

**SECONDARY
ENGLISH LANGUAGE ARTS
CURRICULUM STANDARDS**

**Catholic Schools Office
Diocese of Phoenix
2013**

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2013

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With much gratitude from the Catholic Schools Office of the Diocese of Phoenix, we commend the Secondary English Language Arts Committee for its work in revising and updating the Secondary English Language Arts Curriculum.

During this review cycle, the Committee was met with a task much more challenging than in past years. In addition to the usual review and revision of curriculum, our Committee members were charged with the task of reviewing and deciding on incorporation of standards presented in the Arizona College and Career Ready Standards as well. The development of the 2013 Secondary English Language Arts Curriculum maintains the strongest of our traditional standards and adds elements of the Arizona College and Career Ready Standards, such as additional speaking, listening, and technology skills, while maintaining the integrity of Catholic values and the basics of a traditional Catholic education. Our goal is for our students and our schools to continue as the leaders in educational excellence as well as meet the needs of 21st century learners while maintaining the integrity of our faith in all the work we do.

In addition to performance objectives and standards, the Committee also spent countless hours reviewing reading lists to ensure that the texts used by our Catholic schools reinforce our Catholic philosophies. These lists have also been approved by Bishop Thomas Olmsted and are included in the appendices.

It is the hope of the Catholic Schools Office and the members who contributed so much to this Committee that through the use of this document and its guidelines, we will assist in continued development of well informed students who communicate effectively, are deeply compassionate as well as intellectual and who will function as strong leaders, moral decision makers, and faith-filled servants throughout their lives.

Gratefully,



Ms. MaryBeth Mueller
Executive Director of the Division of Education and Evangelization
and Superintendent of Catholic Schools

**SECONDARY ENGLISH LANGUAGE ARTS
CURRICULUM STANDARDS COMMITTEE
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PHILOSOPHY

The Mission Statement for the Diocese of Phoenix states that the Diocese “engages in the faith formation of the young through Catholic schools by leading them to an encounter with the Living Christ and by integrating faith throughout an educational process that promotes academic excellence, moral values and lifelong service.”

Our philosophy integrates faith in a rigorous Secondary English Language Arts program aligned with Arizona Career and College Ready Standards to develop effective communicators who will function as informed, ethical, Catholic citizens equipped with both traditional and 21st century skills.

Essential Goals of the Secondary English Language Arts Curriculum for All Grade Levels:

1. Reflecting Catholic identity, the Secondary English Language Arts Curriculum aligns with 21st century skills and Gospel values, implemented through effective instruction.
2. Recognizing 21st century challenges and opportunities for college and career in a globally competitive society, students create, communicate, and collaborate effectively.
3. Reading carefully selected literary and informational texts, students practice critical thinking, deepen self-knowledge, and expand appreciation of cultural diversity.
4. Using the writing process, students analyze, argue, respond to, and reflect on content learned and/or personal experience.
5. Practicing active, careful, and reflective listening, students respect others’ ideas and express their own thoughts clearly and persuasively.
6. Using a variety of media and technological resources, students analyze, evaluate, report, and present with integrity.

INTRODUCTION

Secondary Language Arts / English Curriculum

The Secondary English Language Arts Curriculum Committee developed the following course expectations to help each high school design its own specific course objectives while maintaining the high standards of the Diocese of Phoenix.

The committee addressed some specific issues that may arise. These include the following:

- *Concurrent or dual-credit classes:* High schools should adhere to or exceed the published competencies from the sponsoring college.
- *Writing across the Curriculum:* The committee recognizes the Six + 1 Traits of Good Writing, endorses training in Jane Schaeffer's methods, and encourages using them in the early high school grades. To that end, the committee highly recommends implementation of a writing across the curriculum program.
- *Research:* Academic research processes should be taught beginning at the freshman level with increasing complexity and accountability through the senior level. This includes, but is not limited to, standard research papers correctly documented and cited and sophisticated research projects with annotated bibliographies.
- *Intellectual Integrity and Plagiarism:* Each school develops a plagiarism policy published and implemented by each department.
- *Vertical Teams:* To ensure articulation of curriculum from grade to grade, following a schema similar to that recommended by the College Board's Advanced Placement Program is beneficial.
- *Common Semester Examinations:* To assure continuity within the same grade level and course, the committee suggests common semester exams that include the same major works with the remainder of the exam emphasizing skills and concepts.
- *Higher Level Courses:* Honors courses as well as Advanced Placement and concurrent credit courses should be developed and offered as needed.
- *Technology:* Appropriate devices and software tools will be integrated into all courses, and students will be required to use technology ethically.

