

Nebraska State Learning Standards Language Arts Grades 9-12

Correlation
with



PASS

PORTABLE ASSISTED STUDY SEQUENCE

English I-IV & Creative Writing



National PASS Center
Geneseo Migrant Center
27 Lackawanna Avenue
Mount Morris, NY 14510
(585) 658-7960
(585) 658-7969 (fax)
www.migrant.net/pass

Content Specialist:

Donna Spence

Layout / Formatting:

Eva McKendry

Melisa Swain

Editor:

Sally Fox

Developed by the National PASS Center under the leadership of the National PASS Coordinating Committee with funding from the Nebraska Department of Education Migrant Education Program.

Genesee Valley Educational Partnership
success stories written here

Table of Contents

| | Page |
|---|-------------|
| What is PASS? | 2 |
| PASS and Nebraska Standards | 3 |
| Nebraska Learning Standards | |
| Reading Standard | 4 |
| Writing Standard | 5 |
| Speaking/Listening Standard | 6 |
| Multiple Literacy Standard | 7 |
| English I | |
| Alignment of Nebraska Language Arts Learning Standards | 8 |
| Literary Selections | 10 |
| Readability Scores | 11 |
| Unit Objectives | 12 |
| English II | |
| Alignment of Nebraska Language Arts Learning Standards | 22 |
| Literary Selections | 24 |
| Readability Scores | 25 |
| Unit Objectives | 26 |
| English III | |
| Alignment of Nebraska Language Arts Learning Standards | 36 |
| Literary Selections | 38 |
| Readability Scores | 39 |
| Unit Objectives | 40 |
| English IV | |
| Alignment of Nebraska Language Arts Learning Standards | 50 |
| Literary Selections | 52 |
| Readability Scores | 53 |
| Unit Objectives | 54 |
| Creative Writing | |
| Alignment of Nebraska Language Arts Learning Standards | 64 |
| Literary Selections | 65 |
| Readability Scores | 66 |
| Unit Objectives | 67 |
| PASS English I–IV and Creative Writing to Nebraska English Language Arts Standards | |
| Reading Standard | 72 |
| Writing Standard | 73 |
| Speaking/Listening Standard | 74 |
| Multiple Literacy Standard | 74 |
| Additional NPC Offerings | 75 |

WHAT IS PASS?

PASS (Portable Assisted Study Sequence) is a nationally recognized program offering mobile secondary students, and others deserving special consideration, an alternative means of earning full or partial academic course credits or building educational skills.

PASS RATIONALE

With PASS, a student works semi-independently with the assistance of a mentor/instructor who meets or is in contact with the student on a regular basis. The curriculum consists of learner-centered materials developed specifically for PASS which include current teaching strategies to assist the learner. Students can undertake courses at their own pace and in any location or setting deemed appropriate. With the cooperation of school counselors and administrators, a student can begin a course in one location and complete it in another, or work on a needed course at a convenient time, making PASS an ideal way for mobile students to stay current or catch up with their studies.

Each semester packet consists of five study units complete with unit tests; a student needing only partial credit for a semester course, or who is seeking a way to strengthen specific skills, can complete only the units necessary instead of the entire course. Each unit equals approximately twelve to eighteen hours of instruction. Upon successful completion of an entire semester packet, students are eligible for ½ high school course credit (Carnegie). Each PASS semester course is designed to include all necessary materials for course completion.

PASS AND NEBRASKA STANDARDS

Courses developed by the National PASS Center (NPC) have been created in alignment with the most current academic standards of several states: specifically Arizona, Florida, Kansas, Michigan, New York, Texas, Washington and Wisconsin, in addition to national standards wherever possible.

While some state standards are rather broad and general in nature others are highly detailed and specific. These differences have lent themselves to the production of courses that address a wide-ranging blend and balance of academic requirements, resulting in materials that are especially rich and comprehensive in nature. Consequently, when correlations have been done with states other than those considered in the initial curriculum development, the NPC has found few instances of standards that were not already covered within the courses in question, as is the case with Nebraska.

In preparing to provide a correlation of current PASS courses with Nebraska State Learning Standards, a variety of formats and versions of those standards were discovered on the Internet. For the purpose of this correlation, the Nebraska State Learning Standards addressed are those found at the following web site:

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

The Nebraska Language Arts Standards for Grade 12 as approved by the State Board on April 2, 2009, are included in this publication.

NEBRASKA LEARNING STANDARDS

READING: Students will learn and apply reading skills and strategies to comprehend text.

12.1.4 FLUENCY: Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression

- a. Independently incorporate elements of prosodic reading to interpret text in a variety of situations.
- b. Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- c. Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally).

12.1.5 VOCABULARY: Students will build literary, general academic, and content specific grade-level vocabulary.

- a. Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.
- b. Relate new grade level vocabulary to prior knowledge and use in new situations.
- c. Independently apply appropriate strategy to determine meaning of unknown words in text.
- d. Use semantic relationships to evaluate, defend, and make judgments.
- e. Determine meaning using print and digital reference materials.

12.1.6 COMPREHENSION: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.

- a. Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources.
- b. Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- c. Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices).
- d. Summarize, analyze, synthesize, and evaluate informational text.
- e. Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- f. Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists).
- g. Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding.
- h. Critique the effects of historical, cultural, political, and biographical influences in a variety of genres.
- i. Use narrative and informational text to develop a national and global multi-cultural perspective.
- j. Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and additional sources to support answers.
- k. Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoyment, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- l. Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- m. Self-monitor comprehension for accuracy and understanding when errors detract from meaning and applying appropriate strategies to self-correct.
- n. Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.
- o. Respond to text verbally, in writing, or artistically.

NEBRASKA LEARNING STANDARDS

G grades
9-12

Writing: Students will learn and apply writing skills and strategies to communicate.

12.2.1 WRITING PROCESS: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- a. Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- b. Generate draft by:
 - Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
 - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
 - Applying standard rules of sentence formation, including parallel structure and subordination
- c. Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- d. Provide oral, written and/or electronic feedback to others feedback to improve own writing.
- e. Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- f. Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements).

12.2.2 WRITING GENRES: Students will write for a variety of purposes and audiences in multiple genres.

- a. Write in a variety of genres, considering purpose, audience, medium, and available technology.
- b. Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay).
- c. Select and apply an organizational structure appropriate to the task.
- d. Analyze models and examples (own and others) of various genres in order to create a similar piece.

NEBRASKA LEARNING STANDARDS

Speaking/Listening: Students will learn and apply speaking and listening skills and strategies to communicate.

12.3.1 SPEAKING SKILLS: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

- a. Communicate ideas and information in a manner appropriate for the purpose and setting.
- b. Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- c. Utilize available media to enhance communication.

12.3.2 LISTENING SKILLS: Students will develop, apply, and refine active listening skills across a variety of situations.

- a. Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- b. Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations.
- c. Listen to and evaluate the clarity, quality, and effectiveness of important points, arguments, and evidence being communicated.

12.3.3 RECIPROCAL COMMUNICATION: Students will develop, apply, and adapt reciprocal communication skills.

- a. Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- b. Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).

NEBRASKA LEARNING STANDARDS

Multiple Literacy: Students will identify, locate, and evaluate information.

12.4.1 MULTIPLE LITERACY: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

- a. Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- b. Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation, assistance, publication guidelines).
- c. Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- d. Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- e. While reading, listening, and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- f. Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- g. Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog).

English IA

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Myths, Tales, and Legends

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-c, e; 12.1.6 a-g, j-m, o |
| Writing | 12.2.1 a-f*; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-b; 12.3.3 a |
| Multiple Literacy | 12.4.1 a |

Unit 2 Drama: The Diary of Anne Frank

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-f*; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a; 12.3.3 a |
| Multiple Literacy | 12.4.1 a |

Unit 3 Novel: The Old Man and the Sea

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-f*; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, f |

Unit 4 Poetry

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 b-e; 12.1.6 a, c, e, h-m, o |
| Writing | 12.2.1 a-f*; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a |

Unit 5 Nonfiction

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-c, e; 12.1.6 a, c-m, o |
| Writing | 12.2.1 a-f*; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, f |

*electronic publication of essays not required

English IB

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-d; 12.1.6 a-c, f, h-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a & b |
| Multiple Literacy | 12.4.1 a, e |

Unit 2 Drama: A Raisin in the Sun

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-e, g-j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 b; 12.3.3 a |
| Multiple Literacy | 12.4.1 a |

Unit 3 Novel: The House on Mango Street

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-b, d-j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 b-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, f |

Unit 4 Poetry

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-d; 12.1.6 a, c, h, m-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 b-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a |

Unit 5 Nonfiction

| | |
|---------------------------|---------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-d; 12.1.6 a, c-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, f |

*electronic publication of essays not required

English I – Literary Selections

English IA

Unit 1 – Short Stories

The Fall of Cronus – retold by Elizabeth Wiemann
Arachne the Weaver – retold by Elizabeth Wiemann
Daedalus and Icarus – retold by Elizabeth Wiemann
The Tiger’s Whisker – a Korean tale
The Cow-Tail Switch – an African myth
The Scholars and the Lion – an Indian tale
Brave Quest – a Native American myth
The Death of El Cid – a Spanish legend

