

# Language Arts/English

## 7th Grade Reading

Students will learn key literary terms such as simile, metaphor, personification, character, plot, theme, rising action, climax, and falling action. The class will read two different current novels. The students will analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.

## 8th Grade Reading

This class students will work on identifying literary terms, but the emphasis is more on comprehension. There will be packets for them to do, which includes vocabulary and comprehension questions, for each of the current novels they will be reading. They also will compare and contrast the book to the movie.

## 7th Grade English

This class concentrates on a creative writing unit, grammar, and reading. The students use a grammar textbook, a reading textbook and writing assessments. The last semester of class students will work on developing thinking and interpretive level skills and work on reading skills aloud, as well as silently.

## 8th Grade English

This class really works on getting students prepared for the MAP, Measure of Academic Progress, reading and writing assessments. Students work on vocabulary, the five paragraph essay, and reading comprehension. Students learn how to construct inferential questions and support answers with explicit evidence from the

text. Grammar is still emphasized with extensive work done with punctuation.

## Writing Lab

This course provides students with an in-depth study of writing in the academic disciplines. Students will develop, refine, and improve student pre-writing capabilities including topic selection, brainstorming, thesis development and organizational techniques. Students will improve their writing from technical and stylistic perspectives. These include grammar, punctuation, syntax, diction, and organization. Students will write college admissions essays.

## English I (9th Grade)

Students in English I study vocabulary, figurative language, parts of plot, and literary elements utilizing the Pearson Common Core Literature textbook. The course is broken into units, some of those composed around themes like conformity and morality and others by types of literature like short stories or poetry. Students also read a graphic novel titled *American Born Chinese* by Gene Luen Yang that explores a teenager's cultural and social identity struggles. The class also reads a novel titled *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie about a Native teen growing up on the Spokane Reservation where the protagonist is faced with difficult life choices in the midst of everyday struggles.

## **English II (10th Grade)**

Students in English II study vocabulary, figurative language, parts of plot, and literary elements utilizing the Pearson Common Core Literature textbook. One large unit is centered around origin stories, mythology, and folktales from various cultures, including the Omaha Tribe's Creation Story. Students study archetypal patterns, finding connections between cultural beliefs, and conclude the unit with a unique advertisement project. A class-favorite is the poetry unit where students study and use mentor texts to write a series of poems in different styles and utilizing figurative language devices while following the six-step writing process. The class also reads the novel *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs where the protagonist travels across the world to uncover the truth about his grandfather's past and finds himself in the process. At the conclusion of the novel, students are expected to write a theme paper in MLA format addressing which theme resonated the most with them after reading.

## **English III (11th Grade)**

Students in English III study American literature, beginning with early Native American texts and conclude the year with the Realism, Regionalism, and Naturalism period. The majority of the materials come from the Pearson Common Core Literature textbook. Within the literary movements and texts, students study and analyze vocabulary, figurative language, parts of plot, literary elements, and the historical context of

each piece. In terms of longer works, students also read the play *The Crucible* by Arthur Miller. At the conclusion of the play, students watch a movie adaptation and then write a theme paper in MLA format addressing which theme resonated the most with them after reading by following the six-step writing process.

## **English IV (12th Grade)**

Students in English IV pick up studying American literature where they left off in English III. They study vocabulary, figurative language, parts of plot, literary elements, and the historical context while reading texts from the Modernist, Beat Generation, and Civil Rights literary movements. Within the Civil Rights literature movement, students study African American Civil Rights literature followed by Native American Civil Rights literature. This unit leads into the senior novel study of *Prison Writings: My Life is My Sun Dance* by Leonard Peltier, an imprisoned Native American who was a major influence in the American Indian Movement. Seniors also apply for a number of local scholarships utilizing the six-step writing process, create a resume and reference list to use in the future, and complete a mock interview.