Coding:

Major revisions to standards are noted in red.

National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools
March 2012

www.catholicstandards.org

Academic Excellence:

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School in the Third Millennium, 2005*).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction. *BENCHMARKS:*

7.1	The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
7.2	Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
7.3	Curriculum and instruction for the 21 st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
7.4	Curriculum and instruction for 21 st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
7.5	Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
7.6	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
7.7	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
7.8	The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
7.9	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
7.10	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices. *BENCHMARKS:*

8.1	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
8.2	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
8.3	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
8.4	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
8.5	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

Standard 9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life. *BENCHMARKS:*

9.1	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.
9.2	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
9.3	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

See: **The Roman Catholic Church of the Diocese of Phoenix Handbook of Policies, Procedures and Norms for the Catholic Schools**
Section 3-1.2 Curriculum...

E. Material Selection Policy

Diocesan Schools and Parish Schools, in their role of supporting parents as primary educators of their children, are committed to mature and appropriate literary study while maintaining the dignity of each and every person created in the image and likeness of God. All books or other reading materials that are selected for use by Diocesan Schools and Parish Schools are to be consistent with the Diocesan curriculum.

While theological truths are not relegated solely to theology class or campus ministry alone, the truths of the faith permeate all subject matter and all aspects of the school's life. In light of these truths, it must be noted that some books or other reading materials that are selected for use by Diocesan Schools and Parish Schools may contain controversial language and subject matter. Extra care is taken to ensure that these truths are upheld and that human sexuality not be depersonalized, trivialized or viewed as anything less than the sacred gift of God that it is.

While encouraging intellectual growth through exposure to fine literature, Diocesan Schools and Parish Schools must continually (a) support and maintain the family's positive atmosphere of love, virtue and respect for the gifts of God, in particular the gift of life; (b) promote the ideal of chaste love that is called for in the Gospel and

(c) aid and protect children as they seek to understand and discover their own particular vocation in life.¹

Diocesan Schools and Parish Schools must support their teachers in their work to convey messages that are consistent with the teachings of the Catholic Church. Diocesan Schools and Parish Schools should select literature that supports the positive practice of chastity as the "successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being." As believers, we affirm this to be fully attainable and a motive for joy experienced in the sacramental life on which the Catholic school rests.²

As in all subjects, the spiritual and moral dimensions must always be considered in the study of literary works, to allow for the formation of a right conscience. The formation of conscience requires being enlightened about the truth and God's plan and must not be confused with a vague subjective feeling or with personal opinion.³

¹ Pontifical Council for the Family *The Truth and Meaning of Human Sexuality*,
http://www.vatican.va/roman_curia/pontifical_councils/family/documents/rc_pc_family_doc_08121995_human-sexuality_en.html, 22.

² Ibid, 4.

³ Ibid 94-95.

F. School Literature Core Courses

Process for selection of course assigned literature:

In order to add a book or other reading materials to the curriculum as course assigned literature, a Diocesan School or Parish School must consider the following:

1. What students (in which grade) are going to read the materials?
2. What is the literary and curricular value to the students of the materials in question?
3. What material therein might be objectionable?
4. How does this material support Catholic identity and values?
 - a. How does this material support and maintain the family's positive atmosphere of life, virtue and respect for the gifts of God, in particular the gift of life? If no, how would it be related to Catholic identity and values?
 - b. Does this material ensure the maintenance of the ideal of chaste love called for in the Gospel? If no, how would it be related?
 - c. How does this material assist students as they seek to understand and discover their own particular vocation in life?