Unit 2 – Drama

The Diary of Anne Frank – F. Goodrich &
A. Hackett

Unit 3 – Novel

The Old Man and the Sea – E. Hemmingway

Unit 4 – Poetry

Steam Shovel – Charles Malam
The Eagle – Alfred, Lord Tennyson
A Narrow Fellow in the Grass – Emily Dickinson
Snake – D. H. Lawrence
On Being Brought from Africa to America – Phyllis
Wheatley Peters
Sympathy – Paul Laurence Dunbar
I, Too – Langston Hughes
Lord Randal – author unknown
Richard Cory – Edwin Arlington Robinson
My Sort O’ Man – Paul Laurence Dunbar
Jabberwocky – Lewis Carroll
Paul Revere’s Ride – Henry Wadsworth Longfellow
A Girl’s Garden – Robert Frost
Homefires – Jane Roodenburg
Lenny’s Song – Jane Roodenburg
Woman in the Woods – Jane Roodenburg

Unit 5 – Essays

Mary White – William Allen White
The Gettysburg Address – Abraham Lincoln
I Have a Dream – Martin Luther King, Jr.
What I Am – Richard Sk Lee
Ain’t I a Woman? – Sojourner Truth
The Scotty Who Knew Too Much – James Thurber

English IB

Unit 1 – Short Stories

The Sniper – Liam O’Flaherty
The Open Window – Saki
The Most Dangerous Game – Richard Connell
Girl – Jamaica Kincaid

Unit 2 – Drama

A Raisin in the Sun – L. Hansberry

Unit 3 – Novel

The House on Mango Street – Sandra Cisneros

Unit 4 – Poetry

Eagle – Alfred, Lord Tennyson
There Is No Frigate like a Book – Emily Dickinson
The Poison Tree – William Blake
She Sweeps with Many Colored Brooms – Emily
Dickinson
Methuselah – Unknown
The Road Not Taken – Robert Frost
A Noiseless Patient Spider – Walt Whitman
The Optimist – Unknown
I Wandered Lonely as a Cloud – William Wordsworth
Reapers – Jean Toomer
When I Go to My Little Village – Artemio Covarrubias
Chavez
Picking Apples in New York – Braulio Garcia Gonzalez
The Pessimist – Ben King
One Perfect Rose – Dorothy Parker
Miss Rosie – Lucille Clifton
Money and a Friend – Anonymous
Johnny Armstrong – Anonymous
The River Merchant’s Wife – translated from the
Chinese of Li Po
Annabel Lee – Edgar Allan Poe
Formula Poems
Haiku poems – Eric Tesman and others

Unit 5 – Essays

The Storyteller – Elva Treviño Hart
Two Views of the Mississippi – Mark Twain
The Negro Speaks of Rivers – Langston Hughes
Poor Richard’s Almanack (selections) – Benjamin
Franklin
Excerpt from Travels with Charley – John Steinbeck
An Autobiography – Martin Murphy
An Answer to Some Questions on How I Write – Nikki
Giovanni
An Autobiography – Richard Sk Lee

Readability Scores

PASS English I

| Semester A | | |
|---|----------------------------|-----------------------------------|
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 72.0 | 6.2 |
| 2 – Drama: <u>Diary of Anne Frank</u> | 66.3 | 6.7 |
| 3 – Novel: <u>Old Man and the Sea</u> | 70.5 | 6.4 |
| 4 – Poetry | 75.1 | 5.1 |
| 5 – Nonfiction | 65.7 | 7.3 |
| Average | 69.92 | 6.34 |
| Semester B | | |
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 72.7 | 5.6 |
| 2 – Drama: <u>A Raisin in the Sun</u> | 59.2 | 8.0 |
| 3 – Novel: <u>The House on Mango Street</u> | 66.4 | 7.1 |
| 4 – Poetry | 73.2 | 5.4 |
| 5 – Nonfiction | 69.0 | 6.5 |
| Average | 68.1 | 6.52 |

English I A-1: Myths, Tales, and Legends

UNIT OBJECTIVES

After completing this unit on myths, tales, and legends, the student will be able to:

Background:

- discuss the background of myths
- know some of the great figures of Greek mythology
- identify unique and common elements of myths, tales, and legends

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each myth, tale or legend
- compare and contrast the stories

Literary Response:

- create a drawing in response to a story
- analyze characters and identify character traits
- make predictions about future occurrences
- write a personal response to each story

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- write a “myth”
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- identify parts of speech and their use in sentences
- complete application activities related to literary works

English I A-2: The Diary of Anne Frank
Drama by Frances Goodrich and Albert Hackett

UNIT OBJECTIVES

After completing this unit on The Diary of Anne Frank, the student will be able to:

Background:

- discuss the historical background of the Holocaust
- tell three facts about Anne Frank

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each act
- relate selected quotations from *The Diary of a Young Girl* to the play
- analyze a character's speeches
- relate selected poetry to the drama

Literary Response:

- identify and describe the setting
- analyze characters and identify character traits
- make predictions about future occurrences

Speaking/Listening:

- read a play aloud with another "actor"

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines on the drama
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- identify parts of speech and their usage
- complete application activities related to literary work

English I A-3: The Old Man and the Sea
Novel by Ernest Hemingway

UNIT OBJECTIVES

After completing this unit on The Old Man and the Sea, the student will be able to:

Background:

- tell three facts about Ernest Hemingway
- tell three facts concerning boats, fish and fishing

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions on the novel
- complete a plot outline for the novel

Literary/Visual Response:

- identify the setting and the theme
- chart elements of the plot
- analyze characters and identify character traits
- make predictions about future occurrences
- draw in response to prompts concerning the novel

Speaking/Listening:

- develop and deliver a 60-second television news story, taping it if possible
- read poems for family/friends

Writing Process:

- write journal entries in response to prompts
- write similes
- create a “found” poem
- write a one-minute television news story
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English I A-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- know techniques for reading poetry
- discover the overall meaning or theme of a poem

Literary/Visual Response:

- identify rhyme schemes
- identify rhythm schemes
- identify the voice of a poem
- draw in response to a prompt
- understand figures of speech such as simile, metaphor and personification
- write a personal response to a poem

Speaking/Listening:

- read aloud for better understanding

Writing Process:

- write journal entries in response to prompts
- paraphrase a poem
- write poems in a number of styles on a number of topics
- complete creative writing assignments

Grammar:

- identify parts of speech and how they are used in sentences
- complete application activities

English I A-5: Nonfiction

UNIT OBJECTIVES

After completing this unit on nonfiction, the student will be able to:

Background:

- understand the genre of nonfiction
- identify various types of nonfiction

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each essay
- know techniques for improving reading comprehension
- understand various literary terms important to the essay

Literary Response:

- consider your own beliefs concerning the essay topics
- analyze figurative speech used in essays

Speaking/Listening:

- interview a person as preparation for writing a character sketch
- read a character sketch to the subject

Writing Process:

- write journal entries in response to prompts
- write literary essays of various types following guidelines
- complete all stages of the writing process for a literary essay
- complete creative writing assignments

Grammar:

- punctuate correctly
- understand rules of capitalization

English I B-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- know facts about some noted writers of short stories
- understand literary devices important to short stories

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast the stories
- complete a plot outline and plot triangle

Literary/Visual Response:

- identify the setting and the theme of a short story
- analyze characters and identify character traits
- make predictions about future occurrences
- analyze ways in which meanings are communicated through visual design
- analyze content and purposes of media forms

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- write a television news story
- write a news release
- write a friendly letter
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- understand how various parts of speech are used in sentences
- complete application activities related to literary works

Visual Production:

- use visual techniques to communicate

English I B-2: A Raisin in the Sun
Drama by Lorraine Hansberry

UNIT OBJECTIVES

After completing this unit on A Raisin in the Sun, the student will be able to:

Background:

- discuss the historical background of the Civil Rights movement
- know three facts about Lorraine Hansberry

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each scene
- analyze a character's speeches
- identify themes in the work

Literary Response:

- identify and describe the setting
- analyze characters and identify character traits
- make predictions about future occurrences

Speaking/Listening:

- read parts of A Raisin in the Sun with another reader

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines on the drama
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- identify parts of speech and their usage
- complete application activities related to literary work

English I B-3: The House on Mango Street
Novel by Sandra Cisneros

UNIT OBJECTIVES

After completing this unit on The House on Mango Street, the student will be able to:

Background:

- tell three facts about Sandra Cisneros
- recognize the vignette structure for a novel
- recognize a “coming of age” novel

Vocabulary Development:

- define selected literary terms

Reading Comprehension:

- answer comprehension questions on the novel
- answer comprehension questions on a transcript of an interview

Literary Response:

- identify the setting of the novel
- identify the themes of the novel
- analyze characters and identify character traits
- make predictions about future occurrences
- draw in response to prompts concerning the novel

Writing Process:

- write journal entries in response to prompts
- write similes
- write responses to the novel according to prompts
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English I B-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- gain practice in techniques for reading and understanding poetry
- discover the overall meaning or theme of a poem

Literary Response:

- identify rhyme schemes
- identify the speaker and tone of a poem
- understand figures of speech such as simile, metaphor and personification
- identify phrases written in inverted order
- write a personal response to a poem
- create a visual response to a poem

Writing Process:

- write journal entries in response to prompts
- paraphrase a poem
- write poems in a number of styles on a number of topics
- complete creative writing assignments

Grammar:

- review parts of speech and how they are used in sentences
- complete application activities

