

Glenwood Community Schools

HS ELA Curriculum

Mission Statement

Our mission is to engage all students in a challenging, sequential, and differentiated ELA curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality ELA education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the ELA world.

A special thank you to the following individuals for their hard work and dedication who have served on the District HS ELA Subject Area Committee.

Tanner Teegarden Alyssa Dennis
Jessica Prucka Hayley Haines
Tim Johnson Heather Lewis

Glenwood Community High School
9th and 10th Grade English Language Arts Curriculum
Approved Date – June 2020

Course Purpose: The student will read grade level literary and nonfiction passages with an introduction to literary analysis through the study of modern and/or classic short stories, novels, poems, a play, and an epic. The student will review the principles and mechanics of effective writing, and they will begin to incorporate these principles into a variety of different grade level writing situations including: informative, argumentative, and narrative essays; and summarizations. The student will participate in public presentation and debate as cumulating speaking performances of their reading and writing experiences.

Course Outcomes	Outcome Components	Description	Iowa Core
LA.09-10.01	Reading	The student will analyze, comprehend, and evaluate a wide range of literary and informational grade level and complex texts.	
	LA.09-10.01.01	Determine what text says explicitly and make logical inferences.	RL.9-10.1 RI.9-10.1
	LA.09-10.01.02	Summarize the text by determining the central idea and selecting details for support.	RL.9-10.2 RI.9-10.2
	LA.09-10.01.03	Analyze how individuals, events, and ideas change or develop over the course of text including the order in which the points are made.	RL.9-10.3 RI.9-10.3
	LA.09-10.01.04	Determine and explain the meaning of words and phrases as they are used in the text (including figures of speech) and how they shape meaning and tone.	RL.9-10.4 RI.9-10.4
	LA.09-10.01.05	Analyze the text structure including the author's ideas, argument, and/or claims and their effects on the author's purpose.	RL.9-10.5 RI.9-10.5
	LA.09-10.01.06	Analyze the author's point of view based on text type and author's craft.	RL.9-10.6 RI.9-10.6
	LA.09-10.01.07	Compare and contrast the content as well as the theme or author's purpose across two or more mediums.	RL.9-10.7 RI.9-10.7
	LA.09-10.01.08	Analyze how the author draws on and uses source material (such as allusions) in a specific work.	RL.9-10.8 RI.9-10.8
LA.09-10.02	Writing	The student will compose organized coherent writing (narrative, argumentative, informative, quick write, etc.) for a range of informative and analytical tasks, purposes, and audience.	
	LA.09-10.02.01	Develop and write a claim, theme, or thesis.	W.9-10.1-3
	LA.09-10.02.02	Apply a clear writing perspective to develop an organized introduction, body, and conclusion appropriate to the task and audience.	W.9-10.1-4
	LA.09-10.02.03	Apply words, phrases, domain specific vocabulary as well as experiences or events related to the topic when writing.	W.9-10.1-4
	LA.09-10.02.04	Make use of and combine textual evidence and explanations to provide support for a topic.	W.9-10.9
LA.09-10.03	Writing Process	The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.	
	LA.09-10.03.01	Compose a draft which follows assigned organizational structure.	W.9-10.1-3
	LA.09-10.03.02	Apply a specified purpose for writing for an assigned target audience.	W.9-10.4
	LA.09-10.03.03	Apply revisions and rewrites based on feedback making any necessary edits to enhance writing with the intention of creating a piece that is error free.	W.9-10.5
	LA.09-10.03.04	Develop writing through prewriting activities such as brainstorming, free writes, and using graphic organizers such as an outline, venn diagram, or other format.	W.9-10.5
	LA.09-10.03.05	Analyze drafts composed by peers to provide constructive feedback.	W.9-10.6

	LA.09-10.03.06	Utilize technology as well as teacher and/or peer feedback to make any necessary edits.	W.9-10.6
	LA.09-10.03.07	Examine draft as well as utilize online resources to check syntax, diction, and punctuation.	W.9-10.6
	LA.09-10.03.08	Determine relevant source information and then integrate it using appropriate text citations.	W.9-10.8
LA.09-10.04	Language The student will apply and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LA.09-10.04.01	Demonstrate knowledge of standard conventions of grammar and usage when writing and/or speaking: <ul style="list-style-type: none"> • parallel structure • commonly confused words • transitions • active/passive voice • subject/verb agreement 	L.9-10.1
	LA.09-10.04.02	Apply knowledge of rules for spelling, capitalization, and punctuation in writing when: <ul style="list-style-type: none"> • using semicolons and colons • punctuating simple, compound, and complex sentences • using quotation marks when using dialogue and citing evidence • adding and punctuating phrases in sentences 	L.9-10.2
	LA.09-10.04.03	Apply knowledge of how language choices (syntax, diction, punctuation) can affect the meaning of what is read in different contexts.	L.9-10.3
	LA.09-10.04.04	Determine and explain the meaning of words and phrases as they are used in the text.	L.9-10.4
	LA.09-10.04.05	Demonstrate an understanding of figurative language and how it shapes meaning and tone.	L.9-10.5
	LA.09-10.04.06	Apply words, phrases, domain specific vocabulary as well as experiences or events related to the topic.	L.9-10.6
LA.09-10.05	Speaking & Listening The student will take part in academic collaborative discussions to advance and deepen understanding of topics or texts as well as design and deliver presentations according to the subject, purpose, audience, and occasion.		
	LA.09-10.05.01	Plan for discussions by reading and researching designated material.	SL.9-10.1.a
	LA.09-10.05.02	Explain new concepts or ideas by developing purposeful, on topic questions to enhance understanding and share information.	SL.9-10.1a
	LA.09-10.05.03	Defend points made by citing specific examples and evidence.	SL.9-10.1.c
	LA.09-10.05.04	Develop and pose reflective on topic questions that connect information from multiple speakers to enhance understanding and share information.	SL.9-10.1d
	LA.09-10.05.05	Synthesize and communicate ideas, claims, and supporting evidence from a variety of sources into discussions.	SL.9-10.2
	LA.09-10.05.06	Organize information so listeners can follow reasoning while using a specified volume, tone and pacing.	SL.9-10.4
	LA.09-10.05.07	Create visual aids to engage an audience, support information, and enhance presentations.	SL.9-10.5

Glenwood Community High School
9th and 10th Grade Honors English Language Arts Curriculum
Approved Date – June 2020

Course Purpose:

9th Honors:

This course provides an advanced curriculum that will advance language skills through reading, writing, speaking, and multiple literacies. The student will explore thematic connections between a multitude of texts including short stories, novels, poetry, non-fiction, drama, and visual and digital texts. The student will expand their skills in analytical writing and developing the research process. This course will develop culturally literate people who use academic discourse to communicate effectively. The student who takes this course is expected to be a self-motivated learner with strong reading, writing, and critical thinking skills.

