

Permanent Elective English Language Arts (ELA) Courses

The purpose of elective courses is to allow students to explore their interests in a specific discipline with greater depth and a narrower focus. Elective courses are never to replace state-required courses for graduation; however, they can contribute to the elective focus if a student takes three electives in the same discipline.

The following English electives offered in the permanent state catalog provide a range of options for students who enjoy exploration in the language arts. While many disciplines rely on strong reading, writing, and communication skills, these electives focus on the study and production of the craft of writing. Genre Literature, Mythology, and Etymology & Linguistics, and Visual Literacy provide a program of study for patterns in literature and language. Visual Literacy, Journalism, and Creative Writing ask students to produce writing to communicate for a variety of audiences and situations. In all the elective courses, students should read and analyze a variety of model texts and excerpts.

Course	Grades	Half Credit	Full Credit	Number of Possible Credits to Earn
Genre Literature (GL)	9-12	Teach all genre standards as written	Teach all genre standards in greater depth and/or teach more than one genre of literature	2 The genre foci need to be different for each credit earned.
Mythology (M)	9-12	M1-M9	Teach all the standards.	2 The type of mythology needs to be different for each credit.
Etymology & Linguistics (E) Etymology (L) Linguistics	9-12	Etymology Standards Only or Linguistic Standards Only	Etymology and Linguistics Standards	1
Visual Literacy (VL)	9-12	Not Available		1
Journalism I (JI)	9-12	Not Available		1
Journalism II (JII)	9-12	Not Available		1
Journalism III (JIII)	10-12	Not Available		1
Journalism IV (JIV)	10-12	Not Available		1
Speech and Communication (SC)	9-12	Not Available		1
Creative Writing (CW)	9-12	Teach standards CW.1 through CW.5	Teach standards CW.1 through CW.10	1
Advanced Creative Writing (ACW) Pre-requisite: Creative Writing I	10-12	Not Available		2 The foci for the two classes needs to be distinctly different; however, students can build upon work from one course to the next.

Genre Literature: Grades 9-12

Course Description:

Students often experience one or two texts from various literary genres but have little time to develop a thorough study of the themes embedded in various literary genres. Genre Literature allows them to explore the intricate aspects that make a literary genre, thematic elements of a literary genre, and various styles and plot elements of a literary genre.

Content Standard:

The student will be given the opportunity to develop deeper thematic critical reading skills through additional reading experiences. This elective expands on Reading standards R.IKI.9 and R.RRTC.10.

Genre Literature Standards	ELA Linking Standards
GL.1 Explore the intricate aspects that define the literary genre	L.VAU.6, RL.CS.6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
GL.2 Read widely in the genre	RL.CS.5-6, RL.IKI.9, RL.RRTC.10
GL.3 Study the thematic element(s) of the genre	RL.KID.2, RL.CS.4-6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
GL.4 Explore various styles, settings, characters, and plot elements of the literary genre	RL.CS.6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
GL.5 Analyze, evaluate, and synthesize literature in the genre	L.CSE.1-2, L.KL.3, L.VAU.5-6, RL.KID.1-3, RL.CS.4-6, RL.IKI.9, RL.RRTC.10, W.TTP.2, W.RBPK.7, W.RBPK.9-10
GL.6 Participate in collaborative conversations about works in the genre	L.CSE.1-2, RL.IKI.9, RL.RRTC.10
GL.7 Write about the literary genre to create a new understanding of the genre	L.CSE.1-2, L.KL.3, L.VAU.5, RL.IKI.9, W.TTP.1-2, W.PDW.4, W.RBPK.7, W.RBPK.9-10

Suggested Literary Genres to Choose for the Topic(s) of a Class:

Ancient Literature
Classical Literature
Contemporary Literature
Mystery/Thriller
Historical Fiction
Conflict Literature
Sci-Fi and Fantasy
Westerns
Young Adult Literature
Graphic Novels

Mythology: Grades 9-12

Course Description:

Students of mythology study the various ancient stories that create the patterns of story as we now know them. When students recognize mythological allusions, they are privileged to layers of meaning otherwise missed. Though many of the allusions are footnoted, interrupting the story to do the research hinders the enjoyment and comprehension of the work. A course in mythology builds students' knowledge base, bringing them into the world of the patterns, symbols, or ideas of the ancient storytellers and giving them access to a world of ancient and modern literature and nonfiction.