English I B-5: Nonfiction

UNIT OBJECTIVES

After completing this unit on nonfiction, the student will be able to:

Background:

- understand the genre of nonfiction
- identify various types of nonfiction

Vocabulary Development:

- recognize selected literary terms
- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each essay
- know techniques for improving reading comprehension
- understand various literary terms important to the essay
- compare and contrast different viewpoints

Literary Response:

- consider your own beliefs concerning the essay topics
- analyze figurative speech used in essays

Speaking/Listening:

- listen carefully and respond
- analyze information in the media

Writing Process:

- write journal entries in response to prompts
- write literary essays of various types following guidelines
- complete all stages of the writing process for a literary essay
- complete creative writing assignments

Grammar:

- punctuate correctly
- understand rules of capitalization

Cultural Analysis:

- observe and discuss differing cultural perceptions
- choose valid evidence, proofs or examples to support a position
- use effective verbal strategies to present a viewpoint

English IIA

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-b; 12.1.5 a-d; 12.1.6 a-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 b-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a |

Unit 2 Drama: The Miracle Worker

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-d; 12.1.6 a-j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 b; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a |

Unit 3 Novel: The Pearl

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, f |

Unit 4 Poetry

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 b-d; 12.1.6 a, c, f, h, j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 b-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 e |

Unit 5 The Newspaper

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-b, d-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 b; 12.3.3 a |
| Multiple Literacy | 12.4.1 a, e-f |

*electronic publication of essays not required

English IIB

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 b-e; 12.1.6 a-b, d, f-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 e-f |

Unit 2 Drama: Antigone

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 a, e |

Unit 3 Novel: The Good Earth

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-d, f-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 a, e |

Unit 4 Poetry

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 b-e; 12.1.6 a, c, f, h, j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 f |

Unit 5 Essay

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 b-e; 12.1.6 a, c, f, h, j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 f |

*electronic publication of essays not required

English II – Literary Selections

English IIA

Unit 1 – Short Stories

The Necklace – Guy de Maupassant
How Much Land Does a Man Need? – Leo Tolstoy
The Devil and Daniel Webster – Stephen V. Benét
The Handsomest Drowned Man in the World – Gabriel García Márquez

Unit 2 – Drama

The Miracle Worker – Wm. Gibson

Unit 3 – Novel

The Pearl – J. Steinbeck

Unit 4 – Poetry

First Poems – B. Robert Shaw
Sestina – Elizabeth Bishop
I. Incident – Betsy Exner
II. Sonnet – Betsy Exner
III. Getting the Knack – Betsy Exner
Those Winter Sundays – Robert Hayden
The Death of the Hired Man – Robert Frost
Fog – Carl Sandburg
old age sticks – e.e. cummings
I'm Nobody! Who Are You? – Emily Dickinson
Onomatopoeia – Eve Merriam
Knoxville, Tennessee – Nikki Giovanni
Sea Fever – John Masefield
Theme for English B – Langston Hughes

Unit 5 – The Newspaper

Fed by Rumors, Fears of Gangs Keep Pupils Home....
No Accord and Little Optimism,....
EPA bungling leaves 'environmental justice' elusive
Damage from Sport Utility Vehicles
'Mask of Zorro': A Slice and Dice Adventure
Yankees and Tigers say let's play 17
Labor Relations: UAW to let arbitrator decide....

English IIB

Unit 1 – Short Stories

Blues Ain't No Mockin' Bird – Toni Cade Bambara
Los Boxers – Sandra Cisneros
Rules of the Game – Amy Tan
Thank You M'am – Langston Hughes
The Story of an Hour – Kate O'Flaherty Chopin
Mammon and the Archer – O. Henry

Unit 2 – Drama

Antigone – Sophocles

Unit 3 – Novel

The Good Earth – Pearl Buck

Unit 4 – Poetry

Song of the Sky Loom – Anonymous
A Pretty Woman – Simon J. Ortiz
The Base Stealer – Robert Francis
Shiloh: A Requiem – Herman Melville
The Raven – Edgar Allen Poe
I Hear America Singing – Walt Whitman
Because I Could Not Stop for Death – Emily Dickinson
I Taste a Liquor Never Brewed – Emily Dickinson
A Black Man Talks of Reaping – Arna Bontemps
Mirror – Sylvia Plath
Chicago – Carl Sandburg
Grass – Carl Sandburg
Out, Out – Robert Frost

Unit 5 – Non-fiction

The Night the Ghost Got In – James Thurber
No News from Auschwitz – A. M. Rosenthal
Partnership: A Blind Man and His Dog – Peter Putnam
Reply to the U.S. Government – Chief Seattle
Real Men and Women – Charles Osgood

Readability Scores

PASS English II

| Semester A | | |
|--------------------------------------|----------------------------|-----------------------------------|
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 75.9 | 5.9 |
| 2 – Drama: <u>The Miracle Worker</u> | 69.5 | 6.2 |
| 3 – Novel: <u>The Pearl</u> | 68.9 | 6.0 |
| 4 – Poetry | 76.8 | 4.6 |
| 5 – Nonfiction | 54.3 | 9.2 |
| Average | 69.1 | 6.4 |

| Semester B | | |
|----------------------------------|----------------------------|-----------------------------------|
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 75.1 | 5.4 |
| 2 – Drama: <u>Antigone</u> | 64.1 | 7.2 |
| 3 – Novel: <u>The Good Earth</u> | 74.1 | 5.7 |
| 4 – Poetry | 73.5 | 5.2 |
| 5 – Nonfiction | 67.1 | 7.1 |
| Average | 70.8 | 6.1 |

English II A-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- know facts about several noted short story writers
- discuss background events of New England history

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each story
- complete short story outlines for stories read
- develop plot triangles for short stories

Literary Response:

- compare and contrast the stories
- analyze characters and identify character traits
- make predictions about future occurrences
- prepare a sketch in response to a story
- write a personal response for a story

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- identify parts of speech and their use in sentences
- complete application activities related to literary works

English II A-2: The Miracle Worker

Drama by William Gibson

UNIT OBJECTIVES

After completing this unit on The Miracle Worker, the student will be able to:

Background:

- know three facts about Annie Sullivan
- know three facts about Helen Keller
- know three facts about the Braille alphabet

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each scene
- analyze a character's speeches
- know techniques for reading a play
- identify themes in the work
- prepare timelines and character charts

Literary Response:

- identify and describe the settings
- analyze characters and identify character traits
- make predictions about future occurrences
- prepare drawn literary responses

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines on the drama
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- identify parts of speech and their usage
- complete application activities related to literary work

English II A-3: The Pearl
Novel by John Steinbeck

UNIT OBJECTIVES

After completing this unit on The Pearl, the student will be able to:

Background:

- tell three facts about the relations between the Spanish and Indians in Mexico
- know the background for Steinbeck's writing the novel
- understand a parable as a literary form

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer various types of comprehension questions on the novel
- complete a timeline for story events

Literary Response:

- identify the setting of the novel
- identify the themes of the novel
- analyze characters and identify character traits
- make predictions about future occurrences
- draw in response to prompts concerning the novel

Writing Process:

- write journal entries in response to prompts
- write similes, metaphors, and examples of personification
- write responses to the novel according to prompts
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English II A-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre
- know literary terms associated with poetry

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- gain practice in techniques for reading and understanding poetry
- discover the overall meaning or theme of a poem

Literary Response:

- identify rhyme schemes
- identify the speaker and tone of a poem
- understand and identify figures of speech, such as simile, metaphor and personification
- write a personal response to a poem
- read a poem aloud, taking the part of a person in the poem

Writing Process:

- write journal entries in response to prompts
- paraphrase a poem
- write poems in a number of styles on a number of topics
- complete creative writing assignments

Grammar:

- review parts of speech and how they are used in sentences
- complete application activities

English II A-5: The Newspaper

UNIT OBJECTIVES

After completing this unit on the newspaper, the student will be able to:

Background:

- identify and discuss the content of various sections of a newspaper
- name five different jobs involved in producing a newspaper

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions concerning newspaper stories
- know techniques for improving reading comprehension of the newspaper
- read and analyze charts and graphs

Literary Response:

- analyze stories for opinions presented
- analyze a story to consider your own opinion on a topic

Writing Process:

- write journal entries in response to prompts
- write newspaper stories of various types following guidelines
- complete all stages of the writing process for a newspaper story
- write a letter to the editor
- complete creative writing assignments

Grammar:

- punctuate correctly
- understand rules of capitalization

English II B-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- know facts about some noted writers of short stories
- understand literary devices important to short stories, such as conflict, point of view, theme

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast the stories
- complete a plot outline and plot triangle

Literary Response:

- identify the setting and the theme of a short story
- analyze characters and identify character traits
- make predictions about future occurrences
- respond to a short story with a sketch

Writing Process:

- write journal entries in response to prompts
- write a friendly letter
- write a television story about the events in a story
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- understand how various parts of speech are used in sentences
- complete application activities related to literary works

English II B-2: Antigone
Drama by Sophocles

UNIT OBJECTIVES

After completing this unit on Antigone, the student will be able to:

Background:

- discuss the beginnings of drama
- tell three facts about the Greek theater

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each act
- relate selected quotations from Antigone to the play
- analyze a character's speeches
- relate action to a plot diagram

Literary Response:

- identify and describe the setting
- analyze characters and identify character traits
- make predictions about future occurrences
- make drawings in response to prompts