10th Honors:

This course engages the student in the careful reading and critical analysis of challenging texts written in a variety of periods, disciplines, and rhetorical contexts to become a skilled reader and writer who composes for a variety of purposes. Through the close reading of selected texts, the student will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, the student will consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. This course is recommended for highly motivated, college-bound students who enjoy reading and writing.

Course Outcomes	Outcome Components	Description	Iowa Core
LAH.9-10.01	Reading The student will analyze, comprehend, and evaluate a wide range of literary and informational grade level and complex texts.		
	LAH.9-10.01.01	Distinguish between what a text says explicitly and what is intended (satire, sarcasm, irony, or understatement) by referencing specific textual evidence to support conclusions drawn.	RL.9-10.1 RI.9-10.1
	LAH.9-10.01.02	Analyze the development of two or more themes, or central ideas, over the course of a work of literature or text; summarize the key supporting details and ideas.	RL.9-10.2 RI.9-10.2
	LAH.9-10.01.03	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events develop over the course of a text.	RL.9-10.3 RI.9-10.3
	LAH.9-10.01.04	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.	RL.9-10.4 RI.9-10.4
	LAH.9-10.01.05	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (parallel episodes, frame stories), and manipulate time (pacing, flashbacks) contribute to the overall meaning and effect of a work.	RL.9-10.5
	LAH.9-10.01.06	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric (various methods to convince, influence, or please the reader).	RI.9-10.6
	LAH.9-10.01.07	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	RL.9-10.6
	LAH.9-10.01.08	Evaluate the extent to which multiple interpretations of a story, play, or poem remain faithful to or depart from the text or script.	RI.9-10.7 RI.9-

			10.7
	LAH.9-10.01.09	Analyze analogies or allusions to other texts—including their meanings and how they contribute to or help clarify or support the themes or central ideas of the text.	RL.9-10.9
LAH.9-10.02	Writing The student will compose organized coherent writing (narrative, argumentative, informative, quick writes, etc.) for a range of informative and analytical tasks, purposes, and audiences.		
	LAH.9-10.02.01	Compose arguments to support claims using valid reasoning and relevant evidence.	W.9-10.1
	LAH.9-10.02.02	Compose informative texts to investigate and explain complex ideas, concepts, and information.	W.9-10.2
	LAH.9-10.02.03	Compose narratives to develop real or imagined accounts of events or experiences.	W.9-10.3
	LAH.9-10.02.04	Compose informal texts (quick writes, journal entries, letters, skits, etc.) over short time frames (a single sitting or a day or two) for a range of purposes.	W.9-10.10
	LAH.9-10.02.05	Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.	W.9-10.7
LAH.9-10.03	Writing Process The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.		
	LAH.9-10.03.01	Apply the writing process to all writing.	W.9-10.5
	LAH.9-10.03.02	Utilize technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.9-10.6
	LAH.9-10.03.03	Select relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.9-10.8
	LAH.9-10.03.04	Apply evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9
LAH.9-10.04	Language Use The student will apply and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LAH.9-10.04.01	Compose or revise language to ensure sentences are grammatically correct. Specifically: <ul style="list-style-type: none"> • Verify subject-verb and pronoun-antecedent agreement. • Construct complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Identify and correct inappropriate shifts in verb tense. • Identify and correct inappropriate shifts in pronoun number and person. • Identify and correct vague pronouns (ones with unclear or ambiguous antecedents). • Recognize and correct misplaced and dangling modifiers by placing or rearranging phrases and clauses within a sentence. • Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. • Utilize verbs in the active and passive voices and in indicative, imperative, interrogative, conditional, and subjunctive mood to communicate a particular meaning. • Utilize parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing. 	L.9-10.1
	LAH.9-10.04.02	Distinguish the ways in which language choices can be made to achieve intended effects (make decisions about adhering to/defying conventions of standard English to influence voice, tone, and rhetorical effect).	L.9-10.1
	LAH.9-10.04.03	Revise to ensure correct spelling, capitalization, and punctuation.	L.9-10.2
	LAH.9-10.04.04	Determine or clarify the meaning of unknown and multiple meaning words choosing from a range of strategies (context clues, base words and affixes, online and print references).	L.9-10.4

	LAH.9-10.04.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9–10.5
	LAH.9-10.04.06	Utilize general academic words and phrases.	L.9–10.6
LAH.9-10.05	Speaking & Listening The student will take part in academic collaborative discussions to advance and deepen understanding of topics or texts as well as design and deliver presentations according to the subject, purpose, audience, and occasion.		
	LAH.9-10.05.01	Plan for academic conversations by using annotations, notes, graphic organizers, etc., while considering topics and/or texts and developing a point of view.	SL.9-10.1a
	LAH.9-10.05.02	Create talking points and formulate questions prior to a discussion to stay focused and present ideas clearly.	SL.9-10.1b
	LAH.9-10.05.03	Plan and establish rules with peers for discussions, set clear goals and deadlines, and determine individual roles as needed.	SL.9-10.1c
	LAH.9-10.05.04	Build upon conversations by asking and responding to questions that probe reasoning and evidence.	SL.9-10.1d
	LAH.9-10.05.05	Justify an argument or statement by citing a passage, book, or author as evidence and evaluate the evidence presented by others.	SL.9-10.2
	LAH.9-10.05.06	Critique, justify, or challenge ideas and conclusions posed by others by listening, responding, and reflecting on what was shared, weighing others' ideas against one's own position.	SL.9-10.3
	LAH.9-10.05.07	Determine the purpose for presentation (subject, the audience's background, and the occasion) and select an appropriate format (formal or informal, length, and style) and present research or information clearly, succinctly, and in a logical format.	SL.9-10.4
	LAH.9-10.05.08	Utilize effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	SL.9-10.5
	LAH.9-10.05.09	Apply appropriate verbal (volume, rate, enunciation) and nonverbal (posture, gestures, movement) techniques to communicate clearly and effectively.	SL.9-10.6

Glenwood Community High School
Readers Workshop (Grade: 9) Curriculum

Course Purpose: The student will read and comprehend literature and informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. The student will employ the full range of research based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Intervention course notice: This is an intervention elective course where the student is referred by teacher recommendation, Iowa Assessment scores, and 8th grade Stanford Diagnostic Reading Test. Readers Workshop is designed to provide explicit instruction for secondary students who are at least two years behind their peers, but have at least a fourth grade reading level.