Content Standard:

A study in mythology supports Reading Literature Standard 4 and Reading Literature Standard 9. Recognizing, admitting, and analyzing allusions and archetypes require broad and deep reading in various mythologies. This course provides students a chance to explore one or multiple mythologies.

Mythology Standards	ELA Linking Standards
M.1 Identify the purpose and structure of the mythological world.	RL.KID.2, RL.KID.5, RL.KID.6, RL.IKI.7
M.2 Analyze the structure and purposes of critical myth stories from the mythological world.	RL.KID.2, RL.KID.5, RL.KID.6, RL.IKI.7
M.3 Develop presentations about important members of the mythological world and explain the relationships of the major members.	SL.PKI.4, SL.PKI.5, SL.PKI.6
M.4 Distinguish the hierarchy within the mythological culture and explain how the hierarchy drives the culture and traditions.	RI.IKI.9
M.5 Analyze the relationships between the deities and the common person in the mythological world.	RL.IKI.9, RI.IKI.9
M.6 Explain the relationship of the geography of the region to the development of the mythology.	RL.IKI.9, RI.IKI.9
M.7 Form theories about the mythology.	
M.8 Create an original creation myth that reflects the culture and its environment.	W.TTP.3
M.9 Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides.	RL.IKI.9
M.10 Evaluate current societal concerns and use classical stories to offer solutions that address them.	RL.IKI.9
M.11 Identify common mythic elements in ancient texts.	RL.IKI.9

Suggested Mythologies for Study:

Celtic Mythology

Egyptian Mythology

Greek Mythology

Japanese Mythology

Mayan Mythology

Mesopotamian Mythology

Norse Mythology

Roman Mythology

Zoroastrianism Mythology

Etymology and Linguistics: Grades 9-12

Course Description:

Students of etymology study the origin of words and know that the history of the development of words affect the meaning and use. Linguistics focuses on the structure of language. Together, these two areas of focus build students' conceptual knowledge of language, building their reading comprehension, and building their writing proficiency and accuracy.

Content Standard:

A study in etymology and linguistics supports the Language Standards. Students not only develop an accuracy with the conventions and word choice, they also understand the logic behind the constructs and build the sophistication in their own writing.

Etymology Standards	ELA Linking Standards
E.1 Trace how the English language has changed from its origins to present day.	L.IKI.3
E.2 Trace how American English became uniquely identifiable from other countries and how history shaped regionalisms throughout the country.	L.IKI.3
E.3 Explore how history, social, political, and economic pressured shape the language.	L.IKI.3
E.4 Understand how to research language origins and the impacts on language development.	L.IKI.3
E.5 Study how English words and word families are derived from their origins.	L.VAU.4
E.6 Study the connotative and denotative meanings of words in a variety of contexts.	L.IKI.3, L.VAU.5
Linguistic Standards	ELA Linking Standards
L.1 Morphology: Words and Morphemes	L.VAU.4
L.2 Morphology: Neologisms	L.VAU.4
L.3 Morphology: Inflections, Derivations, Exceptions	L.VAU.4
L.4 Phonetics: Study Speech Sounds and Their Physiological Production and Acoustic Qualities	
L.5 Phonology: External Organization	SL.CC.3, SL.PKI.4
L.6 Phonology: Intonation	SL.PKI.6
L.7 Syntax: Competence/Performance, Structure & Ambiguity	L.CSE.1, L.CSE.2, SL.PKI.4
L.8 Syntax: Discovering Structure through Formulating Grammatical Rules	L.CSE.1, L.CSE.2
L.9 Syntax: Constituent Structure & Tree Diagrams	L.CSE.1, L.CSE.2
L.10 Syntax: Transformations	L.CSE.1, L.CSE.2
L.11 Syntax: Phrase Structure Rules	L.CSE.1, L.CSE.2
L.12 Semantics: Theories of Meaning	SL.CC.3
L.13 Pragmatics: Speech Acts	L.IKI.3, SL.CC.2, SL.PKI.4, SL.PKI.6
L.14 Pragmatics: Rules of Conversation	L.IKI.3, SL.CC.1, SL.PKI.4
L.15 Pragmatics: Language in Advertising	L.IKI.3, SL.CC.2, SL.PKI.4