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines on the drama
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- identify parts of speech and their usage
- complete application activities related to literary work

English II B-3: The Good Earth

Novel by Pearl Buck

UNIT OBJECTIVES

After completing this unit on The Good Earth, the student will be able to:

Background:

- tell three facts about Pearl Buck
- tell three facts concerning the history of China

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- know common prefixes and suffixes

Reading Comprehension:

- answer comprehension questions on the novel
- complete a plot outline for the novel
- interpret a map
- complete character charts
- complete plot outlines
- understand the literary terms, protagonist, antagonist, conflict

Literary Response:

- identify the setting and the theme
- chart elements of the plot
- analyze characters and identify character traits
- make predictions about future occurrences
- draw in response to prompts concerning the novel

Writing Process:

- write journal entries in response to prompts
- write a critical review of The Good Earth, responding to an earlier one
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English II B-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- understand poetry as a literary form

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- gain practice in techniques for reading and analyzing poetry
- paraphrase a poem

Literary Response:

- identify rhyme schemes
- note uses of such literary devices as alliteration, internal rhyme, refrain, allusion
- understand figures of speech such as simile, metaphor and personification
- write a personal response to a poem

Writing Process:

- write journal entries in response to prompts
- write descriptive poems and paragraphs
- complete creative writing assignments
- write a catalog poem

Grammar:

- review parts of speech and their use in sentences
- complete application activities

English II B-5: Essays

UNIT OBJECTIVES

After completing this unit on nonfiction, the student will be able to:

Background:

- understand essays as a type of literature
- know facts about several writers of essays

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each essay
- know techniques for improving reading comprehension
- understand various literary terms important to the essay

Literary Response:

- consider your own beliefs concerning the essay topics
- consider stereotypical attitudes
- identify various types of essays
- analyze tone and descriptive techniques

Writing Process:

- write journal entries in response to prompts
- write literary essays of various types following guidelines
- complete all stages of the writing process for a literary essay
- complete creative writing assignments

Grammar:

- punctuate correctly
- understand rules of capitalization

English IIIA

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-d, f-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a |

Unit 2 Drama: Our Town

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-f, h, j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, c, f, g |

Unit 3 Novel: To Kill a Mockingbird

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 f |

Unit 4 Poetry

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c, f, h, j-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, c |

Unit 5 Nonfiction

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a-c, f, g |

*electronic publication of essays not required

English IIB

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-c, f-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 a |

Unit 2 Drama: Death of a Salesman

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-d, f-g, j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-c |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a, c; 12.3.3 a |
| Multiple Literacy | 12.4.1 a, e |

Unit 3 Novel: The Adventures of Huckleberry Finn

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-c, f-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, e |

Unit 4 Poetry

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c, h, j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-b; 12.3.2 a-c; 12.3.3 a |
| Multiple Literacy | 12.4.1 f |

Unit 5 Nonfiction

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a-c, f-g |

*electronic publication of essays not required

English III – Literary Selections

English IIIA

Unit 1 – Short Stories

By the Waters of Babylon – Stephen Vincent
Benét
The Circuit – Francisco Jimenez
The Fight – Stephen Crane
Dr. Heidegger’s Experiment – Nathaniel
Hawthorne
The Tell-Tale Heart – Edgar Allan Poe

Unit 2 – Drama

Our Town – Thornton Wilder

Unit 3 – Novel

To Kill a Mockingbird – Harper Lee

Unit 4 – Poetry

Catch – Robert Francis
Memory – Abraham Lincoln
To My Dear and Loving Husband – Anne
Bradstreet
A Psalm of Life – Henry Wadsworth Longfellow
Casey at the Bat – Ernest Lawrence Thayer
Blackberry Eating – Galway Kinnell
Follow the Drinking Gourd – anonymous
To Be of Use – Marge Piercy
You Tell Me – Jewel Kilcher
Spring and All – William Carlos Williams
next to god of course america i – e.e. cummings
The Job – Janine Pommy Vega

Unit 5 – Essays

The Day of Days – M. L. King, Jr
.Life and Time – Frederick Douglass
Chief Seattle’s 1854 Oration
I Will Fight No More Forever – Chief Joseph
I Have Heard Talk and Talk – Chief Joseph
Anniversary of the Bureau of Indian Affairs –
Kevin Gover, Assistant Secretary – Indian
Affairs, U.S. Dept. of the Interior
Produce Less Waste by Practicing the 3 Rs –
Environmental Protection Agency

English IIIB

Unit 1 – Short Stories

A Rose for Emily – William Faulkner
Revolt of Mother – Mary Wilkins Freeman
An Occurrence at Owl Creek Bridge – Ambrose Bierce
The Cat Bird Seat – James Thurber
The Lottery – Shirley Jackson

Unit 2 – Drama

Death of a Salesman – Arthur Miller

Unit 3 – Novel

Huckleberry Finn – Mark Twain

Unit 4 – Poetry

Upon the Burning of Our House – Anne Bradstreet
Boast Not, Proud English – Roger Williams
I Have Killed the Deer – anonymous
Concord Hymn – Ralph Waldo Emerson
The Raven – Edgar Allan Poe
O Captain! My Captain! – Walt Whitman
What Is Grass – Walt Whitman
Bivouac on a Mountain Side – Walt Whitman
Success Is Counted Sweetest – Emily Dickinson
Some Keep the Sabbath Going to Church – Emily
Dickinson
War Is Kind – Stephen Crane
The Wayfarer – Stephen Crane
Think As I Think – Stephen Crane
Selections from Spoon River Anthology – Edgar Lee
Masters
Cool Tombs – Carl Sandburg
Happiness – Carl Sandburg
Miniver Cheevy – E.A. Robinson
The Eagle and the Mole – Elinor Wylie
Song of a Second April – Edna St. Vincent Millay
In Hardwood Groves – Robert Frost
This Is Just to Say – William Carlos Williams
pity this busy monster, manunkind – e.e. cummings
The Octopus – Ogden Nash

Unit 5 – Essays

Excerpt from Black Boy – Richard Wright
Straw Into Gold – Sandra Cisneros
Maintaining the Crime Supply – B. Ehrenreich
Lessons of M.L. King, Jr. – Caesar Chavez
Scholarship Essay – Azucena Calderon

Readability Scores

PASS English III

| Semester A | | |
|---|----------------------------|-----------------------------------|
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 73.6 | 6.0 |
| 2 – Drama: <u>Our Town</u> | 70.2 | 5.9 |
| 3 – Novel: <u>To Kill a Mockingbird</u> | 67.6 | 6.7 |
| 4 – Poetry | 76.4 | 5.0 |
| 5 – Nonfiction | 59.1 | 8.3 |
| Average | 69.4 | 6.4 |
| Semester B | | |
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 74.0 | 5.8 |
| 2 – Drama: <u>Death of a Salesman</u> | 66.7 | 6.4 |
| 3 – Novel: <u>The Adventures of Huck Finn</u> | 69.4 | 6.2 |
| 4 – Poetry | 75.5 | 5.0 |
| 5 – Nonfiction | 68.1 | 6.8 |
| Average | 70.7 | 6.0 |

English III A-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- know something about the author of each short story
- understand the background as it affects a story
- define elements of the short story

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- know the prefixes and roots of selected vocabulary words

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast short stories

Literary/Visual Response:

- identify the setting and the theme of a story
- complete a short story outline
- analyze characters and identify character traits
- identify imagery used in a story
- make predictions about future occurrences
- give personal written and visual responses to a story
- analyze ideas presented in two media

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- use specific examples from a story to support responses
- complete creative writing assignments

Grammar:

- understand how various parts of speech are used in sentences
- complete application activities related to literary works

English III A-2: Our Town
Drama by Thornton Wilder

UNIT OBJECTIVES

After completing this unit on Our Town, the student will be able to:

Background:

- tell three facts about Thornton Wilder
- understand some of Wilder's innovations
- know some literary terms associated with the drama

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- understand the roots of selected vocabulary words

Reading Comprehension:

- answer comprehension questions for each act
- analyze a character's speeches

Literary/Visual Response:

- identify the setting and the theme
- analyze the plot structure
- analyze characters and identify character traits
- make predictions about future occurrences
- locate props and furniture on stage diagrams

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- evaluate a literary performance
- interview for an oral history

Writing Process:

- write journal entries in response to prompts
- complete creative writing assignments
- support responses with details from the play
- draft, edit and revise essays
- write a review of Our Town
- write a biography from interview notes

Grammar:

- understand the parts of speech and how they relate to sentences
- complete application activities related to literary work

English III A-3: To Kill a Mockingbird

Novel by Harper Lee

UNIT OBJECTIVES

After completing this unit on To Kill a Mockingbird, the student will be able to:

Background:

- tell three facts about Harper Lee
- tell about the background of a novel as a literary form
- understand the historical background for To Kill a Mockingbird
- know the elements of the novel form

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- know the roots of selected vocabulary words

Reading Comprehension:

- know techniques for increasing reading comprehension
- answer comprehension questions for each chapter

Literary/Visual Response:

- identify the setting and themes
- analyze characters and identify character traits
- analyze a news story's presentation in different media

Listening/Speaking:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- deliver a speech defending one of the novel's characters

Writing Process:

- write journal entries in response to prompts
- complete creative writing assignments
- write various types of newspaper articles
- support responses to questions with details from the novel
- write a friendly letter
- write accounts of an experience using varied points of view