Course Outcomes	Outcome Components	Description	Iowa Core Code
LA.RW.09.01	The student will develop and apply grade and level appropriate vocabulary acquisition skills.		
	LA.RW.09.01.01	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RL.6-4.
	LA.RW.09.01.02	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6-4.
	LA.RW.09.01.03	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	L.6.4.
	LA.RW.09.01.04	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 	L.6.5.
	LA.RW.09.01.05	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6.
LA.RW.09.02	The student will acquire and integrate comprehension strategies to analyze literature and informational texts for central ideas, plot, theme, and other specific literary devices.		

	LA.RW.09.02.01	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1.
	LA.RW.09.02.02	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.6.2.
	LA.RW.09.02.03	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.3.
	LA.RW.09.02.04	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RL.6.6.
	LA.RW.09.02.05	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.6.9.
	LA.RW.09.02.06	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6-1.
	LA.RW.09.02.07	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6-2.
	LA.RW.09.02.08	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6-3.
	LA.RW.09.02.09	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6-7.
	LA.RW.09.02.10	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6-8.
LA.RW.09.03	The student will read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.		RL.6.IA .2
	LA.RW.09.03.01	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.6.10.
	LA.RW.09.03.02	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6-10.
LA.RW.09.04	The student will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		SL.9-10.1
	LA.RW.09.04.01	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c
	LA.RW.09.04.02	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d

	LA.RW.09.04.03	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4
LA.RW.09.05	The student will analyze various texts to identify text structures and determine author's purpose, theme, and genre.		
	LA.RW.09.05.01	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6.
	LA.RW.09.05.02	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.6.9.
	LA.RW.09.05.03	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6-5.
	LA.RW.09.05.04	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6-6.

Glenwood Community High School
11th and 12th Grade English Language Arts Curriculum
Approved Date – June 2020

Course Purpose:

11th Grade:

The student will advance their language skills through reading, writing, speaking, and multiple literacies. The student will explore thematic connections between Western and World Literature using a multitude of texts including short stories, novels, poetry, nonfiction, drama, visual and digital texts. Students will develop skills related to navigating complex texts, identifying and utilizing appropriate writing standards, and developing the research process. The student will analyze print and multimedia texts to prepare for the demands of 21st century literacy. The student will use a variety of strategies to represent their knowledge including, but not limited to, essays, presentations, and creative critical thinking activities.

12th Grade:

The student will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in contemporary literature. By analyzing the authors' views and social context, the student will delve into language, literature, as well as the writing and research processes to develop a deeper understanding. The student will study a variety of texts including short stories, novels, poetry, drama, fiction, nonfiction, as well as visual and digital texts. The student will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative and critical thinking activities.

Course Outcomes	Outcome Components	Description	Iowa Core
LA.11-12.01	Reading The student will analyze, comprehend, and evaluate a wide range of literary and informational grade level and complex texts.		
	LA.11-12.01.01	Determine the most relevant supporting textual evidence when referencing or responding to text and/or interpretations of literary or informational texts.	RL.11-12.1 RI.11-12.1
	LA.11-12.01.02	Develop meaningful annotations by interpreting text to make sense out of what was read.	RL.11-12.1 RI.11-12.1
	LA.11-12.01.03	Develop written and/or verbal objective summaries of a variety of text types and genres.	RL.11-12.2 RI.11-12.2
	LA.11-12.01.04	Determine and analyze two or more themes or central ideas of a text.	RL.11-12.2 RI.11-12.2
	LA.11-12.01.05	Determine the meaning of unknown words and phrases by using context clues.	RL.11-12.4 RI.11-12.4
	LA.11-12.01.06	Analyze author's purpose in the use of figurative language.	RL.11-12.4 RI.11-12.4
	LA.11-12.01.07	Evaluate how the point of view of a text affects the reader's interpretation or understanding of what was read.	RL.11-12.6 RI.11-12.6
	LA.11-12.01.08	Compare and contrast multiple interpretations of literary and/or informational texts.	RL.11-12.7 RI.11-12.7
LA.11-12.02	Writing The student will compose organized coherent writing (narrative, argumentative, informative, quick write, etc.) for a range of informative and analytical tasks, purposes, and audiences.		
	LA.11-12.02.01	Develop arguments and claims incorporating sufficient credible evidence.	W.11-12.1
	LA.11-12.02.02	Apply appropriate choice of writing style to inform for a variety of purposes including sharing ideas, summarizing, and analyzing.	W.11-12.2
	LA.11-12.02.03	Apply citation rules to support and/or explain a position, subject, topic, opinion, or analysis of a text as well as for in-text citations following MLA, APA, or other designated format.	W.11-12.2b
	LA.11-12.02.04	Create a works cited and/or bibliography of sources according to the rules and guidelines of the Modern Language Association (MLA) or American Psychological Association (APA).	W.11-12.2b

