

## **COLUMBUS CITY SCHOOLS-ENGLISH LANGUAGE ARTS-COURSE DESCRIPTIONS**

### **GRADES 6-8**

#### **620010      ENGLISH LITERATURE & COMPOSITION 6      50154      English**

This course is intended for 6<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for sixth grade English taught across the district. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

#### **620010B      ENGLISH LITERATURE & COMPOSITION 6      50154      English**

This course is intended for 6<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for sixth grade English taught across the district in schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620010E ENGLISH LITERATURE & COMPOSITION 6****50154 Special Education**

This course is intended for 6<sup>th</sup> grade, special education students, taught by a special education teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620010EB ENGLISH LITERATURE & COMPOSITION 6****50154 Special Education**

This course is intended for 6<sup>th</sup> grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620010G      ENGLISH LITERATURE & COMPOSITION 6      50154      Gifted and Talented**

This is a Gifted course intended for gifted 6<sup>th</sup> graders in a supported building. This course can be taught by a Non-Gifted and Talented teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**629910G      ENGLISH LITERATURE & COMPOSITION 6      50154      Gifted and Talented**

This is a Gifted course intended for gifted 6<sup>th</sup> graders in Columbus Gifted Academy only. This course can only be taught by a Gifted and Talented teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620010L                      ENGLISH LITERATURE & COMPOSITION 6                      51905                      ESL**

This is an ESL course intended for 6<sup>th</sup> grade, ESL students in a supported building. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620000E                      LANGUAGE ARTS 6                      50154                      Special Education**

This course is intended for 6<sup>th</sup> grade, special education students, taught by a special education teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**620000EB                      LANGUAGE ARTS 6                      50154                      Special Education**

This course is intended for 6<sup>th</sup> grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, plot, vocabulary, point of view, author's purpose, text structure, syntax, comparison & contrast, information integration, and tracing claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology and demonstrating sufficient keyboarding skills. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 6 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how we decide what is true, how our communities shape us, what is important to know, if we need words to communicate, if conflict is always bad, and how we decide what who we are.

**621220                      COLLEGE/CAREER READY LITERACY 6                      50119                      English**

Grade 6. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such as Achieve3000 or similar resource that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio's Learning Standards for English Language Arts.

**621220E                      READING 6                      50119                      Special Education**

This is a Special Education course intended for providing reading intervention.  
Grade 6. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such as Achieve3000 or similar resource that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio's Learning Standards for English Language Arts.

**621509                      READING INITIATIVE 6                      300010                      Elective**

Grade 6. This course is designed for having scheduled time for researching career options.

**622509                      CORE ENRICHMENT 6                      NULL                      Elective**

This course is intended for 6<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**622509E                      CORE ENRICHMENT 6                      NULL                      Elective**

This course is intended for 6<sup>th</sup> grade, special education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**622509G                      CORE ENRICHMENT 6                      NULL                      Elective**

This course is intended for 6<sup>th</sup> grade, gifted education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**622509L                      CORE ENRICHMENT 6                      NULL                      Elective**

This course is intended for 6<sup>th</sup> grade, ESL education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**622519                      CORE ENRICHMENT 6                      NULL                      Elective**

This course is intended for 6<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**720010                      ENGLISH LITERATURE & COMPOSITION 7                      50156                      English**

This course is intended for 7<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for 7<sup>th</sup> grade English taught across the district.

Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**720010B                      ENGLISH LITERATURE & COMPOSITION 7                      50156                      English**

This course is intended for 7<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for 7<sup>th</sup> grade English taught across the district in schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**720010E      ENGLISH LITERATURE & COMPOSITION 7      50156 Special Education**

This course is intended for 7<sup>th</sup> grade, special education students, taught by a special education teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**720010EB      ENGLISH LITERATURE & COMPOSITION 7      50156      Special Education**

This course is intended for 7<sup>th</sup> grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.



**720010G ENGLISH LITERATURE & COMPOSITION 7 50156****Gifted and Talented**

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**720010L      ENGLISH LITERATURE & COMPOSITION 7      51905      ESL**

This is an ESL course intended for 7<sup>th</sup> grade, ESL students in a supported building. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**720000E      LANGUAGE ARTS 7      50156      Special Education**

This course is intended for 7<sup>th</sup> grade, special education students, taught by a special education teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**720000EB                      LANGUAGE ARTS 7                      50156                      Special Education**

This course is intended for 7<sup>th</sup> grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, organizational structure, syntax, comparison & contrast, information integration and synthesis, and tracing/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning the best way to find the truth, if every conflict has a winner, what should be learned, if others see us more clearly than we see ourselves, the best way to communicate, and if community or individual is more important.