Visual Literacy - Grades 9-12

Course Description:

The goal of this course is to interpret visual forms of media and to analyze and evaluate the effectiveness of the various types. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. Throughout the course, students will examine and analyze the effect of various forms of media in order to broaden a student's cultural literacy.

Content Standard:

The student will evaluate and analyze visual forms of media. This elective expands on Speaking and Listening standards SL.CC.2 and SL.PKI.5, and Reading Literature R.IKI.7.

Visual Literacy Standards	ELA Standard Connection
VL.1 Identify questions raised by the image.	RI.KID.1-3
VL.2 Use advanced research skills to find answers to questions raised by the image.	W.RBPK.7-9
VL.3 Identify what is outside the frame of the image. (both literally outside the frame and the background knowledge needed to understand the image)	RI.KID.1-3
VL.4 Identify the literal content of the image.	RI.KID.1-3,
VL.5 Reflect on the personal impact of the image.	W.RBPK.9, W.RW.10
VL.6 Analyze the relationship between the image and any displayed text.	L.VAU.5
VL.7 Evaluate the effectiveness of the image against criteria for judgment.	RI.CS.5, RI.IKI.8
VL.8 Evaluate the ethics of altering photographs prior to publication.	W.TTP.1
VL.9 Analyze the author of the image.	RI.CS.6
VL.10 Analyze the purpose of the image.	RI.CS.5
VL.11 Analyze the intended audience for the image.	RI.CS.6
VL.12 Using the language of the discipline, discuss the techniques used to create the image.	L.CSE.1-2, L.KL.3, L.VAU.5
VL.13 Compare and contrast presentations of the same subject through similar media formats and different ones.	RI.IKI.7, SL.CC.1-3, W.TTP.2, W.PDW.4
VL.14 Analyze the impact of propaganda techniques or bias on the presentation and reception of the image.	RI.CS.6, RI.CS.4
VL.15 Analyze the role of parody and satire on the creation of specific images.	RI.CS.6, RI.CS.4-6
VL.16 Analyze the role of symbolism in reading an image.	RI.KID.1-3, RI.CS.4
VL.17 Consider the role of background knowledge in understanding images.	RI.IKI.9, SL.CC.3

VL.18 Analyze the author's attitude toward the topic in the image.	L.VAU.5, RI.CS.6, SL.CC.3
VL.19 Respond verbally and in writing to various images.	L.CSE.1-2, L.KL.3, SL.CC.1-3,
VL.20 Evaluate images for effect.	RI.CS.6
VL.21 Select images for a desired effect.	SL.PK.5, W.RBPK.8
VL.22 Evaluate a compilation of images.	RI.IKI.9, W.TTP.2, W.PDW.4-5
VL.23 Write a film or a book critique for a full-length film or a graphic novel.	W.TTP.1, W.PDW.4-5
VL.24 Develop a portfolio of images that cover a variety of topics and use a range of formats.	SL.PK.5, W.TTP.1-3, W.RBPK.7-9
VL.25 Learn the language patterns and vocabulary for discussing the various image formats.	L.CSE.1-2, L.KL.3, L.VAU.4-6, SL.CC.1-3, SL.PK.6, W.PDW.4, W.PDW.6

Formats for Study:

- Pictures, Painting, Photography, Magazine Covers, Billboards
- Commercial and Political Advertising
- Manipulated Photos
- Scenes from Film
- Film Shorts
- Parody
- Cartoons
- Visual News on Television and Online Content
- Graphic Novels
- Film (whole films should be the exception, not the rule)

Resources for Developing Curriculum:

Association of College and Research Libraries

<http://www.ala.org/acrl/>

Visual Impact, Visual Teaching: Using Images to Strengthen Learning (2nd ed.)