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English III A-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre
- understand literary terms associated with poetry
- know about literary periods for poetry of the United States

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- discover the overall meaning or theme of a poem
- paraphrase a poem

Literary/Visual Response:

- identify rhyme schemes
- identify the tone of a poem
- understand figures of speech
- write a personal response to a poem
- create a visual response to a poem

Speaking/Listening:

- present poems orally
- listen carefully to suggestions, asking questions as necessary

Writing Process:

- write journal entries in response to prompts
- write poems on a number of topics

Grammar:

- review parts of speech and how they are used in sentences
- complete application activities

English III A–5: Nonfiction

UNIT OBJECTIVES

After completing this unit on nonfiction, the student will be able to:

Background:

- understand the historical background for selected nonfiction works
- know facts about several well known writers/speakers
- understand certain literary terms associated with nonfiction
- understand aspects of various media

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each piece
- read with particular goals
- relate happenings of nonfiction pieces to your own life

Literary Response:

- consider personal beliefs concerning nonfiction pieces

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- deliver a brief talk

Writing Process:

- write journal entries in response to prompts
- complete all stages of the writing process for a literary essay
- write a newspaper article
- support responses with details from nonfiction pieces
- know key factors for effective writing

Grammar:

- understand conjunctions and interjections and their relation to sentences
- identify phrases and clauses

English III B-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- know something about the author of each short story
- understand the background as it affects a story
- define elements of the short story

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- know the prefixes and roots of selected vocabulary words

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast short stories

Literary/Visual Response:

- identify the setting and the theme of a story
- complete a short story outline
- analyze characters and identify character traits
- identify imagery used in a story
- make predictions about future occurrences
- explain and identify examples of types of conflict
- write personal and visual responses to a story
- analyze content and purposes of media forms and messages

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- use specific examples from a story to support responses
- complete creative writing assignments

Grammar:

- understand how various parts of speech are used in sentences
- complete application activities related to literary works

English III B-2: Death of a Salesman

Drama by Arthur Miller

UNIT OBJECTIVES

After completing this unit on Death of a Salesman, the student will be able to:

Background:

- tell three facts about Arthur Miller
- understand some of Miller's innovations
- understand some of the symbols used in the play
- know some literary terms associated with the drama

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- understand the roots of selected vocabulary words

Reading Comprehension:

- answer comprehension questions for each act
- identify quotations and the character or event to which they refer
- analyze a character's speeches

Literary/Visual Response:

- identify the setting and the theme
- analyze the plot structure
- analyze characters and identify character traits
- make predictions about future occurrences

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- prepare and deliver a sales speech

Writing Process:

- write journal entries in response to prompts
- complete creative writing assignments
- support responses with details from the play
- draft, edit and revise essays

Grammar:

- understand the parts of speech and how they relate to sentences
- complete application activities related to literary work

English III B-3: The Adventures of Huckleberry Finn

Novel by Mark Twain

UNIT OBJECTIVES

After completing this unit on The Adventures of Huckleberry Finn, the student will be able to:

Background:

- tell three facts about Mark Twain
- know the various sections and articles of a newspaper
- understand the historical background for the novel
- understand the superstitions the characters observe

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- learn about the roots of selected vocabulary words

Reading Comprehension:

- answer comprehension questions for each chapter
- complete a plot summary

Literary/Visual Response:

- identify the setting and themes
- chart elements of the plot
- analyze characters and identify character traits
- develop visual responses to the story
- follow the adventures on a map

Listening/Speaking:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- deliver a radio speech

Writing Process:

- write journal entries in response to prompts
- complete creative writing assignments
- write various types of newspaper articles and advertisements
- compile a newspaper
- support responses to questions with details from the novel

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English III B-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre
- understand literary terms associated with poetry
- know about literary periods for poetry of the United States

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- know techniques for reading poetry
- discover the overall meaning or theme of a poem
- paraphrase a poem

Literary/Visual Response:

- identify rhyme schemes
- identify the speaker and tone of a poem
- understand figures of speech such as simile, metaphor and personification
- write a personal response to a poem
- create a visual response to a poem

Speaking/Listening:

- present poems orally
- listen carefully to suggestions, asking questions as necessary

Writing Process:

- write journal entries in response to prompts
- write poems on a number of topics
- complete creative writing assignments
- assemble a portfolio of poems

Style and Usage:

- review parts of speech and how they are used in sentences
- improve writing style and clarity

English III B–5: Nonfiction

UNIT OBJECTIVES

After completing this unit on nonfiction, the student will be able to:

Background:

- understand the historical background for selected nonfiction works
- know facts about several well known writers
- understand certain literary terms associated with nonfiction

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each piece
- know techniques for improving reading comprehension
- read with particular goals
- relate happenings of nonfiction pieces to your own life

Literary/Visual Response:

- consider personal beliefs concerning nonfiction pieces
- analyze figurative speech
- develop visual responses to literary works

Research:

- obtain information on colleges from the Internet or libraries

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- complete all stages of the writing process for a literary essay
- support responses with details from nonfiction pieces
- write a business letter
- complete a college application
- write a personal essay for a job or college application

Grammar:

- understand the parts of speech and how they relate to sentences
- complete application activities related to literary works

English IVA

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories: **Mystery, Suspense, and the Supernatural**

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-c, f-g, j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 b; 12.3.3 b |
| Multiple Literacy | 12.4.1 a |

Unit 2 Drama: **Macbeth**

| | |
|---------------------------|-------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a-c, f |

Unit 3 Novel: **Animal Farm**

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a, c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, c |

Unit 4 Continuing Your Education/Finding a Job

| | |
|---------------------------|---|
| Reading | 12.1.4 a-b; 12.1.5 a-c, e; 12.1.6 a, f, j-k, m, o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a, c; 12.3.2 a-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, c, f-g |

Unit 5 The Research Paper

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, d-l, k-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a-c, f |

*electronic publication of essays not required

English IVB

Alignment of Nebraska Learning Standards – Language Arts

Unit 1 Short Stories

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-d, f-g, j-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, e-f |

Unit 2 Drama: Pygmalion

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-b, d-f, h-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, c, e-f |

Unit 3 Novel: Lord of the Flies

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-d, f-j, l-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, e-f |

Unit 4 Poetry

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c, f, j-m, o |
| Writing | 12.2.1 a, d, f; 12.2.2 a, b, d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, e-f |

Unit 5 Non Fiction: Essays

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c-m, o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, c-d, f-g |

*electronic publication of essays not required

English IV – Literary Selections

English IVA

Unit 1 – Short Stories

The Signalman – Charles Dickens
The Red-Headed League – Sir Arthur Conan Doyle
The Monkey’s Paw – W. W. Jacobs
The Fisherman and His Wife – folk tale

Unit 2 – Drama

Macbeth – Shakespeare

Unit 3 – Novel

Animal Farm – George Orwell

Unit 4 – Finding a Job/College Essay

Unit 5 – The Research Paper

The Declaration of Independence – Thomas Jefferson
The Words of Chief Joseph – In-mut-too-yah-lat-lat (Chief Joseph)
Second Inaugural Address – Abraham Lincoln
Civil Disobedience – Henry David Thoreau
First Inaugural Address – Thomas Jefferson
Declaration of Conscience – Margaret Chase Smith
Inaugural Address – John F. Kennedy
Letter From a Birmingham Jail – Martin Luther King, Jr.
The Solitude of Self – Elizabeth Cady Stanton
Independence Day Speech at Rochester – Frederick Douglass
The Four Freedoms – Franklin Delano Roosevelt

English IVB

Unit 1 - Short Stories

A Mild Attack of Locusts – Doris Lessing
The Demon Lover – Elizabeth Bowen
The Destructors – Graham Greene
The Open Window – Saki

Unit 2 – Drama

Pygmalion – G.B. Shaw

Unit 3 – Novel

Lord of the Flies – Wm. Golding

Unit 4 – Poetry

Because I Could Not Stop for Death – Emily Dickinson
Tired Is the Word for Being Rich – Frank Clifton
Love Me Blues – Robert, Eddie, John C., Troy, Tyrone
The Road Not Taken – Robert Frost
A Red, Red Rose – Robert Burns
Stopping by Woods on a Snowy Evening – Robert Frost
How Do I Love Thee? – Elizabeth Barrett Browning
On My First Son – Ben Jonson
About Me – Charlie Junior Spinks
Sympathy – Paul Laurence Dunbar
Caged Bird – Maya Angelou
Sir Patrick Spens – Anonymous
Sonnet 29 – William Shakespeare
Sonnet 10 – John Donne
To an Athlete Dying Young – A.E. Housman
Snake – D. H. Lawrence

Unit 5 – Essays

Meditation 17 – John Donne
Excerpt from A Journal of the Plague Year – Daniel Defoe
A Modest Proposal – Jonathan Swift
Excerpt from The Life of Samuel Johnson – James Boswell
Shooting an Elephant – George Orwell

