



The goal for students in English language arts (ELA) is to:

- **Read**
- **Understand complex, grade-level texts**
- **Express their understanding of those texts through writing and speaking.**

Students in Louisiana are ready for college or a career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why. The Louisiana Student Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society. The goal of the Louisiana Student Standards for English Language Arts (ELA) is to produce a literate person in the twenty-first century. A literate person in the twenty-first century should:

- **demonstrate independence in reading, writing, speaking, listening, and language use;**
- **build strong content knowledge through reading and writing;**
- **adapt to the demands of various audiences, tasks, purposes, and subjects;**
- **comprehend as well as critique;**

- cite specific evidence and evaluate others' use of evidence;
- use technology and digital media strategically and capably;
- understand other perspectives and cultures.

Course Descriptions

English I- 1 credit English I is an introductory course in the study of literature with a focus on writing. Students are expected to read, understand, and analyze a variety of literary and informational texts. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. English I students read extensively in multiple genres from world literature. Students learn literary forms and terms associated with selections being read. A literary research paper is required. (Prerequisite: None) State Standards

English I Honors - 1 credit This course combines all of the course work of English I and requires an in depth study of literature. Students will be expected to engage in extensive and challenging reading and writing assignments. Emphasis is placed on literary analysis, critical thinking, essay writing, and research skills. A literary research paper and summer reading assignment are required. (Prerequisite: Honors criteria). State Standards

English II- 1 credit English II students continue to increase and refine their communication skills and critical analysis of texts across genres. Students are expected to plan, draft, edit, and revise written compositions on a regular basis in a variety of forms including expository, persuasive, and

analytical texts. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry. An argumentative research paper is required. (Prerequisite: English I Recommended). State Standards

English II Honors- 1 credit This course combines all of the course work of English II with additional writing projects, literary works, grammatical concepts, and research projects. An argumentative research paper and a summer reading assignment are required. (Prerequisite: English I Recommended, Honors criteria). State Standards

English III- 1 credit English III builds upon English I and English II to refine communication skills. Students read extensively in multiple genres from American literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. A literary research paper is required. (Prerequisite: English II Recommended). State Standards

AP English Language and Composition- 1 credit AP English Language and Composition is a college- level writing course which follows The College Board curriculum. It engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to manage and engage in extensive and challenging reading of American Literature from various time periods and writing assignments which will require in depth analysis, research,

evaluation, and synthesis. A literary research paper and a summer reading assignment are required. (Prerequisite: English II, Honors criteria, AP criteria- A or B in related course(s), teacher recommendation, and a cumulative GPA of 3.0 or better. Students enrolled in an AP course are required to take the AP Exam at a cost set by the parish to cover the test application fee. Schools participating in the National Math + Science Initiative (NMSI) may be subject to alternate AP prerequisite requirements.)

English IV- 1 credit English IV builds upon English I, English II, and English III to refine communication skills and critical analysis of texts across genres. Students are expected to write in a variety of forms, including, work-related, analytical, literary, and persuasive texts. The literature focuses on a survey of British literature from the earliest settlers through modern times. (Prerequisite: English III Recommended). State Standards

English IV (Dual Enrollment) – 1 credit (English 1010 – NSU 3 credit hours) COMPOSITION AND RHETORIC I. . The short paper; rhetoric, with emphasis on writing. (Must meet NSU Dual Enrollment Requirements) The textbook will be the responsibility of the student/parents.

English Elective (Dual Enrollment) – 1 credit (English 1020 – NSU 3 credit hours) COMPOSITION AND RHETORIC II. Writing the longer paper; diction, style, analysis and interpretation of collateral readings leading to the composition of the research paper. Prerequisite: ENGL 1010 with a grade of “C” or better (Must meet NSU Dual Enrollment Requirements). The textbook will be the responsibility of the student/parents.