G. School Library

Print and non-print materials will be evaluated by the following criteria as they apply. Materials should:

1. Support, and be consistent with, the philosophy and goals as stated in the Diocese of Phoenix Catholic Schools' Mission Statement.
2. Support the curricula of the Diocese of Phoenix.
3. Provide for the special interests, leisure reading and global awareness of the Diocese of Phoenix students.
4. Represent both historical and up-to-date information.
5. Have aesthetic, literary, social, and/or spiritual value in alignment with the Diocese of Phoenix standards.
6. Be appropriate for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
7. Be created by competent and qualified authors and producers.
8. Realistically represent our pluralistic society.
9. Have a physical format and appearance suitable for their intended use.
10. Be of acceptable technical quality with adequate documentation (this applies to software and AV materials).

The process of library selection

1. Assess existing collection to determine areas that need to be improved to meet the Diocese of Phoenix curricula and other needs.
2. Consult reputable professionally prepared selection tools.
3. Solicit recommendations from faculty, staff, and students.
4. Accept gifts with the understanding that only those materials which meet regular selection criteria will be added to the collection.
5. As new topics relevant to the current curricula or the current world arise, an effort is made to purchase appropriate materials.

Criteria for removal of materials from the collection

1. Contain inaccurate or outdated information.
2. Are no longer useful for curricular support or recreational reading.
3. Have not circulated for a number of years.
4. Are in poor physical condition.

Reading Standards for Literature 9-12

Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. 3. Provide an objective summary of a text. 4. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<ol style="list-style-type: none"> 1. 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. 2. Determine and compare two or more themes or 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 produce a complex account. 3. Provide an objective summary of a text. 4. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or a drama (e.g., setting, plot, character development, and motives).
Craft and Structure	
<ol style="list-style-type: none"> 5. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). 6. Analyze how an author’s choices concerning how to structure or style a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 	<ol style="list-style-type: none"> 4. Determine the language evolution and meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare as well as other authors).203

Grades 9-10 students:	Grades 11-12 students:
Craft and Structure (Continued)	
<p>7. Analyze an author’s use of literary devices.</p> <p>8. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature as well as classic through contemporary literature.</p>	<p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
Integration of Knowledge and Ideas	
<p>9. Analyze the representation of a subject or a key scene in two different artistic mediums or literary genres, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>10. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>8. Evaluate literary works and poetry using appropriate terminology.</p> <p>9. Demonstrate knowledge of foundational works of literature, including how two or more texts or authors from the same or different period or culture treat similar themes or topics.</p>
Range of Reading and Level Text Complexity and detailed discussion see Appendix A	
<p>11. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.</p>

Reading Standards for Non-Fiction or Academic Content Text 9-12 (*cross-curricular reading standards*)

Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Demonstrate facility with basic research from a variety of sources, using MLA documentation style. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. Be able to provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ol style="list-style-type: none"> 1. 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 leads matters uncertain. Demonstrate facility with basic research from a variety of sources, using MLA documentation style. 2. 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; be able to provide an objective summary of the text. 3. Analyze and compare/contrast 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 and between multiple texts.
Craft and Structure	
<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze and compare/contrast how authors use and refine the meaning of key term or terms over the course of text and between multiple texts. 5. 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.

Craft and Structure (Continued)	
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. 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.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate, evaluate, analyze, and synthesize multiple sources of information presented in different media or formats in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate, evaluate, analyze, and synthesize the reasoning in influential texts, including the application of constitutional principles and the use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	9. Analyze and synthesize foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.
Range of Reading and Level Text Complexity * detailed discussion see Appendix A	
10. By the end of Grade 9, read and comprehend literary nonfiction in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 11, read and comprehend literary nonfiction in the grades 11-12 complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Writing Standards 9-12

Grades 9-10 students:	Grades 11-12 students:
Text Types and Purposes	
<ol style="list-style-type: none">1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence<ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.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.e. Provide a concluding statement or section that follows from and supports the argument presented.	<ol style="list-style-type: none">1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence<ol style="list-style-type: none">a. 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.b. 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.c. 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.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.e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9-10 students:**Grades 11-12 students:****Text Types and Purposes**

2. 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.
 - 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.
 - b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary 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 significance of the topic).

2. 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.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes 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 significance of the topic).