	LA.11-12.02.05	Develop narratives to create real or imagined stories that include a variety of literary techniques and devices (figurative language, foreshadowing, flashbacks, etc.).	W.11-12.3
	LA.11-12.02.06	Determine and maintain a formal or informal tone and style throughout all writing.	W.11-12.4
	LA.11-12.02.07	Select relevant research from a variety of sources to answer questions and solve problems.	W.11-12.7 W.11-12.8
	LA.11-12.02.08	Compose informal texts (quick writes, journal entries, letters, skits, etc.) over short time frames (a single sitting or a day or two) for a range of purposes.	W.11-12.10
LA.11-12.03	Writing Process The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.		
	LA.11-12.03.01	Determine a topic and make choices about writing organization according to purpose and audience.	W.11-12.4
	LA.11-12.03.02	Develop ideas for writing by engaging in prewriting activities including brainstorming, free-writing, researching, and utilizing graphic organizers.	W.11-12.5
	LA.11-12.03.03	Compose drafts and share with peers and teacher for feedback.	W.11-12.5
	LA.11-12.03.04	Apply revisions and rewrites based on feedback received making any necessary edits.	W.11-12.5
	LA.11-12.03.05	Analyze and review drafts to identify any errors in reasoning or misinformation and rewrite as needed.	W.11-12.5
	LA.11-12.03.06	Analyze drafts composed by peers to provide specific feedback.	W.11-12.6
	LA.11-12.03.07	Utilize online resources to research and select pertinent evidence and integrate the information while avoiding plagiarism.	W.11-12.7 W.11-12.8
LA.11-12.04	Language The student will apply and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LA.11-12.04.01	Demonstrate knowledge of standard conventions of grammar and usage when writing and/or speaking: <ul style="list-style-type: none"> • parallel structure • commonly confused words • transitional phrases • active/passive voice • subject/verb agreement 	L.11-12.1
	LA.11-12.04.02	Apply knowledge of rules for spelling, capitalization, and punctuation in writing when: <ul style="list-style-type: none"> • using semicolons, colons, and hyphens • adding and punctuating phrases in sentences • using quotation marks (direct, indirect, dialogue, quotations within quotations) 	L.11-12.2
	LA.11-12.04.03	Apply knowledge of how language choices can affect the meaning of what is read depending on the context with which it is used.	L.11-12.3
	LA.11-12.04.04	Determine or clarify the meaning of unknown and multiple meaning words choosing from a range of strategies (context clues, base words and affixes, online and print references).	L.11-12.4
	LA.11-12.04.05	Demonstrate knowledge of figurative language and its uses.	L.11-12.5
	LA.11-12.04.06	Apply academic and content specific vocabulary when speaking and/or writing.	L.11-12.6
LA.11-12.05	Speaking & Listening The student will take part in academic collaborative discussions to advance and deepen understanding of topics or texts as well as design and deliver presentations according to the subject, purpose, audience, and occasion.		
	LA.11-12.05.01	Apply preparation skills for discussions by reading and researching designated materials.	SL.11-12.1a

	LA.11-12.05.02	Take part in a range of structured discussions for a variety of purposes.	SL.11-12.1b
	LA.11-12.05.03	Develop and pose reflective on topic questions that connect information from multiple speakers to enhance understanding and share information. Adapt speech (volume, rate, enunciation) and nonverbal (posture, gestures, movement) techniques to communicate clearly and effectively.	SL.11-12.1c
	LA.11-12.05.04	Support claims by citing sources of evidence.	SL.11-12.2
	LA.11-12.05.05	Evaluate information shared by others while purposefully expressing points of agreement or disagreement.	SL.11-12.3
	LA.11-12.05.06	Interpret, evaluate, and reflect on a speaker's main points and purpose.	SL.11-12.3
	LA.11-12.05.07	Evaluate the validity of claims made by others to identify the use of irrelevant or inconsequential evidence or support.	SL.11-12.3
	LA.11-12.05.08	Create visual aids to engage an audience, support information, and enhance presentations.	SL.11-12.5

Glenwood Community High School
Communications (Grades 10 through 12) Curriculum

Course Purpose: The student will read closely and comprehend informational texts to use as evidence in various speeches. The student will be able to produce clear and coherent informational and persuasive (argument) speeches that will be performed for diverse audiences. Students will also participate in debates over current issues.

The student will:

- RL/RI.IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- RL/RI.IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
- Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.11-12.4.)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10.)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6.)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7.)

Course Outcomes	Outcome Components	Description	Iowa Core Code
LA.COMM.01	The student will conduct informal interviews to communicate information to a group; then, students will also write manuscript speeches based on personal reflections.		
	LA.COMM.01.01	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	W.11-12.2.a
	LA.COMM.01.02	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	W.11-12.2.b
	LA.COMM.01.03	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.11-12.2.c
	LA.COMM.01.04	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2.e
	LA.COMM.01.05	e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.11-12.2.)	W.11-12.2.f

	LA.COMM.01.06	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5.)	W.11-12.5
	LA.COMM.01.07	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4.)	SL.11-12.4
	LA.COMM.01.08	IA.5.Prepare and conduct interviews.	SL.11-12.IA.5.
LA.COMM.02	The student will read informative texts to compare the basic elements of the communication’s process over time.		
	LA.COMM.02.01	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2.)	RI.1-12.2
	LA.COMM.02.02	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3.)	RI.11-12.3
	LA.COMM.02.03	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5.)	RI.11-12.5
	LA.COMM.02.04	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6.)	RI.11-12.6
	LA.COMM.02.05	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RI.11-12.4.)	RI.11-12.4
	LA.COMM.02.06	<ol style="list-style-type: none"> a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.) 	SL.11-12.1.a.b.c.d.

	LA.COMM.02.07	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2.)	SL.11-12.2
	LA.COMM.02.08	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4.) 	L.11-12.4.a.b.c.d.
	LA.COMM.02.09	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.(L.11-12.6.)	L.11-12.6
LA.COMM.03	The students will write and present informative speeches based on research to a designated audience and respond to audience feedback and questions. Classmates will evaluate speeches for speaker’s organization and presentation.		
	LA.COMM.03.01	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the 	W.11-12.2.a.b.c.d.e.f

		significance of the topic). (W.11-12.2.)	
	LA.COMM.03.02	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on anyone source and following a standard format for citation. (W.11-12.8.)	W.11-12.8
	LA.COMM.03.03	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice points of emphasis, and tone used. (SL.11-12.3.)	SL.11-12.3
	LA.COMM.03.04	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4.)	SL.11-12.4
	LA.COMM.03.05	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.(SL.11-12.5.)	SL.11-12.5
	LA.COMM.03.06	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)(SL.11-12.6.)	SL.11-12.6
	LA.COMM.03.07	IA.6.Participate in public performances.	SL.1 1- 12.IA .6
LA.COMM.04	The student will choose controversial current event issues and find valid informative text sources to use as evidence. They will then prepare to debate either side.		
	LA.COMM.04.01	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1.)	RI.11-12.1
	LA.COMM.04.02	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7.)	RI.11-12.7
	LA.COMM.04.03	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7.)	W.11-12.7
	LA.COMM.04.04	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on anyone source and following a standard format for citation. (W.11-12.8.)	W.11-12.8

