlete is responsible for the proper care and safekeeping of equipment issued to him/her. Lockers should be securely locked during and after every practice/game/event.
2. Equipment issued to a student/athlete shall be the responsibility of that individual. These individuals shall pay for any equipment not returned at the current replacement cost.
3. School issued equipment is school property and is used during a particular season/event only. At the conclusion of a season/event equipment must be turned in to the coach/advisor in charge on the team equipment turn-in day or within two weeks of the final competition or practice. Bills for missing equipment will be sent out one week after the team equipment turn-in day. Parent/guardian assistance in this matter will be greatly appreciated. It is the responsibility of the student/athlete and the parent/guardian to have equipment turned in at the proper time.
4. A student/athlete will not participate in another activity until all equipment is returned and fines have been paid.
5. A student/athlete will not receive any “end of the season” awards until all equipment is returned and fines have been paid.

### **Practice, Competition, Contests (Athletic & Non-Athletic Activities)**

1. All athletes/members are expected to attend all practices and events of that activity unless excused by their coach/advisor, principal or athletic director.
2. Violations such as being late for practices, missing practice and disrespect shall be dealt with at the coach/advisor, principal or athletic director’s discretion.
3. All athletes/members and/or parent/guardians/guardians are asked to give each coach and/or advisor a 24-hour courtesy time limit prior to discussing an issue or concern following an event.

### **Changing a Sport/Activity**

A student/athlete may not quit one sport/activity and begin another during the same season without the consent of both head coaches/advisors involved in the change and permission from the athletic director, advisor and principal. Any disciplinary actions that are in place will remain in place in the new activity.



## **Multi-Sport Participation**

The Multi-Sport Participation Policy allows students to participate in two (2) sports/organizations during the same season, regardless if the sports are individual or team-oriented. If a student desires to participate in multiple sports during the school year, they must do the following prior to the start of any season:

1. Submit a completed contract to the Athletic Director prior to the first scheduled contest.  
This form includes:
  - Permission from his/her parent or guardian to compete in multiple sports in the same season.
  - Declaration by the student of the priority sport for tournaments in the event of scheduling conflicts.
  - Approval by the Head Coach(s) of each sport.
  - Signature of student's agreement to coordinate the practice/contest schedule for the season in coordination with the coaches.
  - Signature of the Athletic Director.
2. The athlete must participate in at least one regular season event in the secondary sport so that they are eligible to participate in the conference tournament in that sport.
3. The Athletic Director will share the list of multi-sport athletes with the Central Wisconsin Conference Commissioner and the other CWC Athletic Directors prior to the start of each season.

It is the goal of the Athletic Department to have continuous communication between student athletes, coaching staff, and the Athletic Department to avoid putting athletes in difficult situations.

If a student quits a primary sport, the student will need consent from both coaches to participate in any of the secondary sports from that point forward that season. If a student quits a secondary sport, the student will only be able to participate in the primary sport from that point forward that season.

The following Multi- Sport Priorities have been established for the benefit of all athletes:

1. Games come before practices.
2. Tournaments come before games.
3. Districts come before games and tournaments.
4. State comes before all else.

## **Athletic Awards (Athletic Activities)**

1. A letter "M" and certificate will be awarded the first time to the athlete who fulfills the varsity requirements set forth by the coach, provided he/she has not been expelled from athletic participation due to training rule violations and finishes the season in good standing.
2. Any athlete who earns additional varsity letters shall be presented with a certificate and bar pin signifying this honor.
3. Participation certificates are awarded to all athletes who successfully complete a season, but who do not earn a varsity letter.

4. All awards will be received and displayed with honor, pride and dignity.
5. Any “M” which becomes too shabby to be worn while an award winner is still in school may be turned in to the athletic director for a new letter.
6. Any student having a code violation will forfeit the privilege of having their name submitted for any special awards (conference, state, etc.) or honors during the season in which the code violation was committed and/or served.

### Pre-Season Meeting

Portions of this Student Handbook shall be presented to each student during a mandatory pre-season meeting and/or the first day that he/she reports for a co-curricular activity. A physical card, Emergency Form, Concussion Form and Athletic Fee information shall be distributed at this time as well. The original signed form for the Student Handbook, physical card, Concussion Form, and Emergency Form shall be kept on file in the High School office. The Pre-Season Meeting shall be offered in the fall prior to the beginning of the co-curricular season.

### Parent/Guardian Involvement

Parent/guardian attendance at pre-season meetings is required and involvement throughout the season is encouraged. If a parent/guardian cannot attend they are required to view the presentation either on DVD or online if available.

## ATHLETIC CO-CURRICULAR ACTIVITY FEES 2022-23

Following is the list of Athletic Co-Curricular Activities and their fees for the High School:

Baseball	\$30.00
Basketball (Girls & Boys)	\$30.00
Cross Country (Girls & Boys)	\$30.00
Football	\$30.00
Golf (Girls & Boys)	\$30.00
Softball	\$30.00
Track (Girls & Boys)	\$30.00
Volleyball	\$30.00
Wrestling	\$30.00
<b>Maximum per High School student</b>	<b>\$75.00 per year</b>
 <b>Maximum per family (Middle School and High School)</b>	 <b>\$150.00 per year</b>

Fees are to be made payable to Little Wolf High School.