Grades 9-10 students:

Grades 11-12 students:

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Write descriptive passages, fictional or non-fictional, using effective details and figurative language to allow the reader to experience and understand the author’s intention.
 - a. Open description with an engaging hook.
 - b. Develop description with appropriate and specific details to enhance the author’s purpose.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, and its significance establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Write descriptive passages, fictional or non-fictional, using effective details and figurative language to allow the reader to experience and understand the author’s intention.
 - a. Open description with an engaging hook.
 - b. Develop description with appropriate and specific details to enhance the author’s purpose.

Grades 9-10 students:

Grades 11-12 students:

Text Types and Purposes (4. Continued)

- c. Use logical transitions between aspects of description
- d. Use precise language “showing” details, figurative language (similes, metaphors, hyperbole, sound techniques—onomatopoeia, consonance, etc.—as appropriate and effective), and imagery to convey a particular tone and mood.
- e. Utilizing sensory details to enhance the reader’s experience.
- f. End description purposefully and effectively, reflecting as appropriate.

- c. Use logical transitions between aspects of description.
- d. Use precise language “showing” details, figurative language (similes, metaphors, hyperbole, sound techniques—onomatopoeia, consonance, etc.—as appropriate and effective), and imagery to convey a particular tone and mood.
- e. Use sensory details to enhance the reader’s experience.
- f. End description purposefully and effectively, reflecting as appropriate.

- 5. Write compare/contrast essays to identify similarities and differences.
 - a. Introduce the topic by identifying clearly and precisely the items to be compared and contrasted.
 - b. Practice different types of development including the block, alternating and analogy methods of development, and develop the topic by discussing similarities and differences using specific details.
 - c. Establish the basis of comparison/contrast.
 - d. Point to specific examples to illustrate the comparison and include only information that is relevant to the comparison/contrast.

- 5. Write compare/contrast essays to identify similarities and differences.
 - a. Introduce the topic by identifying clearly and precisely the items to be compared and contrasted.
 - b. Practice different types of development including the block, alternating and analogy methods of development, and develop the topic by discussing similarities and differences using specific details.
 - c. Establish the basis of comparison/contrast.
 - d. Point to specific examples to illustrate the comparison and include only information that is relevant to the comparison/contrast.
 - e. Use words, phrases and clauses to link the major sections of the text to create cohesion, keep the relationship among the ideas clear and link the similarities and differences. The text should move fluently and coherently between ideas.

Grades 9-10 students:

Grades 11-12 students:

Text Types and Purposes (5. Continued)

- e. Use words, phrases and clauses to link the major sections of the text to create cohesion, keep the relationship among the ideas clear and link the similarities and differences. The text should move fluently and coherently between ideas.
- f. Provide a concluding statement that follows from the basis of comparison/contrast and gives a finished feel to the essay.

- f. Provide a concluding statement that follows from the basis of comparison/contrast and gives a finished feel to the essay.

- 6. Write clear and coherent business/functional communication in which the development, organization, and style are appropriate to task, purpose, and audience.
 - a. Follow current business standards of formatting regarding resume, introductory letters (e.g., cover letters/letters of application), business communications (memos, emails, envelope addressing, salutations and closings, etc.)
 - b. Use appropriate vocabulary and detail for intended audience and purpose of business/functional communication.
 - c. Establish and maintain appropriate formality and conciseness for intended interaction.
 - d. Adhere to standards for correct punctuation, spelling, capitalization, and usage.
 - e. Develop good organizational and outlining skills to give prominence to the most important topics.
 - f. Utilize editing and proofreading skills to insure accuracy.

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 - e. Develop good organizational and outlining skills to give prominence to the most important topics.
 - f. Utilize editing and proofreading skills to insure accuracy.

Grades 9-10 students:**Grades 11-12 students:****Production and Distribution of Writing**

7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. 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.

8. 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.

9. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9. 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.

Research to Build and Present Knowledge

10. 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.

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Grades 9-10 students:

Grades 11-12 students:

Research to Build and Present Knowledge (Continued)

11. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard **MLA** format for citation.

11. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations 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 MLA format** for citation.