	LA.COMM.04.05	<p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>c. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.)</p>	SL.11-12.1.a.b.c.d
	LA.COMM.04.06	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2.)	SL.11-12.2
	LA.COMM.04.07	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3.)	SL.11-12.3
	LA.COMM.04.08	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4.)	SL.11-12.4
	LA.COMM.04.09	IA.7. Debate an issue from either side.	SL.IA.7
LA.COMM.05	The student will research, write, and present a persuasive speech to a designated audience and respond to audiences feedback and questions. Classmates will evaluate speeches for speaker's reasoning, premise, and presentation.		

	LA.COMM.05.01	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1.) 	W/11-12.1
	LA.COMM.05.02	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8.)	W.11-12.8
	LA.COMM.05.03	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3.)	SL.11-12.3
	LA.COMM.05.04	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4.)	SL.11-12.4
	LA.COMM.05.05	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.(SL.11-12.5.)	SL.11-12.5
	LA.COMM.05.06	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) (SL.11-12.6.)	SL.11-12.6
	LA.COMM.05.07	IA.6.Participate in public performances.	SL.11- 12.IA.6

Glenwood Community High School
 Composition I & II Curriculum
 A dual credit course with Iowa Western CC
 Approved Date – June 2020

Course Purpose:

Composition I

Composition I focuses on complex essays composed in various rhetorical modes of expository writing. The student will develop experience using the writing process when composing fully developed, organized essays. The emphasis in this course is on the formal or academic style of writing that has a clear and analytical focus. Documentation formatting is introduced with the culmination of a thesis-driven, researched, argumentative essay. Extended readings and discussions in class enhance more mature critical thinking abilities required of any college reader and writer.

Prerequisite: A grade of “B” or higher in prior English class.

This course follows Iowa Western Community College’s grading policies.

Composition II

Composition II follows Composition I with advanced readings and practice in academic discourse. In this course, the student will learn to construct rhetorically sound arguments. The course emphasizes academic research and responsible use of sources.

Prerequisite: A grade of “C” or higher in Composition I.

This course follows Iowa Western Community College’s grading policies.

Course Outcomes	Outcome Components	Description	Iowa Core Code
LA.CO.12.01	Writing	The student will compose organized coherent writing in a variety of styles for a range of informative and analytical tasks, purposes, and audiences.	
	LA.CO.12.01.01	Develop arguments and claims incorporating sufficient credible evidence.	W.11-12.1 RL.11-12.1 RI.11-12.1
	LA.CO.12.01.02	Analyze multiple sources of research to select and integrate relevant supporting evidence.	W.11-12.1 RL.11-12.1 RI.11-12.1
	LA.CO.12.01.03	Apply informative writing strategies for a variety of purposes and audiences including to compare and contrast, to determine cause and effect, and to provide analyses.	W.11-12.2 RL.11-12.1 RI.11-12.1
	LA.CO.12.01.04	Determine the effectiveness of using Aristotle’s rhetorical appeals (ethos, pathos, and logos) in persuasive writing.	W.11-12.2b
	LA.CO.12.01.05	Apply Aristotle’s rhetorical appeals (ethos, pathos, and logos) to argumentative essays.	W.11-12.2b
	LA.CO.12.01.06	Apply citation rules within compositions to support and/or explain a position, subject, topic, opinion, or analysis of a text as well as for in-text citations and/or to create a works cited or references page following MLA, APA, or other designated format.	W.11-12.2b
	LA.CO.12.01.07	Develop narratives to describe real or imagined experiences using a variety of literary techniques and styles.	W.11-12.3
	LA.CO.12.01.08	Apply a variety of sentence structures while following standard rules for spelling, capitalization, and punctuation.	W.11-12.5
	LA.CO.12.01.09	Synthesize relevant well selected details into composing annotated bibliographies.	W.11-12.8 RL.11-12.2 RI.11-12.2
LA.CO.12.02	Writing Process	The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.	
	LA.CO.12.02.01	Determine a topic and make choices about writing organization according to the purpose and audience.	W.11-12.1

	LA.CO.12.02.02	Develop ideas for writing by engaging in prewriting activities including brainstorming, free-writing, researching, and utilizing graphic organizers.	W.11-12.1 RI.11-12.1
	LA.CO.12.02.03	Compose drafts and share with peers and teacher for feedback.	W.11-12.1 RL.11-12.1 RI.11-12.1
	LA.CO.12.02.04	Apply revisions and rewrites based on feedback making any necessary edits.	W.11-12.2 RI.11-12.1
	LA.CO.12.02.05	Analyze and revise drafts to identify and correct any errors in reasoning or misinformation.	W.11-12.2
	LA.CO.12.02.06	Analyze and review drafts composed by peers to provide specific feedback.	W.11-12.2b
	LA.CO.12.02.07	Utilize online resources to research and select pertinent evidence and integrate the information while avoiding plagiarism.	W.11-12.5

Glenwood Community High School
Yearbook (9th-12th Grades) Curriculum
Approved Date – June 2021

Course Purpose: The student will plan, research, write, design, create, sell, and promote the Rampages, the Glenwood Community High School yearbook. This annual tells the story of Glenwood Community High School for each given year. The student will document the happenings of the various sports, fine arts, other relevant organizations, and the student body through interviews, article writing, and photography to create a full color, hard copy, multiple page yearbook, which will be made available for all students and community members to purchase. As an elective, this course will cover some, but not all of the English Language Arts, Technology Literacy and Social Studies Literacy Iowa Core at the ninth through twelfth grade levels.