Gangwer, T. (Corwin, 2009)

Reading in the Dark: Using Film as a Tool in the English Classroom

John Golden (National Council of Teachers of English, 2001)

ISTE

www.iste.org/STANDARDS

Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills

Frey, N., & Fisher, D. (Corwin, 2008)

How to Read a Photograph: Lessons from Master Photographers

Jeffrey, I. (Abrams Books, 2009)

Journalism I: Grades 9-12

Course Description:

The primary goal of any journalism program should be for students to improve both oral and written communication skills. Journalism programs should offer students the opportunity to improve speech skills, research skills, grammar usage, and interview skills as well as production skills for both **print** and **broadcast**.

Content Standards:

The student will understand and utilize oral, written, and visual communication. This elective expands on writing standards W.TTP.1-W.TTP.3 and W.PDW.6. Standards for this course will align with the 9-10 grade-band standards for ELA.

Journalism I Standards	ELA Standards Connection
JI.1 Demonstrate speaking, listening, and research skills which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
JI.2 Demonstrate appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
JI.3 Demonstrate appropriate interviewing techniques.	L.KL.3, L.VAU.5
JI.4 Apply terms and expressions common to the industry to speaking, listening, and writing	L.KL.3, L.VAU.4-6, RI.CS.4
JI.5 Apply legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
JI.6 Demonstrate appropriate language usage skills and research techniques.	L.CSE.2
JI.7 Demonstrate appropriate journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
JI.8 Recognize the difference between fact and opinion and its appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
JI.9 Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
JI.10 Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4

Jl.11 Demonstrate editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
Jl.12 Exhibit a working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
Jl.13 Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
Jl.14 Understand and utilize standard principles of related areas to enhance visual appeal.	SL.PKI.5
Jl.15 Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5
Jl.16 Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6

Journalism II: Grades 9-12

Pre-Requisite:

Journalism I

Course Description:

This course provides a continued exploration of skills necessary in journalistic writing and desktop publishing. In addition to being actively engaged in communication skills, students will explore the topics of ethics in journalism particularly paying close attention to plagiarism. Journalism programs should offer students the opportunity to improve speech skills, research skills, grammar usage, and interview skills as well as production skills for both **print** and **broadcast**.

Content Standards:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 9-10 grade-band standards for ELA.

Journalism II Standards	ELA Standards Connection
JII.1 Model speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
JII.2 Model appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
JII.3 Model appropriate interviewing techniques.	L.KL.3, L.VAU.5
JII.4 Apply terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
JII.5 Apply legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
JII.6 Skillfully apply language usage skills and research techniques.	L.CSE.2
JII.7 Skillfully apply journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
JII.8 Recognize the difference between fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
JII.9 Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
JII.10 Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4

JII.11 Skillfully apply editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
JII.12 Exhibit a working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
JII.13 Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
JII.14 Understand and utilize standard principles of related areas to enhance visual appeal.	SL.PKI.5
JII.15 Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5
JII.16 Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6

Journalism III: Grades 10-12

Pre-Requisites:

Journalism I and II

Course Description:

This course provides in-depth and hands-on production work in journalism. Activities in this class should include production techniques for **newspaper**, **radio**, and **television**. Students will also research and understand the work environment in journalism fields.

Content Standard:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 11-12 grade-band standards for ELA.