12. Draw evidence from literary or informational texts to support analysis, reflection, and research.

g. Apply *grades 9–10 Reading standards* to literature

h. Apply *grades 9–10 Reading standards* to literary nonfiction

12. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11-12 Reading standards* to literature

b. Apply *grades 11-12 Reading standards* to literary nonfiction

Ranges of Writing

13. Write routinely over extended time frames (e.g., 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.

13. Write routinely over extended time frames (e.g., 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.

Speaking and Listening Standards for 9-12

Grades 9-10 students:	Grades 11-12 students:
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussion 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. Recognize that hearing is not the same as listening and that listening involves a deliberate choice to be receptive to what is being communicated.c. Practice active, careful, and reflective listening and be able to recall information accurately and concisely.d. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.e. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.	<p>1. Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussion 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. Recognize that hearing is not the same as listening and that listening involves a deliberate choice to be receptive to what is being communicated.c. Practice active, careful, and reflective listening and be able to recall information accurately and concisely.d. Work with peers to promote civil, democratic discussions and decision making; set goals and deadlines; establish roles as needed.e. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.

Grades 9-10 students:

Grades 11-12 students:

Comprehension and Collaboration (1. Continued)

f. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understand and make new connections in light of the evidence and reasoning presented.

f. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

2. Integrate multiple sources of information presented in diverse media or formats (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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

Grades 9-10 students:

Grades 11-12 students:

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - a. Recognize the importance of body language and emotional cues in communication.
 - b. Possess the requisite vocabulary to communicate ideas concisely in conversation, in small groups, in classroom settings, and in formal oral presentation.
 - c. Choose to speak articulately, enunciating clearly and speaking in a tone of voice appropriate to the occasion and audience.

- 4. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Ensure 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.
 - a. Recognize the importance of body language and emotional cues in communication.
 - b. Possess the requisite vocabulary to communicate ideas concisely in conversation, in small groups, in classroom settings, and in formal oral presentation.
 - c. Choose to speak articulately, enunciating clearly, and speaking in a tone of voice appropriate to the occasion and audience.

- 5. 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.

- 5. 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.

- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards for 9-12

Grades 9-10 students:	Grades 11-12 students:
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Use parallel structure.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative adverbial) to convey specific meanings and add variety and interest to writing or presentations.c. Use grammatical structures to show relationships between ideas.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Apply the understanding the usage is a matter of convention, can change over time, and is sometimes contested.b. Resolve issues of complex or contested usage, consulting references as needed.c. Use grammatical structures to show relationships between ideas.
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none">a. Correct errors and improve grammar, usage, mechanics, and spelling (GUMS) in writing	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none">a. Correct errors and improve grammar, usage, mechanics, and spelling (GUMS) in writing

Grades 9-10 students:

Grades 11-12 students:

Knowledge of Language (Continued)

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading, writing, or listening.
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g. *MLA Handbook*), **appropriate for the discipline and writing type.**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading, writing, or listening.
- a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
- 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 word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. *analyze, analysis, analytical; advocate, advocacy*)
 - 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 or its etymology.
 - d. **Understand the function of roots, suffixes, and prefixes in Standard English to enhance appreciation of etymology.**
 - e. 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).

4. 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.
- 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 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. **Understand the function of homonyms, roots, suffixes, and prefixes in Standard English to enhance appreciation of etymology.**
 - e. 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).

Grades 9-10 students:

Grades 11-12 students:

Knowledge of Language

- 5. Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

- 5. Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

- 6. 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.

- 6. 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.

APPENDICES

Appendix A

2009 English Language Arts Standards, Diocese of Phoenix

<http://www.catholicschoolsphx.com/curriculum.php>

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

<http://www.catholicschoolstandards.org/standards>

AZ College and Career Ready Standards

<http://www.aze3d.gov/azccrs>

Appendix B:

Secondary Course Assigned Literature Book List

Updated August 2013

This Literature Book List was prepared by the High School Literature Committee during the school year 2008-2009. This list meets the criteria of the High School Literature Policy found on pages 9-11 of the Secondary English Language Arts Curriculum Standards of August 2013. Refer to this policy before using any literature selections in your class.

The Secondary Book List is in alphabetical order with the grade indicated as a minimum class level for use: “F” indicates fiction; “NF” indicates non-fiction.

Parents always have the prerogative to request a different selection should they have objections to the required selection.