Course Outcomes	Outcome Components	Description
YB.9-12.01	The student will develop and implement a marketing and distribution plan for the annual yearbook.	
	YB.9-12.01.01	Produce materials in various forms to promote the purchase of the yearbook within the school/community.
	YB.9-12.01.02	Seek sponsorships from local businesses through in person and/or telephone conversations.
	YB.9-12.01.03	Plan and execute a distribution event for the previously published yearbook within the school.
	YB.9-12.01.04	Plan and distribute yearbooks to the graduated seniors by making phone calls or emails to parents/guardians or younger siblings attending the High School.
YB.9-12.02	The student will create and use a digital photography library to enhance yearbook spreads.	
	YB.9-12.02.01	Attend events in or out of school and capture the action with digital photography equipment.
	YB.9-12.02.02	Upload and rename photographs in an organized and appropriate manner.
	YB.9-12.02.03	Edit photography as needed to meet both school and production standards.
	YB.9-12.02.04	Credit all photographs to the person/persons who took or provided the image.
	YB.9-12.02.05	Obtain permission from all sources outside of the school before images will be used in the yearbook.
YB.9-12.03	The student will use appropriate communication to gather or distribute information to students, teachers, coaches, administrators and the community.	
	YB.9-12.03.01	Conduct interviews with students/staff/coaches to gather information for yearbook spreads.
	YB.9-12.03.02	Draft emails/announcements and other materials to inform the school/community on various yearbook topics.
	YB.9-12.03.03	Contact parents and students in various forms using appropriate language and format options.
YB.9-12.04	The student will use appropriate language and grammar in all yearbook writing.	
	YB.9-12.04.01	Revise and edit copy and captions to eliminate grammatical errors.
	YB.9-12.04.02	Write, caption and copy to accompany all pages where it is appropriate.
YB.9-12.05	The student will complete and submit yearbook spreads following style guidelines and meeting deadlines.	
	YB.9-12.05.01	Complete and submit spreads as assigned.
	YB.9-12.05.02	Meet completion deadlines for assigned spreads.
	YB.9-12.05.03	Follow the style guide in creating their assigned spreads.

* Adviser for Yearbook is spelled with an er, rather than or. Thanks!

Glenwood Community High School
Journalism/Newspaper Curriculum
Approved Date – June 2020

Course Purpose: The student will plan, research, write, design, create, and promote the school newspaper titled The Rambler (gchsrambler.org) and the bi-monthly page in the Opinion Tribune called The Aries which will cover events and happenings of Glenwood Community High School and surrounding community. They will work diligently, fairly, and objectively to document the news, sports, features, opinions, and entertainment pieces of and for all the Glenwood Community High School community members. As an elective, this course will cover some, but not all, of the English Language Arts and Technology Literacy Iowa Core standards at the ninth through twelfth grade levels.

Course Outcomes	Outcome Components	Description	Iowa Core
Jrn.01	Production & Marketing	The student will independently and collaboratively plan, create, and market high school news for publication (examples: the online Rambler, the printed Rambler, the Aries Page in the Opinion Tribune).	
	Jrn.01.01	Develop and apply plans for advertisements in the online and printed publications.	
	Jrn.01.02	Create plans with peers and adviser to brainstorm story ideas and sell advertising for publications.	
	Jrn.01.03	Make use of and combine textual evidence, quotations, and explanations when researching a topic to provide factually accurate support.	
	Jrn.01.04	Utilize digital photography equipment to capture images.	
	Jrn.01.05	Develop and design visually appealing layouts, which include stories, photographs, captions, infographics, bylines, and headlines.	
	Jrn.01.06	Apply verification for accuracy of information including spelling, Associated Press style and punctuation, names, dates, and other pertinent details.	
	Jrn.01.07	Apply verification for publication page accuracy for style: spacing, font types and sizes, page numbers, captions, and photo placement.	
	Jrn.01.08	Recommend completed pages for publication.	
	Jrn.01.09	Organize time and tasks to consistently meet article and publication deadlines.	
Jrn.02	The student will apply journalistic writing and Associated Press writing guidelines to compose factually accurate news pieces.		
	Jrn.02.01	Develop, write, and organize pieces using AP journalistic style. (Example: Write a hard news piece using the inverted pyramid organizational format.)	
	Jrn.02.02	Develop and write pieces with accurate facts and details that carry a reader through the story. (Example: Writing a feature about an injured athlete and include all the necessary facts in the story so it creates a clear and accurate picture for the reader.)	
	Jrn.02.03	Determine relevant interview and source material information necessary for credibility and readability and then integrate information using Associated Press formatting for citations and quotations.	
	Jrn.02.04	Revise and develop own writing and peer's writing. (Example: correct writing after editing and prior to publishing)	
Jrn.03	Communication	The student will apply verbal and written forms of communication for a variety of purposes throughout the production, publication, marketing, and distribution of the publication.	
	Jrn.03.01	Compose and send emails to consistently and professionally communicate with others.	
	Jrn.03.02	Develop a plan to organize, distribute, track, and maintain photography equipment.	
	Jrn.03.03	Compose interview questions to gather pertinent information.	
	Jrn.03.04	Interview others to gather and document relevant information and diverse perspectives for the inclusion of important and memorable events in the newspaper.	
	Jrn.03.05	Discuss and collaborate with staff and adviser to plan and share information.	
	Jrn.03.06	Create surveys to collect data from the student body and staff.	
	Jrn.03.07	Develop and execute a plan for distributing the printed Rambler.	
	Jrn.03.08	Explain and illustrate style guidelines to staff members.	

Jrn.04	Technology The student will apply several types of technology for documenting and capturing news for publication (in the online Rambler, printed Rambler, and Aries page).	
	Jrn.04.01	Utilize software to design and construct newspaper layouts that meet staff's style guidelines.
	Jrn.04.02	Utilize software to document and keep accurate financial records.
	Jrn.04.03	Utilize spelling and grammar software to check all writing for accuracy.
	Jrn.04.04	Experiment and develop digital photography and formatting skills.
	Jrn.04.05	Develop, apply, and maintain a digital photo filing system.
	Jrn.04.06	Develop and apply photography skills to capture images for the newspaper.