Readability Scores

PASS English IV

| Semester A | | |
|---|----------------------------|-----------------------------------|
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 76.2 | 5.5 |
| 2 – Drama: <u>Macbeth</u> | 69.8 | 6.0 |
| 3 – Novel: <u>Animal Farm</u> | 67.3 | 6.7 |
| 4 – Continuing Your Education/Finding a Job | 63.0 | 7.6 |
| 5 – The Research Paper | 58.0 | 8.9 |
| Average | 66.9 | 6.9 |
| Semester B | | |
| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
| 1 – Short Stories | 75.2 | 5.4 |
| 2 – Drama: <u>Pygmalion</u> | 63.0 | 7.1 |
| 3 – Novel: <u>Lord of the Flies</u> | 67.8 | 6.1 |
| 4 – Poetry | 72.2 | 5.4 |
| 5 – Nonfiction | 64.4 | 8.6 |
| Average | 68.5 | 6.5 |

English IV A-1: Short Stories Mystery, Suspense and the Supernatural

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- tell something about the author of each short story
- discuss how the author's background relates to the story
- define elements of the short story
- identify elements of suspense

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast the stories

Literary Response:

- identify the setting and the theme
- chart elements of the plot
- analyze characters and identify character traits
- visualize and draw plot elements and characters
- make predictions about future occurrences
- explain and identify examples of types of conflict
- apply the characteristics of the short story to one of the stories
- write a personal response to each story

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- review definitions, usage, and examples
- complete application activities related to literary works

English IV A-2: Macbeth
Drama by William Shakespeare

UNIT OBJECTIVES

After completing this unit on Macbeth, the student will be able to:

Background:

- tell three facts about William Shakespeare and the Globe Theater
- discuss the historical context of Macbeth

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- define literary terms that apply to Shakespeare's work

Reading Comprehension:

- answer comprehension questions for each act
- identify quotations and the character or event to which they refer
- analyze a character's speeches

Literary Response:

- identify the setting and the theme
- analyze the plot structure of Macbeth
- analyze characters and identify character traits
- visualize and draw characters in Macbeth
- make predictions about future occurrences
- discuss Shakespeare's use of metaphor

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines on the rise and fall of Macbeth
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- review definitions, usage, and examples
- complete application activities related to literary work

English IV A-3: Animal Farm
Novel by George Orwell

UNIT OBJECTIVES

After completing this unit on Animal Farm, the student will be able to:

Background:

- tell three facts about George Orwell
- discuss Orwell’s political philosophy
- explain totalitarianism
- define allegory, satire and fable
- list characteristics of a fable

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each chapter
- analyze the poem “The Eagle”
- relate selected Aesop’s fables to the novel
- analyze Samuel Johnson’s “The Fable of the Vulture”

Literary Response:

- identify the setting and the theme
- chart elements of the plot
- analyze characters and identify character traits
- visualize and draw plot elements and characters
- make predictions about future occurrences
- explain and identify examples of irony and conflict
- cast a movie version of Animal Farm
- discuss the moral of the fable “The Fighting Cocks and the Eagle”

Writing Process:

- write journal entries in response to prompts
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- review definitions, usage, and examples
- complete application activities related to literary work

English IV A-4: Continuing Your Education / Finding a Job

UNIT OBJECTIVES

After completing this unit on Continuing Your Education and Finding a Job, the student will be able to:

Background:

- research options for continuing your education
- research options for obtaining financial aid
- analyze your talents and interests
- conduct a job search
- interview for a job

Vocabulary Development:

- understand words related to post-secondary school entrance
- understand words related to job search process

Reading Comprehension:

- use selected sources to gain information about educational options
- follow directions for completion of college application forms
- follow directions for completion of job applications

Writing Process:

- write journal entries in response to prompts
- complete all phases of the writing process for the personal essay
- complete a college application
- write a letter to a college requesting information
- create a personal fact sheet
- prepare a personal résumé
- write a letter to a possible employer following an interview
- complete a job application

Grammar:

- review definitions, usage, and examples
- complete application activities

English IV A-5: The Research Paper

UNIT OBJECTIVES

After completing this unit on The Research Paper, the student will be able to:

Background:

- compare and contrast beliefs of the authors of the speeches
- place selected speeches within historical contexts

Vocabulary Development:

- read selected vocabulary words in context
- define plagiarism

Reading Comprehension:

- analyze the *Declaration of Independence*
- analyze themes of selected speeches
- summarize the main message of the author of selected speeches
- compare and contrast speeches to develop a thesis

Writing Process:

- write note cards based on primary sources
- develop an outline for the research paper in correct form
- format quotations within a paper
- write a research paper following guidelines
- complete all stages of the writing process of a research paper
- write a bibliography in correct form
- support a thesis with references
- correctly format citations

Grammar:

- review definitions, usage, and examples
- complete application activities related to literary works

English IV B-1: Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- tell something about the author of each short story
- discuss how the author's background relates to the story
- define elements of the short story

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- compare and contrast short stories

Literary/Visual Response:

- identify the setting and the theme of a story
- chart elements of a plot
- analyze characters and identify character traits
- make predictions about future occurrences
- explain and identify examples of types of conflict
- write a personal response to a story
- analyze content and purposes of media forms and messages

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- write a friendly letter and a business letter
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay
- complete creative writing assignments

Grammar:

- understand how various parts of speech are used in sentences
- complete application activities related to literary works

English IV B-2: Pygmalion
Drama by George Bernard Shaw

UNIT OBJECTIVES

After completing this unit on Pygmalion, the student will be able to:

Background:

- tell three facts about George Bernard Shaw
- discuss the relationship of Pygmalion by Shaw to the myth of the same name
- understand the importance to Eliza of proper English

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each act
- identify quotations and the character or event to which they refer
- analyze a character's speeches

Literary/Visual Response:

- identify the setting and the theme
- analyze the plot structure
- analyze characters and identify character traits
- make predictions about future occurrences
- discuss Shaw's use of punctuation
- compare personal responses to a reviewer's

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Research:

- conduct a survey, analyzing responses

Writing Process:

- write journal entries in response to prompts
- write a letter to the editor of a newspaper
- write a literary essay following guidelines on Pygmalion
- take the literary essay through all stages of the writing process
- complete creative writing assignments

Grammar:

- understand the parts of speech and how they relate to sentences
- complete application activities related to literary work

English IV B-3: Lord of the Flies
Novel by William Golding

UNIT OBJECTIVES

After completing this unit on Lord of the Flies, the student will be able to:

Background:

- tell three facts about William Golding
- know how Great Britain's history relates to Lord of the Flies
- discuss Golding's view of human nature
- define allegory

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each chapter
- complete plot summaries
- prepare a summary of the novel
- identify characters from a description of their personalities and activities

Literary/Visual Response:

- identify the setting and the theme
- chart elements of the plot
- analyze characters and identify character traits
- make predictions about future occurrences
- explain and identify examples of irony and conflict
- analyze visual representations
- develop a political campaign poster

Listening/Speaking:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- prepare advertisements for radio

Writing Process:

- write journal entries in response to prompts
- write a business letter
- complete creative writing assignments
- write a literary essay following guidelines
- complete all stages of the writing process for the literary essay

Grammar:

- understand the parts of speech and their use in sentences
- complete application activities related to literary work

English IV B-4: Poetry

UNIT OBJECTIVES

After completing this unit on poetry, the student will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- know techniques for reading poetry
- discover the overall meaning or theme of a poem

Literary/Visual Response:

- identify rhyme schemes
- identify rhythm schemes
- identify the speaker and tone of a poem
- understand figures of speech such as simile, metaphor and personification
- write a personal response to a poem
- create a visual response to a poem
- compare various media coverage of an event

Writing Process:

- write journal entries in response to prompts
- paraphrase a poem
- write poems in a number of styles on a number of topics
- complete creative writing assignments

Grammar:

- review parts of speech and how they are used in sentences
- complete application activities

English IV B-5: Essays

UNIT OBJECTIVES

After completing this unit on essays, the student will be able to:

Background:

- understand the history of the essay as a literary form
- know facts about several well known writers and their essays

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context

Reading Comprehension:

- answer comprehension questions for each essay
- know techniques for improving reading comprehension
- understand various literary terms important to the essay
- complete an outline for content of an essay

Literary/Visual Response:

- distinguish between various types of essays
- consider your own beliefs concerning the essay topics
- analyze figurative speech used in essays
- analyze content and purposes of media forms

Speaking/Listening:

- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes

Writing Process:

- write journal entries in response to prompts
- write literary essays of various types following guidelines
- complete all stages of the writing process for a literary essay
- complete creative writing assignments

Grammar:

- understand the parts of speech and how they relate to sentences
- complete application activities related to literary works

Creative Writing

Alignment of Nebraska Learning Standards

Unit 1 Fiction: Part I Short Stories

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-h, j, l-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, c, f |

Unit 2 Fiction: Part II The Novel and Drama

| | |
|---------------------------|---|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-g, j-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-b; 12.3.3 b |
| Multiple Literacy | 12.4.1 a, c, f |

Unit 3 Poetry

| | |
|---------------------------|--|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a, c, f, h, j-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 c |

Unit 4 Nonfiction: Part I

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a, f |

Unit 5 Nonfiction: Part II

| | |
|---------------------------|------------------------------------|
| Reading | 12.1.4 a-c; 12.1.5 a-e; 12.1.6 a-o |
| Writing | 12.2.1 a-c, e-f; 12.2.2 a-d |
| Listening/Speaking | 12.3.1 a-c; 12.3.2 a-c; 12.3.3 a-b |
| Multiple Literacy | 12.4.1 a-c, e-g |