The Literature List will be updated periodically.

Rationales for books containing sensitive themes may be found on the Catholic Schools Office website under “School Administration.” Contact your principal for the password necessary to access these rationales.

Books	Minimum Class Level
12 Angry Men (F)	9+
19 Minutes (F)	11+
1984 (F)	10+
7 Habits of Highly Effective Teens (NF)	9+
A Connecticut Yankee in King Arthur's Court (F)	9+
A Farewell To Arms (F)	11+
A Handful of Dust (F)	12AP
A House Made of Dawn	11AP
A Lesson Before Dying (F)	9+
A Long Way Gone (NF)	9+
A Man for All Seasons (F)	12+
A Midwife's Story (F)	10+
A Night to Remember (NF)	9+
A Passage to India (F)	12AP
A Portrait of the Artist As A Young Man (F)	12AP
A Raisin in the Sun (F)	11+
A River Between (F)	10+
A Separate Peace (F)	9+
A Star Called Henry (F)	12+
A Streetcar Named Desire (F)	11+
A Tale of Two Cities (F)	10H+
A Tree Grows in Brooklyn (F)	9H+
Across the Nightingale Floor (F)	11+
Age of Iron And The Life and Times of Michael K (F)	12AP
All But My Life (NF)	11+
All Quiet on the Western Front (F)	10+
And Then there were None (F)	9+
Animal Farm (F)	9+
Antigone (F)	9H+
Atonement (F)	12+
Becket (F)	12+
Beowulf (F)	10+
Bleachers (F)	10+
Bound Feet (NF)	11
Brave New World (F)	12+
Breakfast of Champions (F)	10+
Brighton Rock (F)	12AP
Bury my Heart at Wounded Knee (NF)	11+
Candide (F)	12+
Cannery Row (F)	11+
Captains and Kings (F)	11+
Cat On a Hot Tin Roof (F)	11+
Catch 22 (F)	11H+

Books	Minimum Class Level
Cat's Cradle (F)	12+
Chekhov's Plays (F)	12AP
Christy (F)	9+
Collaborator of Bethlehem (F)	11+
Conspiracy of Paper (F)	12H+
Crime and Punishment (F)	10+
Cry The Beloved Country (F)	10H+
Daisy Miller (F)	11AP+
Dead Man Walking (NF)	11+
Death be not Proud (NF)	9+
Death Comes for The Archbishop (F)	9H+
Demian (F)	12+
Derby Girl (F)	11+
Different Seasons (F)	12AP
Dr. Faustus (F)	12AP
Dracula (F)	12+
Dubliners (F)	10H+
East of Eden (F)	12AP
Eleanor and Franklin (NF)	11+
Eleven Seconds (NF)	11+
Emma (F)	12AP
Ethan Frome (F)	11AP+
Evangeline (F)	10H+
Everybody See the Ants (F)	9+
Everyman (F)	9+
Exodus (F)	11H+
Extremely Loud and Incredibly Close (F)	9+
Fahrenheit 451 (F)	9+
Fast Food Nation (NF)	11+
Flight (F)	11+
For One More Day (F)	11+
For Whom the Bell Tolls (F)	10H+
Fountainhead (F)	11+
Frankenstein (F)	9+
Franny and Zooey (F)	12+
Galapagos (F)	11+
Gone with the Wind (F)	9+
Great Expectations (F)	9+
Grendel (F)	12
Gulliver's Travels (F)	10+
Hamlet (F)	10+
Hard Times (F)	12
Haroun and the Sea of Stories (F)	AP