Journalism III Standards	ELA Standards Connection
JIII.1 Coach peers in speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
JIII.2 Coach peers in appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
JIII.3 Coach peers in appropriate interviewing techniques.	L.KL.3, L.VAU.5
JIII.4 Coach peers in using terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
JIII.5 Coach peers in applying legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
JIII.6 Skillfully apply advanced language usage skills and research techniques.	L.CSE.2
JIII.7 Skillfully apply advanced journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
JIII.8 Recognize the difference between fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
JIII.9 Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
JIII.10 Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4

JIII.11 Skillfully apply advanced editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
JIII.12 With support, exhibit leadership with regard to working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
JIII.13 Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures. Mentor new staff as they navigate the business aspects of journalism.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
JIII.14 Understand and utilize standard principles of related areas to enhance visual appeal and provide feedback to peers during the layout phase.	SL.PKI.5
JIII.15 Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work and provide feedback to peers during the layout phase.	SL.PKI.5
JIII.16 Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6
JIII.17 Research how journalists are evaluated for job performance	RI.IKI.7-8, W.RBPK.8-9
JIII.18 Research educational paths for journalists and editors	RI.IKI.7-8, W.RBPK.8-9
JIII.19 Identify entry-level work experiences	RI.IKI.7-8, W.RBPK.8-9

Journalism IV: Grades 10-12

Pre-Requisite:

Journalism I, II, and III

Course Description:

This course provides students hands-on production training in various areas of journalism. Activities in this class should include production techniques for **newspaper**, **radio**, and **television** including **on-line publications**. Students will also research and understand the work environment and leadership expectations in the field of journalism.

Content Standard:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 11-12 grade-band standards for ELA.

Journalism IV Standards	ELA Standards Connection
JIV.1 Teach peers speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
JIV.2 Teach peers appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
JIV.3 Teach peers appropriate interviewing techniques.	L.KL.3, L.VAU.5
JIV.4 Teach peers to apply terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
JIV.5 Teach peers to apply terms and expressions common to the industry to speaking, listening, and writing activities.	R.KID.3, SL.CC.2
JIV.6 With guidance from teacher, evaluate the legal and ethical journalistic standards of all journalism activities.	L.CSE.1, SL.CC.2, SL.PLI.6
JIV.7 Along with the teacher and administration, evaluate the suitability of language usage skills and research techniques for publication.	L.CSE.2, RI.CS.4-6, RI.IKI.7-8.W.TTP.1-2, W.PDW.6
JIV.8 Along with the teacher and administration, evaluate the journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
JIV.9 Along with the teacher and administration, evaluate the presentation of fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9

JIV.10 Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
JIV.11 Write editorials for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4, W.RBPK.7, W.RBPK.8
JIV.12 Skillfully apply editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
JIV.13 Along with the teacher manage roles and procedures to facilitate the production of various media.	SL.CC.1-3, W.PDW.4
JIV.14 Along with the teacher, manage the business of the publication including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
JIV.15 Apply standard principles of related areas to enhance visual appeal.	SL.PKI.5
JIV.16 Apply editorial discretion to create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5, RI.CS.4-6, RI.IKI.7-8.W.TTP.1-2, W.PDW.6
JIV.17 Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6
JIV.18 Research how editors are evaluated for job performance	RI.IKI.7-8, W.RBPK.8-9
JIV.19 Research the educational path of a famous journalist or editor	RI.IKI.7-8, W.RBPK.8-9
JIV.20 Research the various awards for journalists and means by which journalists' work is measured to earn distinction.	RI.IKI.7-8, W.RBPK.8-9

Speech and Communications: Grades 9-12

Course Description:

Students will explore a variety of speaking situations (informative, small group, persuasive, and special event speaking) and different types of communication (interpersonal, small group, and public communication) using a variety of digital media (text, audio, and visual) through formal and informal settings.

Content Standard:

The student will develop the skills to generate ideas, research topics, organize information, and create and evaluate oral presentations. This standard expands on Speaking and Listening standards SL.CC.1, SL.CC.2, and SL. PKI.5.