*electronic publication of essays not required

Creative Writing – Literary Selections

Unit 1 – Fiction Part I, Short Stories

The Wolf and the Dog – Aesop
The Gift of the Magi – O. Henry
Thank You, Ma'm – Langston Hughes

Unit 2 – Fiction Part II, The Novel and Drama

Unit 3 – Poetry

Fog – Carl Sandburg
Knoxville, Tennessee – Nikki Giovanni
I Wandered Lonely as a Cloud – William Wordsworth
The Road Not Taken – Robert Frost
Steam Shovel – Charles Malam
A Pretty Woman – Simòn J. Ortíz
The Nut Vendor – Tom Fox
Stopping By Woods On A Snowy Evening – Robert Frost
Nothing Gold Can Stay – Robert Frost
The Octopus – Ogden Nash
Methuselah – author unknown
Catch – Robert Francis
The Base Stealer – Robert Francis
Onomatopoeia – Eve Merriam
Jabberwocky – Lewis Carroll
Sea Fever – John Masefield
The Raven – Edgar Allan Poe
Mending Wall – Robert Frost
Three Haiku
I Hear America Singing – Walt Whitman
Lucinda Matlock – Edgar Lee Masters
Tired Is the Word for Being Rich – Frank Clifton
When I Go to My Little Village – Artemio Covarrubias Chavez
I, Too – Langston Hughes
old age sticks – e.e. cummings
How Do I Love Thee? – Elizabeth Barrett Browning
Sonnet 29 – William Shakespeare
One Perfect Rose – Dorothy Parker
On My First Son – Ben Jonson
To An Athlete Dying Young – A.E. Housman
Shiloh: A Requiem – Herman Melville
Paul Revere's Ride – Henry Wadsworth Longfellow
Sir Patrick Spens – author unknown
Casey at the Bat – Ernest Lawrence Thayer

Unit 4 – Nonfiction Part I

Tolerance – E.M. Forester
That Summer I Left Childhood Was White – Audre Lorde
White Flour Tortillas – Elva Treviño Hart
The New York Pickpocket Academy – John McPhee
Addressing the Threats of MDMA (Ecstasy):
Implications for School Health Professionals,
Parents, and Community Members – Ralph Wood and Linda B. Synovitz
Intolerance of Boyish Behavior – Natalie Angier
Why I Want to Be a Teacher – Azucena Calderòn

Unit 5 – Nonfiction Part II

Mongrel Nation – Geoffrey C. Ward
Pretty Worthless – Beth Austin
I Have A Dream – Dr. Martin Luther King, Jr.
Reform and the Triangle Shirtwaist Company
Fire – Hadley Davis

Readability Scores

PASS Creative Writing

| Unit | Flesch Reading Ease | Flesch-Kincaid Grade Level |
|---|----------------------------|-----------------------------------|
| 1 – Fiction: Part I, Short Stories | 68.5 | 6.98 |
| 2 – Fiction: Part II, The Novel and Drama | 68.5 | 6.98 |
| 3 – Poetry | 68.5 | 6.98 |
| 4 – Nonfiction: Part I | 68.5 | 6.98 |
| 5 – Nonfiction: Part II | 68.5 | 6.98 |
| Average | 68.5 | 6.98 |

Creative Writing 1: Fiction Part I

Short Stories

UNIT OBJECTIVES

After completing this unit on short stories, the student will be able to:

Background:

- learn historical background of the short story
- know facts about some noted writers of short stories
- understand literary devices important to short stories

Vocabulary Development:

- define selected vocabulary words
- maintain a list of words to be mastered, some of which are self-selected
- use selected vocabulary words in context
- define literary terms used in connection with short story

Reading Comprehension:

- answer comprehension questions for each short story
- analyze the plot of each short story
- identify the key elements of each short story
- complete a plot outline and plot triangle
- identify successful descriptive and dialogue techniques
- understand the importance of premise in a short story
- understand the development of character
- recognize various points of view

Literary Response:

- identify the setting and the theme of a short story
- analyze characters and identify character traits
- make predictions about future occurrences
- analyze ways in which meanings are communicated through visual design
- analyze content and purposes of media forms
- identify successful description and dialogue in short stories

Writing Process:

- write journal entries in response to prompts
- write a short story following prescribed guidelines
- complete all stages of the short story writing process
- complete creative writing assignments
- assess personal pieces of writing
- develop awareness of the importance of the five senses in descriptive writing

Creative Writing 2: Fiction Part II

The Novel and Drama

UNIT OBJECTIVES

After completing this unit on the novel and drama you will be able to:

Background:

- understand literary devices important to creative writing
- understand elements of the novel
 - flashback
 - foreshadowing
 - character development
 - characterization techniques
- understand elements of drama
 - staging and format rules
 - scene writing requirements

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- maintain a list of words to be mastered, some of which are self-selected

Writing Process:

- write journal entries in response to prompts
- write selections appropriate for a novel following guidelines
- write selections appropriate for drama following guidelines
- use nouns, verbs, adjectives, adverbs effectively in descriptive writing
- complete creative writing assignments
- use all aspects of the writing process for creative writing
 - brainstorming
 - drafts
 - revising
 - editing
 - final copy
 - publishing
- evaluate writing pieces using a rubric

Punctuation:

- use of semi-colon
- use of colon
- use of parentheses
- use of dash
- use of ellipsis

Creative Writing 3: Poetry

UNIT OBJECTIVES

After completing this unit on poetry you will be able to:

Background:

- know facts about several well-known poets
- discuss poetry as a literary genre

Reading Comprehension:

- complete comprehension questions pertaining to poems read
- gain practice in techniques for reading and understanding poetry
- discover the overall meaning or theme of a poem

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- understand connotative and denotative use of words
- maintain a list of words to be mastered, some of which are self-selected

Literary Responses:

- understand figures of speech: simile, metaphor, personification, alliteration, and onomatopoeia
- identify rhyme scheme, imagery, symbolism, repetition, refrain, rhythm, and meter
- identify the speaker and tone of the poem
- write a personal response to a poem
- create a visual response to a poem
- recognize poetic forms
 - sonnet
 - elegy
 - narrative
 - ballad
 - blank verse
 - haiku
 - free verse
 - requiem
 - epic

Writing Process:

- write journal entries in response to prompts
- write responses to poetry
- write and revise poems written in a variety of styles
- write a parody of a poem

Creative Writing 4: Nonfiction

Part I

UNIT OBJECTIVES

After completing this unit on nonfiction you will be able to:

Background:

- identify various types of nonfiction
- understand and identify various aims of discourse
- recognize attributes specific to each aim of discourse

Reading Comprehension:

- complete comprehension questions on essays read
- know techniques for improving reading comprehension
- understand various literary terms important to the genre
- compare and contrast different viewpoints

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words in context
- maintain a list of words to be mastered, some of which are self-selected
- recognize selected literary terms

Literary Responses:

- analyze essays written for a variety of purposes
 - persuasive
 - expressive
 - literary
 - informative
 - scientific
 - exploratory
- identify use of fact and fiction to support thesis
- evaluate descriptive writing
- identify type of language: connotative, denotative, or figurative
- identify author's relationship with reader

Writing Process:

- write journal entries in response to prompts
- write responses to essays
- write, revise, edit, and rewrite essays
- write a college application essay
- assess personal writing

Creative Writing 5: Nonfiction

Part II

UNIT OBJECTIVES

After completing this unit on nonfiction you will be able to:

Background:

- understand the genre of nonfiction
- identify various types of nonfiction

Vocabulary Development:

- define selected vocabulary words
- use selected vocabulary words to impact writing
- maintain a list of words to be mastered, some of which are self-selected

Reading Comprehension:

- complete comprehension questions on essays read
- know techniques for improving reading comprehension
- understand various literary terms important to the essay
- understand cause and effect
- recognize common logical fallacies

Literary Responses:

- analyze essays
 - creative reporting, report analysis, critical review, and position paper
- identify use of fact versus opinion to support thesis
- analyze vocabulary for effectiveness
- recognize supportive evidence

Writing Process:

- write journal entries in response to prompts
- write responses to essays
- write, revise, edit, rewrite essays
- write a position paper
 - gather information
 - take notes
 - create a thesis
 - organize information
 - write a draft
 - revise
 - edit
 - rewrite
 - create a *work cited* page in a standard form
 - publish
 - evaluate