Books	Minimum Class Level
Heart of Darkness (F)	12
Henry V (F)	AP
Hero with a 1000 Faces (NF)	AP
Hounds of the Baskervilles (F)	10
House at Riverton (F)	11+
House of Mirth (F)	11+
House of the Seven Gables (F)	11+
House on Mango Street (F)	9+
I Know Why the Caged Bird Sings (NF)	9+
Ibsen's A Doll's House (NF)	AP
Inherit the Wind (F)	9+
Into the Wild (NF)	11+
Into Thin Air (NF)	10+
Intruder in the Dust (F)	10+
Invisible Man (F)	AP+
Ishmael (F)	11H+
Ivanhoe (F)	10+
Jamaica Inn (F)	11+
Jane Eyre (F)	9+
Jasmine (F)	10+
Julius Caesar (F)	10+
King Lear (F)	AP
Kisses From Katie (NF)	9+
La Maravilla (F)	11+
Left to Tell (NF)	9+
Life of Pi (F)	10+
Light in August (F)	11+
Lord of the Flies (F)	9+
Macbeth (F)	10+
Marley and Me (NF)	9
Me Talk Pretty One Day (NF)	12+
Measure for Measure (F)	AP
Metamorphosis (F)	10+
Moby Dick (F)	AP+
Montana 1948 (F)	9H+
Morte d'Arthur (F)	12+
Much Ado About Nothing (F)	10+
Murder on the Orient Express (F)	9+
Murders in the Rue Morgue (F)	9+
My Antonia (F)	9+
My Sister's Keeper (F)	11+
Narrative of the Life of Frederick Douglass (NF)	11+
Native Son (F)	11H+

Books	Minimum Class Level
Nectar in a Sieve (F)	9H+
Never Cry Wolf (NF)	10+
Never Let Me Go (F)	12+
Night, Weisel (NF)	9+
Nine Coaches Waiting (F)	10+
Oedipus the King (F)	9+
Of Love and Other Demons (F)	AP
Of Mice and Men (F)	9H+
Old Man and The Sea (F)	10+
Oliver Twist (F)	10+
Once and Future King (F)	AP
One Flew Over the Cuckoo's Nest (F)	11+
One Hundred Years of Solitude (F)	AP
Ordinary People	12
Othello (F)	10H+
Our Town (F)	AP+
Persuasion (F)	AP
Pride and Prejudice (F)	10+
Profiles in Courage (NF)	12+
Pygmalion (F)	9H+
Quiet Strength (NF)	11+
Rebecca (F)	10+
Return of the Native	9+
Richard III (F)	AP
Robinson Crusoe (F)	10+
Romeo and Juliet (F)	9+
Seabiscuit: An American Legend (NF)	AP+
Seize the Day (F)	AP
She Plays With The Darkness (F)	AP
Shoeless Joe (F)	9
Siddhartha (F)	AP
Silas Marner (F)	9H+
Sir Gawain and the Green Knight (F)	10
Slaughterhouse Five (F)	11+
Snow Country (F)	10+
Sorta Like a Rock Star (F)	9+
Sound and Fury (NF)	12+
Speak (F)	9+
Sula (F)	AP
Survival in Auschwitz (NF)	AP
Taming of the Shrew (F)	10+
Tess of the D'Urbervilles (F)	AP
The Adventures of Huckleberry Finn (F)	10+

Books	Minimum Class Level
The Aeneid (F)	10H+
The Alchemist (F)	9+
The Annotated Mona Lisa (F)	AP
The Attack (F)	AP
The Bean Trees (F)	9+
The Bluest Eye (F)	10+
The Book of Evidence	AP
The Book Thief (F)	9+
The Canterbury Tales (F)	10+
The Catcher in the Rye (F)	11+
The Chronicle of a Death Foretold	AP
The Citadel (F)	10H+
The Collector (F)	12+
The Count of Monte Cristo (F)	9+
The Crucible (F)	11+
The Death of a Salesman (F)	11+
The Divine Comedy: (F)	10+
The Entitled (NF)	11+
The Five People you Meet in Heaven (F)	9+
The Girl with a Pearl Earring (F)	10+
The Glass Castle (NF)	12+
The Glass Meagerie (F)	9+
The Grapes of Wrath (F)	11+
The Great Gatsby (F)	11+
The Great Santini (F)	11+
The Hidden Wound (NF)	11+
The Hiding Place (NF)	9+
The Hobbit (F)	9H+
The Hot Zone (NF)	11
The Hunchback of Notre Dame (F)	9H+
The Importance of Being Earnest (F)	10+
The Innocent Man (NF)	11+
The Jungle (F)	11+
The King Must Die (F)	9H+
The Kitchen Boy (F)	9+
The Kite Runner (F)	AP
The Last Lecture (NF)	9
The Last of the Mohicans (F)	11+
The Last Unicorn (F)	10+
The Lathe of Heaven and The Left Hand of God (F)	AP
The Learning Tree (F)	9+
The Lion in Winter (F)	12+