AP English Literature and Composition - 1 credit AP English

Literature and Composition is a college-level course which follows The College Board curriculum. Students are required to read with understanding a range of literature rich in quality and representative of different literary forms and historical periods. Through class discussion and individual analysis of poetry and prose, students hone critical reading and thinking skills essential for post-secondary success. (Prerequisite: English III, Honors criteria, AP criteria- A or B in related course(s), teacher recommendation, and a cumulative GPA of 3.0 or better. Students enrolled in an AP course are required to take the AP Exam at a cost set by the parish to cover the test application fee. Schools participating in the National Math + Science Initiative (NMSI) may be subject to alternate AP prerequisite requirements.)

Business English – 1 credit The purpose of this course is to teach

students to apply the basic rules of grammar, spelling, capitalization, number usage, and punctuation; utilize terminology applicable to technical and business writing; develop proofreading and editing skills; and write effective sentences and paragraphs for business applications.

Technical Writing – 1 credit Memorandums, professional letters, news releases, and much more are the concepts offered in Technical Writing. It is designed to prepare both college bound and non-college bound students for the writing challenges that each faces in the real world. This course provides students with the methodology needed to construct and to deliver oral presentation, create tables, graphs, and charts, and write a variety of reports and proposals. It is necessary to develop these and other communication skills because those working in a technical or business occupation will spend

at least 20% of their time writing. It is vitally important that people in the workplace can prepare these documents effectively.

Publications I, II (Yearbook) - 1 credit each These journalism courses emphasize the preparation of layouts and text for a high school yearbook. Publications I is a prerequisite for Publications II. (Prerequisite: Teacher Recommendation) A maximum of TWO credits in Yearbook may be used to satisfy graduation requirements.

Publications III, IV (Yearbook) - 1 credit each These courses expand skills in preparing layouts and text. They further develop a student's creative writing ability in order to produce a high school yearbook. (Prerequisite: Publications I, II)

Publications I, II (Newspaper) - 1 credit each These courses prepare students with production skills of newspaper lay-out and publication including writing/editing/revisions skills. Rules of Journalism, legal procedures, and advertising sales skills are emphasized. (Prerequisite: I is a prerequisite for II, Application.)

Speech I - 1 credit This course emphasizes the fundamentals of public speaking: demonstration speech, high/low graph speech, bag speech, visual aid speech, group discussion and television-radio commercials. (Prerequisite: None)

Speech II - - 1 credit each This course expands experiences in Speech I with an emphasis on debate. Co-curricular activities may be included as part of academic requirements in this performance class. (Prerequisite: Speech I)

Speech IV – Dual Enrollment – 1 credit (Communication 1010 NSU 3 hours) Development of desirable habits for normal speaking situations; effective use of voice, oral language, and bodily actions; basic principles of effective oral presentations. (Must meet NSU Dual Enrollment Requirements). The textbook will be the responsibility of the student/parents.

Library Science - 1 credit This course emphasizes locating, evaluating, and using library resources. (Prerequisite: 12th grade)

Applied ELA (LAA-1 Students only) To be eligible for these courses a student must have been evaluated and meet criteria according to the Pupil Appraisal Handbook. Experience grade level and age appropriate literature materials including poems, biographies, chapter books, fiction and non-fiction works that are adapted on the students reading level. Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic. The course content reflects significant modification of the core curriculum to meet the individual needs of the student. Functional skills (e.g., self-help, self-advocacy skills) are taught as needed within the context of the general education curriculum. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives

Applied ELA I This course develops skills in functional word recognition and silent reading. It provides instruction in locating information, following directions, and communicating personal needs.

Applied ELA II The objective of this course is to develop oral and written communication skills in real life situations. The students are instructed in the use of reference materials, writing personal and business letters, making applications for services, etc.

Applied ELA III This course focuses on improving and strengthening the student's ability in expressing ideas and needs in writing and providing information to function successfully in society.

Applied ELA IV This course emphasizes oral and written communication skills essential for obtaining, keeping, and advancing on the job.