

Advanced Language and Literature - CURRICULUM

Course Description:

Credit: 2 (required)

Prerequisite: Students must earn at least an A- in 9th grade English or a B- in Advanced English for both semesters and/or teacher recommendation.

This course is designed for students who have strong writing and reading skills and desire more challenge in their English curriculum. Advanced Language and Literature includes a focus on the written and oral practice of literature and language skills. The student will explore expository, descriptive and persuasive writing. The study of literature could include short stories, poetry, drama, a novel, and nonfiction. The study of speech includes informative and perusavie speeches. Grammar and vocabulary development are included.

Grade 10 Literature

Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	compare and contrast two different artistic mediums concerning a similar theme (e.g. recognize author's influence on multiple time periods or mediums)
9. Analyze how two or more texts address similar themes or topics in order to building knowledge or to compare the approaches the authors take.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyze how authors use allusions
		analyze how authors use other works to inspire writing
Range of Reading and Level of Text Complexity		
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (RL.9-10.10)	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	

Grade 10 Informational Text		
Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	analyze and use evidence from the text to support an idea
		draw inferences from the text
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	identify and determine a central idea of the text
		use details to support the central idea
		summarize the text in regards to the central idea
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	analyze the sequence of events and/or development of information
		analyze how the author presents information
		make connections and references to the ideas and/or events being introduced and developed
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	
Craft and Structure		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	identify and analyze how the author organizes the information of the text to get the central idea across to the reader

6. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author take.	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	read one or more texts with diverse approaches and author point-of-view while addressing themes and topics
Integration of Knowledge and Skills		
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	evaluate formats within diverse mediums to determine emphasis of one central idea
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	identify fallacious reasoning (logical fallacies)
		question the author's intent and/or argument
		assess and determine if the reasoning and/or evidence is valid
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use parallel structure.	use parallel structure (i.e. I like to run, skip, and jump.)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	use a semicolon to link two or more independent clauses.
	Use a colon to introduce a list or quotation.	use a colon to introduce a list or quotation.
	Spell correctly.	spell correctly.
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	conform to the guidelines of a style manual (e.g., MLA handbook, APA handbook, etc.)

Vocabulary Acquisition		
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	use accurate words to read, write, and speak coherently.
		independently determine the meaning of a word.
Grade 10 Writing		
Anchor Standard	Iowa Core Grade Level Standard	UCSD I Can Statements
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	evaluate information to form an opinion on a topic.
		organize information in a way that clearly supports my opinion.
		use evidence to express pro/con sides of an issue to support the opinion.
	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	recognize the difference between a reliable and unreliable source.
		evaluate audience's background knowledge and level of concern regarding the topic.
		adapt material for a presentation to a particular audience.
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	use transitions to link and clarify ideas.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	maintain an objective tone throughout the persuasive writing.	
	maintain a formal style throughout the persuasive writing.	

	Provide a concluding statement or section that follows from and supports the argument presented.	restate the opinion. summarize the main points of the opinion.
Research to Building and Present Knowledge		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	accurately paraphrase an excerpt from a piece of literature.
		accurately quote from a piece of literature.
		select examples from literature to support the analysis, reflection, or research.
	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	accurately paraphrase an excerpt from a piece of literary nonfiction.
		accurately quote from a piece of literary nonfiction.
		select examples from literary nonfiction to support the analysis, reflection, or research.
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	modify the writing process to match the timeframe given.
Grade 10 Speaking and Listening		
Comprehension and Collaboration		
Anchor Standards	Iowa Core Grade Level Standards	UCSD I Can Statements
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	

	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	exchange ideas using researched material under study
		discuss evidence from the text
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	set individual roles in groups
		establish specific goals and deadlines in groups
		set rules for collegial discussions in groups
		set rules for decision-making in groups
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	engage in conversations by responding to/and questioning broader themes and ideas
		actively involve others into the discussion
		clarify, verify, or challenge ideas and conclusions
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)	respond to/discuss diverse perspectives
		summarize points of agreement and disagreement
		qualify or justify own views and understandings of content (new evidence and new reasoning presented)
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2)
		evaluate the credibility and accuracy of each source

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
		identify misleading reasoning or distorted evidence presented by speaker
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	present information, research, and supporting evidence clearly for target audience
		adapt communication toward a specific target audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	integrate digital media to increase understanding and interest
		use digital media to support evidence and reasoning presented
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	adapt speech and language to a variety of contexts and tasks
		differentiate between and adapt formal and informal speech and language
		participate in public performances
	Participate in public performances.	participate in public performances
	Debate an issue from either side.	debate an issue from either side
<p>No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.</p>		