Books	Minimum Class Level
The Little Prince (F)	10+
The Major Plays of Ibsen (F)	AP
The Martian Chronicles (F)	9+
The Master and Margarita (F)	12+
The Merchant of Venice (F)	12AP
The Mysterious Stranger (F)	AP+
The Natural (F)	9+
The Odyssey (F)	9+
The Paper Lion (NF)	12+
The Pearl (F)	9+
The Picture of Dorian Gray (F)	12+
The Power and the Glory (F)	12+
The Power of One (F)	11+
The Princess Bride (F)	9
The Red Tent (F)	11+
The Road (F)	AP
The Scarlet Letter (F)	11
The Secret Life of Bees (F)	9+
The Soloist (NF)	9+
The Sonnets (F)	9+
The Sound and The Fury (F)	11+
The Stranger (F)	12+
The Sun Also Rises (F)	11+
The Sunflower (F)	9+
The Tempest (F)	12AP
The Things They Carried (F)	11+
The Wide Sargasso Sea (F)	10H+
The Winthrop Woman (F)	11H+
The Woman Who Walked Into Doors (F)	AP
Their Eyes Were Watching God (F)	10+
These is My Words (F)	11+
They Poured Fire On Us From The Sky (NF)	9+
Things Fall Apart (F)	10+
Thirteen Reasons Why (F)	9+
To Kill a Mockingbird (F)	9+
To The Lighthouse	AP
Touching the Void (NF)	11+
Treasure Island (F)	10+
Trifles (F)	9+
Tuesdays with Morrie	9+
Turn of the Screw (F)	12H+
Utopia (F)	12+
Vanishing Acts (F)	11+

Books	Minimum Class Level
Walden (F)	11+
War of the the Worlds (F)	11+
War Trash (F)	AP
Watership Down (F)	12+
West With The Night (NF)	10+
When Legends Die (F)	9+
Winesburg, Ohio (F)	11+
Wuthering Heights (F)	10+
Zorro (F)	11+

Appendix C: Language Progressive Skills by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Appendix D

List of Books with rationales available

This list of books are those used for specific curricular purposes at the various Catholic high schools – Rationales are available on the Catholic Schools office Website under “School Administration.” Contact your principal for the password necessary to access these rationales.

Appendix E

Teacher Resources

AZ College and Career Ready Standards: <http://www.azed.gov/azccrs>

Free Resources: <http://www.solution-tree.com/free-resources/commoncore>

Lesson plan templates which import correct state standards: www.taskstream.com

Plagiarism detection assistance: www.turnitin.com

Six + 1 Writing Traits: www.nwrel.org/assessment/

Jane Schaffer Writing Program: www.curriculumguides.com

College Board: www.collegeboard.com

-follow link to AP Central for information on Vertical Teams

National Council of Teachers of English: www.ncte.org

Modern Language Association: www.mla.org

Arizona English Teachers Association: www.asu.edu/aeta

<http://www.nepublicschools.org/acre/standards/common-core-tools/>

<http://www.scholastic.com/commoncore/common-core-english-language-arts-instructional-materials.htm>

The following are available through the United States Conference of Catholic Bishops
www.usccbpublishing.org

Doctrinal Elements of a Curriculum Framework For the Development of Catechetical Materials
For Young People of High School Age (2008)

United States Catholic Catechism for Adults (2006)

Compendium: Catechism of the Catholic Church (2006)

Guiding Principles on Catechetical Presentations of Human Sexuality for Curriculum and
Publication Design (2006)

National Directory for Catechesis (2005)

Leaders Guide to the National Directory for Catechesis (2005)

JSTOR: <http://www.jstor.org/>

EBSCO Host: <http://www.ebscohost.com>

Diigo: <https://www.diigo.com>

The Owl at Purdue: <http://owl.english.purdue.edu/owl/>

InstaGrok: <http://instagrok.com>

Easy Bib: <http://www.easybib.com/>

OED Online: <http://www.oed.com/>

Merriam-Webster Online: <http://www.merriam-webster.com>