Speech and Communication Standards	ELA Standard Connection
SC.1 Integrate multiple sources of information presented in diverse media formats.	L.KL.3, SL.PKI.5
SC.2 Make informed decisions and solve problems.	RI.KID.1-3, SL.CC.2
SC.3 Evaluate the credibility and accuracy of each source and note any discrepancies among the data.	L.KL.3, L.VAU.5, RI.CS.4-6
SC.4 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate topics, texts, and issues, building on others' ideas expressing their own clearly and persuasively.	L.KL.3, SL.CC.1
SC.5 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	L.KL.3, SL.CC.2, W.TTP.2
SC.6 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	W.PDW.5-6
SC.7 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.CSE.1, L.KL.3, L.VAU.5, SL.PKI.6
SC.8 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	RI.CS.4, SI.PKI.4, W.TTP.1-3

SC.9 Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	L.VAU.4, RI.IKI.7-9, SL.PKI.4, W.TTP.1, W.PDW.6
SC.10 Use a range of technology tools for varied purposes.	RI.IKI.7-9, L.VAU.4, RI.CS.4-6, SL.PKI.5
SC.11 Use technology strategically to find and evaluate information.	RI.IKI.7-9, L.VAU.4, RI.CS.4-6, SL.CC.3, SL.PKI.5, W.RBPK.8
SC.12 Use technology to connect and collaborate with others.	L.KL.3, RI.IKI.7-9, SL.CC.1
SC.13 Use technology to produce and share content.	L.CSE.2, SL.PKI.4
SC.14 Initiate and participate in both in-person and digital communication.	L.KL.3, SL.CC.1
SC.15 Participate in a variety of activities hosted through learning management systems, such as Blackboard or Moodle, to prepare for future educational achievement.	
SC.16 Integrate rules for digital citizenship.	L.CSE.2, SL.PKI.5
SC.17 Remix, reimagine, tweak, hack, and repurpose media in compelling, credible, and legal ways.	L.KL.3, W.RBPK.8, SL.PKI.5
SC.18 Identify what information is private and what is social and how to make changes accordingly.	SL.PKI.4, W.RW.10

Note: These learning expectations for speech reflect student performance requirements for grades 9-12. Students in grades 6-8 may participate in programs with similar learning expectations with minor adaptations.

Creative Writing: Grades 9-12

Course Description:

Students in creative writing will focus on the imaginative aspects of writing fiction, poetry, and literary nonfiction. They will engage in lectures, discussion, workshops, and feedback sessions to improve their own craft, and they will study the works of masters in various genres to explore possibilities and examine others' creative endeavors.

Content Standards:

The student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. While the main content standard is Writing 3, narrative writing, students will work through the other modes and may find that blending the modes leads to more sophisticated creations.

Focus: This elective expands on writing standards W.TTP.1-W.TTP.3.

Creative Writing	ELA Standard Connection
CW.1 Explore strategies for accessing memory, practice using sense, and specific detail.	L.VAU.5, RL/RI.CS.4, W.RW.10
CW.2 Create a clear, precise image.	L.CSE.1, L.CSE.2, L.KL.3, W.PDW.4, W.RW.10
CW.3 Analyze written and drawn images in children's picture books.	R.KID.1, RL/RI.KID.2, RL/RI.KID.3, RL/RI.CS.4, RL/RI.CS.5, RL/RI.RRTC.10, W.RW.10
CW.4 Create a children's picture book.	W.TTP.1-3, W.PDW.4, W.RW.10
CW.5 Explore the range of poetic forms and be able to explain the opportunities and limitations of each.	W.PDW.4, W.PDW.5, W.PDW.6, W.RW.10
CW.6 Analyze personal essays and memoirs for structure and style.	L.VAU.5, RI.KID.2, RI.CS.4, RI.CS.5, RI.RRTC.10, W.RW.10
CW.7 Create a personal essay.	W.TTP.1-3, W.PDW.4-6, W.RW.10
CW.8 Analyze various short story techniques and create a short story mimicking one of the techniques.	R.KID.1, RL.KID.2, RL.KID.3, RL.CS.4, RL.RRTC.10, W.RW.10 W.TTP.3, W.PDW.5, W.RW.10
CW.9 Capture dialogue from real-life situations and analyze conversational patterns	RI.CS.4, RI.CS.5, RI.CS.6, W.RW.10
CW.10 Create biographical sketches for the observed dialogue.	W.TTP.2, W.RW.10
CW.11 Create a biographical sketch for the characters in the short story.	W.TTP.2, W.RW.10
CW.12 Revise short story with attention to information from the biographical sketch, focusing on dialogue.	W.TTP.3, W.PDW.5, W.RW.10
CW.13 Participate in collaborative workshops to review peer work.	SL.CC.1, SL.PKI.4, SL.PKI.6, W.PDW.5, W.RW.10