PASS English I–IV & Creative Writing to Nebraska English Language Arts Standards

| | | |
|--|--|--------------------------------|
| Comprehensive Reading Standards | Students will: <ul style="list-style-type: none"> - Read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression. (12.1.4) - Build literary, general academic, and content specific grade level vocabulary. (12.1.5) - Extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. (12.1.6) | |
| 12.1.4 | English I-IV | Creative Writing |
| a. | Embedded throughout all levels and units. | Embedded throughout all units. |
| b. | Embedded throughout all levels and units. | Embedded throughout all units. |
| c. | IA1-5; IB1-5; IIA2-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-3, 5; IVB1-5 | Embedded throughout all units. |
| 12.1.5 | | |
| a. | IA1-3,5; IB1-5; IIA1-3,5; IIB2-3,5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| b. | Embedded throughout all levels and units. | Embedded throughout all units. |
| c. | Embedded throughout all levels and units. | Embedded throughout all units. |
| d. | IA2-4; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-3,5; IVB1-5 | Embedded throughout all units. |
| e. | IA1-5; IB2-3; IIA3,5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| 12.1.6 | | |
| a. | Embedded throughout all levels and units. | Embedded throughout all units. |
| b. | IA1-3; IB1-3; IIA1-3,5; IIB1,3,5; IIIA1-3,5; IIIB1-3,5; IVA1-3; IVB1-3 | 1-2,4-5 |
| c. | IA1-5; IB1-2,4-5; IIA1-4; IIB2-5; IIIA1-5; IIIB1-5; IVA1-3; IVB1,3-5 | Embedded throughout all units. |
| d. | IA1-3,5; IB2-3,5; IIA1-3,5; IIB1-3,5; IIIA1-3,5; IIIB2,5; IVA2-3,5; IVB1-3,5 | 1-2,4-5 |
| e. | IA1-5; IB2-3,5; IIA1-3,5; IIB2,5; IIIA2-3,5; IIIB5; IVA2-3,5; IVB2,5 | 1-2,4-5 |
| f. | IA1-3,5; IB1,3,5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-3,5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| g. | IA1-3,5; IB2-3,5; IIA1-3,5; IIB1-3,5; IIIA1,3,5; IIIB1-3,5; IVA1-3,5; IVB1,3,5 | 1-2,4-5 |
| h. | IA2-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1,3-5; IVA2-3,5; IVB2-3,5 | 1,3-5 |
| i. | IA2-5; IB1-3,5; IIA1-3,5; IIB1-3,5; IIIA1,3,5; IIIB1,3,5; IVA2-3,5; IVB2-3,5 | 4-5 |
| j. | IA1-5; IB1-3,5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| k. | IA1-5; IB1,5; IIA1,5; IIB1,3; IIIA1,3-5; IVA2,4-5; IVB1-2,4-5 | 2-5 |
| l. | IA1-5; IB1-3,5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-3,5; IVB1-5 | Embedded throughout all units. |
| m. | Embedded throughout all levels and units. | Embedded throughout all units. |
| n. | IA2-3; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-3,5; IVB1-3 | Embedded throughout all units. |
| o. | Embedded throughout all levels and units. | Embedded throughout all units. |

| | | |
|--|---|--------------------------------|
| Comprehensive Writing Standards | Students will: | |
| | <ul style="list-style-type: none"> - Apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. (12.2.1) - Write for a variety of purposes and audiences in multiple genres. (12.2.2) | |
| 12.2.1 | English I-IV | Creative Writing |
| a. | Embedded throughout all levels and units. | Embedded throughout all units. |
| b. | IA1-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-3,5 | Embedded throughout all units. |
| c. | IA1-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-3,5 | Embedded throughout all units. |
| d.* | IA1-5*; IB1,4-5; IIA1,3-5; IIB2-5; IIIA1,3-4; IIIB1-5; IVA2-5; IVB1,3-5 | 2-4 |
| e. | IA1-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-3,5 | Embedded throughout all units. |
| f.* | Embedded throughout all levels and units. | Embedded throughout all units. |
| 12.2.2 | | |
| a. | Embedded throughout all levels and units. | Embedded throughout all units. |
| b. | Embedded throughout all levels and units. | Embedded throughout all units. |
| c. | IA1-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1-5; IVA1-5; IVB1-3,5 | Embedded throughout all units. |
| d. | IA1-5; IB1-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1,3-5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| | <i>* To be addressed at local site due to semi-independent course design.</i> | |

| | | |
|---|---|--------------------------------|
| Comprehensive Listening/Speaking Standards | Students will: | |
| | <ul style="list-style-type: none"> - Develop, apply, and refine speaking skills to communicate key ideas in a variety of situations. (12.3.1) - Develop, apply, and refine active listening skills across a variety of situations. (12.3.2) - Develop, apply, and adapt reciprocal communication skills. (12.3.3) | |
| 12.3.1 | English I-IV | Creative Writing |
| a. | Embedded throughout all levels and units. | Embedded throughout all units. |
| b. | IA1-5; IB1-5; IIA1-5; IIB1-2,5; IIIA1-5; IIIB1-5; IVA2-5; IVB1-5 | Embedded throughout all units. |
| c. | IA3,5; IB1-5; IIB1,3-4; IIIA1-3,5; IIIB1,3,5; IVA1-5; IVB1-5 | Embedded throughout all units. |
| 12.3.2 | | |
| a. | IA1-5; IB1,5; IIA3; IIB1-4; IIIA1-5; IIIB1-5; IVA2-5; IVB1-5 | Embedded throughout all units. |
| b. | IA1,3-5; IB2-5; IIA1-5; IIB1-5; IIIA1-5; IIIB1,3-5; IVA1-2,4-5; IVB1-5 | Embedded throughout all units. |
| c. | IA3-5; IB1,3-5; IIA1,3-4; IIB1-5; IIIA1-5; IIIB1-5; IVA2-5; IVB1-5 | 1,3-5 |
| 12.3.3 | | |
| a. | IA1-2,5; IB1-5; IIA2-5; IIB1-5; IIIA1-5; IIIB1-5; IVA2,5; IVB1-2,5 | 1,3-5 |
| b. | IA3-5; IB1,3-5; IIA1-3; IIIA1-5; IIIB3,5; IVA1-5; IVB1-5 | Embedded throughout all units. |

| | | |
|--|--|-------------------------|
| Comprehensive Multiple Literacy Standards | Students will: | |
| | <ul style="list-style-type: none"> - Research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital). (12.4.1) | |
| 12.4.1 | English I-IV | Creative Writing |
| a. | IA1-5; IB1-5; IIA1-3,5; IIB2-3,5; IIIA1-2,4-5; IIIB1-3,5; IVA1-5; IVB1-5 | 1-2,4-5 |
| b. | IIIA5; IIIB5; IVA2,5 | 5 |
| c. | IIIA2,4-5; IIIB5; IVA2-5; IVB2,5 | 1-3,5 |
| d. | IVB5 | -- |
| e. | IB1; IIA4-5; IIB1-3; IIIB2-3; IVB1-4 | 5 |
| f. | IA3,5; IB3,5; IIA3,5; IIB1,4; IIIA2-3,5; IIIB4-5; IVA2,4-5; IVB1-5 | 1-2,4-5 |
| g. | IIIA2,5; IIIB5; IVA4; IVB5 | 5 |

Additional NPC Offerings

The following courses and materials have been developed by the National PASS Center (NPC) and are available through your state PASS contact person or, where indicated (*), on the NPC web site: www.migrant.net/pass.

Language Arts

- English I-IV A/B – full, secondary-level Language Arts curriculum for all four years; each semester requires a supplemental drama and novel text
- Creative Writing – one-semester course
- Learning English Through Literature – one-semester course for ELL
- Generic Novel* – can be used with any novel as an alternative for novel units in English I-IV A/B
- Preparing for College* – 14-lesson unit; may be used on its own, or in place of nonfiction unit in any PASS Language Arts course
- Style and Usage Guide* – supplementary booklet contains many tools that can be used as reference or to strengthen skills

Mathematics

- Algebra I A/B – two-semester course available in both English and Spanish
- Geometry A/B – two-semester course includes supplemental Geometry Handbook
- Algebra II A/B – two-semester course
- Personal Finance – one-semester course; available in both English and Spanish
- Math 8 A/B – middle school two-semester course
- Math 6 A/B – middle school two-semester course
- Integrated Math Concepts – 10 non-sequential modules for skill-building/remediation; available in both English and Spanish
- Math on the Move* - 24 stand-alone lessons, in either English or Spanish, geared to out-of-school youth (adult oriented) to introduce or strengthen basic mathematical skills
- TAKS (Texas Assessment of Knowledge and Skills) Exit Level Math Review Lessons* – 29 lessons to prepare for any state math assessment
- Algebra/Geometry Tutor Guide* - supplementary handbook for teachers or mentors seeking additional support in overseeing student work

Social Studies

- U.S. History A/B – a two-semester course that begins with the Reconstruction Period following the Civil War; to be used in conjunction with suggested texts or any U.S. History textbook
- U.S. Government – one semester course; available in both English and Spanish
- World History A/B – two-semester course
- World Geography – one-semester or two-semester course
- Economics – one-semester course

* available on NPC web site: www.migrant.net/pass

Science

Environmental Science A/B – two-semester course; supplemental materials required for laboratory activities

Biology A/B – two-semester course; supplemental materials required for laboratory activities

Electives

Health – one semester course; available in both English and Spanish

Study Skills – one-semester course

Scope & Sequence of Courses & Materials*

Specific information on content of courses and supplemental materials

PASS National Highlights and Success Stories

Publication on PASS usage among migrant students across the country along with several personal stories of students who have used PASS to achieve their goals

PASS Program Implementation Guide*

A how-to handbook explaining the ins and outs of utilizing the PASS program

PASS PowerPoint*

Can be viewed on the NPC web site or downloaded for presentation to interested educators and administrators

Study Strategies*

One-page guide, in English or Spanish, giving tools and tips on study techniques

Test Taking Tips*

One-page guide, in English or Spanish, giving tools and tips on maximizing performance on exams

Other courses in the works

Career Connections –one-semester high school course

World Geography – two-semester high school course

English 6 – middle school two-semester course

English 7 – middle school two-semester course

History of the United States – middle school two-semester course

Math 7 – middle school two-semester course

* available on NPC web site: www.migrant.net/pass