**721220                      COLLEGE/CAREER READY LITERACY 7                      50119                      English**

Grade 7. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such as Achieve3000 or similar resource that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio's Learning Standards for English Language Arts.

**721509                      READING INITIATIVE 7                      300010                      Elective**

Grade 7. This course is designed for having scheduled time for researching career options.

**722509                      CORE ENRICHMENT 7                      NULL                      Elective**

This course is intended for 7<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**722509E                      CORE ENRICHMENT 7                      NULL                      Elective**

This course is intended for 7<sup>th</sup> grade, special education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**722509G****CORE ENRICHMENT 7****NULL****Elective**

This course is intended for 7<sup>th</sup> grade, gifted education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**722509L****CORE ENRICHMENT 7****NULL****Elective**

This course is intended for 7<sup>th</sup> grade, ESL education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**722519****CORE ENRICHMENT 7****NULL****Elective**

This course is intended for 7<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**820010                      ENGLISH LITERATURE & COMPOSITON 8                      50156                      English**

This course is intended for 8<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for 8<sup>th</sup> grade English taught across the district. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**820010B                      ENGLISH LITERATURE & COMPOSITON 8                      50156                      English**

This course is intended for 8<sup>th</sup> grade, regular education students, taught by a regular education teacher. This is the standard course for 8<sup>th</sup> grade English taught across the district in schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**820010E      ENGLISH LITERATURE & COMPOSITON 8      50156 Special Education**

This course is intended for 8<sup>th</sup> grade, special education students, taught by a special education teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**820010EB      ENGLISH LITERATURE & COMPOSITON 8      50156      English**

This course is intended for 8<sup>th</sup> grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**820010G      ENGLISH LITERATURE & COMPOSITON 8      50156      Gifted and Talented**

This is a Gifted course intended for gifted 8<sup>th</sup> graders in a supported building. This course can be taught by Non-Gifted and Talented teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**829900G      ENGLISH LITERATURE & COMPOSITON 8      50156      Gifted and Talented**

This is a Gifted course intended for gifted 8<sup>th</sup> graders in Columbus Gifted Academy only. This course can only be taught by a Gifted and Talented teacher. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**820010L                      ENGLISH LITERATURE & COMPOSITON 8                      51905                      ESL**

This is an ESL course intended for 8<sup>th</sup> grade, ESL students in a supported building. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if truth is the same for everyone, if all conflicts can be resolved, how much information is enough, the secret to reaching someone with words, if differences or similarities matter most, and if yesterday's heroes are still important today.

**822000                      HUMANITIES LANGUAGE ARTS 8                      50156                      English**

The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the Exploration through Reconstruction will link world studies topics with major and minor literary works. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 8 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 6-8 (reading and writing), and Social Studies (Modern World history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills.



**829910**

**ENGLISH 7/8**

**50156**

**English**

This is a part 1 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 and 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by the Common Core State Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

**829910G**

**ENGLISH 7/8**

**50156**

**English**

Gifted Course. This is a part 1 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 7 and 8 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 (reading and writing) as set forth by the Common Core State Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

**929910****ENGLISH 8/9****50160****English**

This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8, English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 8 and 9-10 (reading and writing) as set forth by the Ohio's Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

**929910G****ENGLISH 8/9****50160****English**

Gifted Course. This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8, English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 8 and 9-10 (reading and writing) as set forth by the Ohio's Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

**821220****COLLEGE/CAREER READY LITERACY 8****50119****English**

Grade 8. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such Achieve3000 that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio's Learning Standards for English Language Arts.

**821509**                      **READING INITIATIVE 8**                      **300010**                      **Elective**  
Grade 8. This course is designed for having scheduled time for researching career options.

**822509**                      **CORE ENRICHMENT 8**                      **NULL**                      **Elective**  
This course is intended for 8<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**822509E**                      **CORE ENRICHMENT 8**                      **NULL**                      **Elective**  
This course is intended for 8<sup>th</sup> grade, special education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**822509G**                      **CORE ENRICHMENT 8**                      **NULL**                      **Elective**  
This course is intended for 8<sup>th</sup> grade, gifted education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**822509L**                      **CORE ENRICHMENT 8**                      **NULL**                      **Elective**  
This course is intended for 8<sup>th</sup> grade, ESL education students. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.

**822519**                      **CORE ENRICHMENT 8**                      **NULL**                      **Elective**  
This course is intended for 8<sup>th</sup> grade, regular education students, taught by a regular education teacher. This course is designed to provide a period of enrichment and remediation in literacies needed for core classes (English, math, science, social studies). Flexible grouping, research-based strategies, reading, writing, and speaking will be used to increase comprehension, strengthen skills, and enhance knowledge across content areas. Core Enrichment affords the opportunities for flexibility, teaming, and a separate period devoted to intervention or enrichment in any of the core literacies.