CW.14 Develop fluency, logic, clarity, and creativity with writing.	
CW.15 Write for a variety of audiences.	W.TTP.1-3
CW.16 Explore diverse modes and genres of writing.	W.TTP.1-3
CW.17 Utilize evaluation and revision skills.	W.TTP.1-3
CW.18 Focus on the steps of process writing.	W.PDW.5
CW.19 Use available technology in the creative process.	W.PDW.4

Advanced Creative Writing: Grades 10-12

Pre-requisite:

Creative Writing

Course Description:

Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. Creative Writing allows them to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

Content Standard:

The student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. This elective expands on writing standards W.TTP.1-W.TTP.3.

Advanced Creative Writing	ELA Standard Connection
Students may also build on the work started in Creative Writing.	
ACW.1 Study the structure of a 2- character scene and create an original	L.CSE.1-3, 5-6, W.PDW.4-6 RL.KID.2, RL.KID.3, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
ACW.2 Study the role of obstacles for the characters and how to use the obstacle to develop the theme.	RL.KID.3, RL.CS.4-6, W.TTP.2, W.PDW.4-6
ACW.3 Create character motivation statements.	L.CSE.1-3, 5-6, RL.KID.3, RL.CS.4-6, W.TTP.2, W.PDW.4-6
ACW.4 Write a detailed autobiography of each character as part of a character study.	L.CSE.1-3, 5-6, RI.KID.3, RI.CS.4-6, W.TTP.2, W.PDW.4-6
ACW.5 Develop inner monologue for each character in an original scene or create an inner monologue for characters in a professionally written script.	L.CSE.1-3, 5-6, RL.KID.3, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
ACW.6 As study in character development, write a letter from each character to the other character	L.CSE.1-3, 5-6, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
ACW.7 Compare and contrast the role of stage directions in works such as Edward Albee and Eugene O'Neil. Write a set of stage directions for a 2-scene play mimicking the style of two different approaches.	L.CSE.1-3, 5-6, RI.CS.4-6, W.TTP.2, W.PDW.4-6
ACW.8 Analyze the role of set design and directions in a script. Evaluate two different directors' decisions on the same play or scene.	W.TTP.2, W.PDW.4-6
ACW.9 Analyze the role of costume decisions and determine the appropriate amount of direction in a 2-scene script.	W.TTP.2, W.PDW.4-6

ACW.10 Explore non-traditional and experimental writing forms.	L.CSE.1-3, 5-6, RL/RI.KID 1-3, RL/RI.CS.4-6, W.TTP.1-3, W.PDW.4-6
ACW.11 Develop a series of micro essays and explore journals and magazines that publish them.	L.CSE.1-3, 5-6, RI.KID.3, RI.CS.4-6, W.TTP.1-3, W.PDW.4-6
ACW.12 Create a PSA in digital form and find an authentic audience with which to share it.	L.CSE.1-3, 5-6, RI.KID.3, RL.CS.4-6, RI.IKI.7-8, W.TTP.1-3, W.PDW.4-6, W.RBPK.7-8, W.RW.10
ACW.13 Revise poems from Creative Writing and focus on creating a compilation of various forms on a single topic.	W.PDW.4, W.PDW.5, W.PDW.6, W.RW.10, W.PDW.4-6
ACW.14 Engage in collaborative discussions to provide peer feedback	SL.CC.1, SL.PKI.4, SL.PKI.6, W.PDW.5, W.RW.10
ACW.15 Develop fluency, logic, clarity, and creativity.	
ACW. 16 Write for a variety of audiences.	W.TTP.1-3
ACW.17 Explore diverse modes and genres of writing.	W.TTP.1-3
ACW.18 Utilize evaluation and revision skills.	W.PDW.5
ACW.19 Focus on the steps of the process writing.	W.PDW.4
ACW.20 Use available technology in the creative process.	W.PDW.6