*The word adviser for journalism is spelled er not or

Glenwood Community High School
 Advanced Placement Literature and Composition Curriculum
 Approved Date – June 2020

Course Description: AP English Literature and Composition is an introductory college-level literary analysis course. The student will cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Course Outcomes	Outcome Components	Description	Iowa Core
LA.APLit.01	Reading	The student will analyze, comprehend, and evaluate a wide range of literary and informational grade level and complex texts.	
	LA.APLit.01.01	Apply specific supporting textual evidence when referencing or responding to literary or informational texts.	RL.11-12.01 RI 11-12.01
	LA.APLit.01.02	Develop meaningful annotations of text to make sense out of what was read.	RL.11-12.01 RI 11-12.01
	LA.APLit.01.03	Develop written and/or verbal objective summaries of a variety of text types and genres.	RL.11-12.02 RI 11-12.02
	LA.APLit.01.04	Determine the meaning of unknown words and phrases by using context clues.	RL.11-12.04 RI 11-12.04
	LA.APLit.01.05	Evaluate and justify the function of character, setting, and plot structure in novels, short stories, plays, and poetry.	AP Lit Skills RL.11-12.03 RI 11-12.03
	LA.APLit.01.06	Evaluate and justify the function of narrator and speaker in novels (point of view), short stories, plays, and poetry.	AP Lit Skills RL.11-12.03 RI.11-12.03
	LA.APLit.01.07	Evaluate and justify the function of word choice, imagery, and symbols in novels, short stories, plays, and poetry.	AP Lit Skills RL.11-12.03 RI.11-12.03
LA.APLit.02	Writing	The student will compose organized coherent writing (argumentative, informative, timed writes, etc.) for a range of informative and analytical tasks, purposes, and audiences.	
	LA.APLit.02.01	Develop and write a claim, theme, or thesis related to the topic.	W.11-12.01a
	LA.APLit.02.02	Develop a clearly organized introduction, body and conclusion.	W.11-12.02a W.11-12.02f
	LA.APLit.02.03	Select and apply an appropriate writing perspective for the topic.	W.11-12.02e
	LA.APLit.02.04	Combine and cite textual evidence and explanation to create support for the topic.	W.11-12.2b
	LA.APLit.02.05	Explain and justify the function of character, setting, and plot structure in novels, short stories, plays, and poetry.	AP Lit Skills RL.11-12.02 RI.11-12.02
	LA.APLit.02.06	Explain and justify the function of narrator and speaker in novels, short stories, plays, or poetry.	AP Lit Skills RL.11-12.02 RI 11-12.02
	LA.APLit.02.07	Explain and justify the function of word choice, imagery, and symbols in novels, short stories, plays, and poetry.	AP Lit Skills RL.11-12.02 RI.11-12.02
	LA.APLit.02.08	Develop textually sustained arguments about interpretations of part or all of a text.	AP Lit Skills W.11-12.10
LA.APLit.03	Writing Process	The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.	
	LA.APLit.03.01	Determine a specific purpose for writing and identify a target audience.	W.11-12.04
	LA.APLit.03.02	Develop ideas for writing by engaging in prewriting activities including outlining, TP CASTTS, and other organizational methods.	W.11-12.05

	LA.APLit.03.03	Analyze drafts composed by peers to provide specific feedback.	W.11-12.06
	LA.APLit.03.04	Apply feedback to enhance writing.	W.11-12.05
	LA.APLit.03.05	Utilize online resources to research and gather pertinent information in support of texts.	W.11-12.07 W.11-12.08
LA.APLit.04	Language Use The student will apply and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LA.APLit.04.01	Demonstrate knowledge of standard conventions of grammar and usage when writing and/or speaking: <ul style="list-style-type: none"> • Verify subject-verb and pronoun-antecedent agreement. • Identify and correct inappropriate shifts in verb tense. • Identify and correct inappropriate shifts in pronoun number and person. • Identify and correct vague pronouns (ones with unclear or ambiguous antecedents). • Utilize verbs in the active and passive voices and in indicative, imperative, interrogative, conditional, and subjunctive mood to communicate a particular meaning. 	L.11-12.01
	LA.APLit.04.02	Demonstrate knowledge of rules for spelling, capitalization, and punctuation when writing: <ul style="list-style-type: none"> • Recognize and correct misplaced and dangling modifiers by placing or rearranging phrases and clauses within a sentence. • Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. • Construct and correctly punctuate complete sentences (simple, compound, and complex) recognizing and correcting inappropriate fragments and run-ons. 	L.11-12.02
	LA.APLit.04.03	Apply knowledge of how language choices (syntax, diction, and punctuation) can affect the meaning of what is read to enhance comprehension.	L.11-12.03
	LA.APLit.04.04	Determine or clarify the meaning of unknown and multiple meaning words choosing from a range of strategies (context clues, base words and affixes, online and print references).	L.11-12.04
	LA.APLit.04.05	Demonstrate knowledge of figurative language and its uses.	L.11-12.05
	LA.APLit.04.06	Apply academic and content specific vocabulary when speaking and/or writing.	L.11-12.06
LA.APLit.05	Speaking & Listening The student will take part in academic collaborative discussions to advance and deepen understanding of topics or texts as well as design and deliver presentations according to the subject, purpose, audience, and occasion.		
	LA.APLit.05.01	Apply preparation skills and techniques for discussions by reading and researching designated materials.	SL.11-12.01a
	LA.APLit.05.02	Take part in a range of structured discussions for a variety of purposes.	SL.11-12.01b
	LA.APLit.05.03	Develop and pose reflective, on topic questions to enhance understanding and share information.	SL.11-12.01c
	LA.APLit.05.04	Support claims by citing sources of evidence.	SL.11-12.02
	LA.APLit.05.05	Evaluate information shared by others while purposefully expressing points of agreement or disagreement.	SL.11-12.03
	LA.APLit.05.06	Interpret, evaluate, and reflect on a speaker's main points and purpose.	SL.11-12.03
	LA.APLit.05.07	Evaluate the validity of claims made by others to identify the use of irrelevant or inconsequential evidence or support.	SL.11-12.03
	LA.APLit.05.08	Adapt speech (volume, rate, enunciation) and nonverbal (posture, gestures, movement) techniques to communicate clearly and effectively.	SL.11-12.6

Glenwood Community High School
Advanced Reading & Writing Curriculum
Approved Date – June 2020

Course Purpose: The Advanced Reading & Writing course prepares college bound juniors and seniors for the literacy demands of higher education. The student will learn to persist during challenging tasks and build academic stamina through the process of rigorous thinking as they apply prior knowledge to new learning. The student will analyze nonfiction texts, write in a variety of styles, both informally (journals/quick writes), and formally (analysis/argumentative/informative/on demand timed writing) allowing many opportunities to hone their critical thinking and writing skills to prepare them for college level classes.

Course Outcomes	Outcome Components	Description	Iowa Core
LA.ARW.11-12.01	Reading - The student will analyze, comprehend, and evaluate a wide range of complex nonfiction texts.		
	LA.ARW.11-12.01.01	Make use of the most relevant supporting textual evidence when referencing or responding to texts and/or interpretations of texts.	RL.11-12.1 RI.11-12.1
	LA.ARW.11-12.01.02	Compose meaningful annotations by interpreting text to make sense out of what was read.	RL.11-12.1 RI.11-12.1
	LA.ARW.11-12.01.03	Compose written and/or verbal objective summaries of a variety of text types and genres.	RL.11-12.2 RI.11-12.2
	LA.ARW.11-12.01.04	Determine and analyze two or more themes or central ideas in one or more texts.	RL.11-12.2 RI.11-12.2
	LA.ARW.11-12.01.05	Analyze and evaluate the effectiveness of the structure an author uses.	RL.11-12.4 RI.11-12.4
	LA.ARW.11-12.01.06	Analyze how word meaning can change depending on the context it is used and identify any figurative or connotative meanings.	RL.11-12.4 RI.11-12.4
	LA.ARW.11-12.01.07	Analyze a writer's use of rhetorical devices and strategies.	RL.11-12.4 RI.11-12.4
	LA.ARW.11-12.01.08	Compare and contrast multiple interpretations of historically significant ideas, events, and/or documents.	RL.11-12.7 RI.11-12.7
LA.ARW.11-12.02	Writing - The student will compose organized coherent writing in a variety of styles for a range of informative and analytical tasks, purposes, and audiences.		
	LA.ARW.11-12.02.01	Compose a variety of text types for selected purposes and audiences.	W.11-12.1
	LA.ARW.11-12.02.02	Analyze multiple sources of information to select and integrate relevant compelling evidence.	W.11-12.1 RI.11-12.1
	LA.ARW.11-12.02.03	Compose text based arguments to support claims in an analysis of what was read making use of credible, text supported reasoning and evidence.	W.11-12.1 RL.11-12.1 RI.11-12.1
	LA.ARW.11-12.02.04	Compose a literary analysis of an assigned text and make use of rhetorical strategies.	W.11-12.2 RI.11-12.1
	LA.ARW.11-12.02.05	Make use of words and phrases that express precise meaning concisely and effectively.	W.11-12.2
	LA.ARW.11-12.02.06	Apply citation rules within compositions to support and/or explain a position, subject, topic, opinion, or analysis of a text as well as for in-text citations and/or to create a works cited or references page following MLA, APA, or other designated format.	W.11-12.2b
	LA.ARW.11-12.02.07	Make use of a variety of sentence structures while following standard rules for spelling, capitalization, and punctuation.	W.11-12.5
	LA.ARW.11-12.02.08	Develop textually sustained arguments about interpretations of part or all of a text.	W.11-12.10
LA.ARW.11-12.03	Writing Process - The student will develop written texts by planning, revising, editing, and rewriting with the intention of creating a piece that is error free.		
	LA.ARW.11-12.03.01	Research a given topic and make choices about writing organization and style according to the purpose and audience.	W.11-12.4
	LA.ARW.11-12.03.02	Develop ideas for writing by engaging in prewriting activities including brainstorming, free-writing, researching, and utilizing graphic organizers.	W.11-12.5

	LA.ARE.11-12.03.03	Compose drafts and share with peers and teacher for constructive feedback.	W.11-12.5
	LA.ARW.11-12.03.04	Apply revisions and rewrites based on feedback making any necessary edits.	W.11-12.5
	LA.ARW.11-12.03.05	Analyze and revise drafts to identify and correct any errors in reasoning or misinformation.	W.11-12.5
	LA.ARW.11-12.03.06	Analyze and review drafts composed by peers to provide specific feedback.	W.11-12.6
	LA.ARW.11-12.03.07	Utilize resources to research and select pertinent evidence to integrate the information while avoiding plagiarism.	W.11-12.7 W.11-12.8
LA.ARW.11-12.04	Language Use - The student will apply and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LA.ARW.11-12.04.01	Demonstrate command of grammar and usage when writing and/or speaking.	L.11-12.1
	LA.ARW.11-12.04.02	Apply command of the rules for spelling, capitalization, and punctuation in all writing.	L.11-12.2
	LA.ARW.11-12.04.03	Apply command of language to show knowledge of the ways intentional choices in usage can impact meaning.	L.11-12.3
	LA.ARW.11-12.04.04	Develop knowledge of Greek and Latin roots (etymology).	L.11-12.4c
	LA.ARW.11-12.04.05	Make use of academic and content specific vocabulary when speaking and/or writing.	L.11-12.6
LA.ARW.11-12.05	Speaking & Listening - The student will take part in academic collaborative discussions to advance and deepen understanding of topics or texts as well as design and deliver presentations according to the speaker, occasion, audience, purpose, subject, and tone.		
	LA.ARW.11-12.05.01	Apply preparation skills for discussions by reading and researching designated materials.	SL.11-12.1a
	LA.ARW.11-12.05.02	Take part in a range of structured discussions for a variety of purposes.	SL.11-12.1b
	LA.ARE.11-12.05.03	Pose and respond to questions that probe reasoning and evidence to connect information from multiple speakers, enhance understanding, and further discussions.	SL.11-12.1c
	LA.ARW.11-12.05.04	Synthesize claims made as well as evidence used by all sides of an issue before expressing points of agreement or disagreement while demonstrating the ability to be both open-minded and discerning to diverse perspectives.	SL.11-12.3
	LA.ARW.11-12.05.05	Evaluate the validity of evidence presented by others to identify the use of irrelevant or inconsequential information.	SL.11-12.3
	LA.ARW.11-12.05.06	Create and make use of visual aids to engage an audience, support information, and enhance presentations.	SL.11-12.5
	LA.ARW.11-12.05.07	Adapt speech (volume, rate, enunciation) and nonverbal (posture, gestures, movement) techniques to communicate clearly and effectively.	SL.11-12.6