



# Integrated Faith Standards for Academic Curriculum

## English Language Arts Curriculum

### High School

\*Revised 2022

*“Education is an important mission, which  
draws young people to what is  
good, beautiful, and true.”*

**Pope Francis**

## *Diocese of Manchester Catholic School Standards for English Language Arts*

---

The Diocesan English Language Arts Standards are created from a long-planned revision of the Massachusetts English Language Arts Curriculum Framework, and build on the Stotsky Standards modeled after them. The standards are conjoined with the Neuman Standards and Integrated Faith standards created by Father Belmonte.

This curriculum framework provides standards designed to guide reading and English teachers in the development of a dynamic English language arts curriculum from PreK to 12. It is based on two premises: that learning in the English language arts should be cumulative and that the reading of increasingly challenging literary and non-literary works as well as the writing of increasingly extensive research papers are the basis for developing the independent thinking needed for self-government.

The four discipline-based strands in this framework—Listening and Speaking, Language Study, Reading and Literature, and Research and Composition—are interdependent. At all grade levels, a sound English language arts curriculum integrates concepts and skills from all four strands. A sound reading and literature curriculum also expects students to apply their language skills to increasingly challenging material linked in ways that promote cumulative learning. A coherent sequence of reading, research, and writing assignments ensures that students both broaden and deepen their base of literary/historical knowledge. It is this broadening and deepening knowledge base that stimulates intellectual growth and enhances their capacity for independent critical thinking.

In Catholic education, literature should be selected that supports Christian morals and virtues and fosters a love of Christ and other. The attached reading list is an aid for educating children across a broad spectrum of literature and includes many authors whose literary works can be both edifying and challenging. Care should be exercised in choosing among literary works by the authors listed within this document so that the selected reading material is developmentally and morally appropriate. We expect each teacher to use their literary judgment as they make selections. In planning a curriculum, it is important to balance depth with breadth. As teachers in our Diocesan schools work with this curriculum framework to develop literature units, they will often combine works into thematic units. Exemplary curriculum is always evolving. We urge each school to take initiative to create programs meeting the needs of their students.

### *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester*

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each

student.

- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student's ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

### *In a Catholic School, Curricular Formation...*

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

## *Guiding Principles for English Language Arts*

**Guiding Principle 1:** *An effective English language arts curriculum develops thinking and language together through interactive learning.* Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. The standards in this framework specify the intellectual processes that students draw on as they use language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English language arts when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

**Guiding Principle 2:** *An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning.* A well-planned English language arts program provides students with a variety of oral language activities, high-quality and appropriate reading materials, and opportunities to work with others who are reading and writing. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills to decodable materials are essential elements of the school program. Reading to preschool and primary grade children plays an especially critical role in developing children's vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. Beyond primary grades, students continue to refine language skills.

**Guiding Principle 3:** *An effective English language arts curriculum draws on literature from many genres, time periods, and cultures.* Students should become familiar with works that are part of a literary tradition going back thousands of years. Thus, the curriculum should emphasize literature reflecting the literary and civic heritage of the English-speaking world. Students also should gain exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world. Appendix A of this framework presents a list of suggested authors and illustrators who contribute to the common literary and cultural heritage of students, as well as past and present authors from other countries and cultures. In order to foster a love of reading and prepare students for college, a great deal of independent reading should be encouraged.

**Guiding Principle 4:** *An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in expository, persuasive, narrative, and expressive discourse.* At all levels, students' writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

**Guiding Principle 5:** *An effective English language arts curriculum provides for the study of all forms of media.* Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and students learn to apply techniques used in the study of literature and exposition to the evaluation of multimedia, television, radio, film, Internet sites, and video.

**Guiding Principle 6:** *An effective English language arts curriculum provides explicit skill instruction in reading and writing.* Explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons (decoding skills) should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness - the ability to pay attention to the component sounds of language. Effective instruction occurs in small groups, individually, or in a class. Explicit skill instruction can also be effective when it responds to specific problems in student work.

**Guiding Principle 7:** *An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.* Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully. For example, a research skill has become a strategy when a student formulates his own questions and initiates a plan for locating information. A reading skill has become a strategy when a student sounds out unfamiliar words, or automatically makes and confirms predictions while reading. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, “Does this organization work?” When students are able to articulate their own learning strategies, evaluate effectiveness, and use techniques that work best for them, they become independent learners.

**Guiding Principle 8:** *An effective English language arts curriculum builds on the language, experiences, and interests that students bring to school.* Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. Sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood, but may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as bridges to speaking and writing.

**Guiding Principle 9:** *An effective language arts curriculum develops each student’s distinctive writing or speaking voice. A student’s writing and speaking voice is an expression of self.* Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

**Guiding Principle 10:** *While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life.* Teachers instruct an increasingly diverse group of students in their classrooms each year. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens in their communities.

**HIGH SCHOOL    English Language Arts    Catholic Integrated Faith Standards**

**Foundational Standards and Dispositions in English Language Arts**

---

- 9-12.LA.IF.FS-1.0** Analyze literature that reflects the Catholic culture and worldview.
- 9-12.LA.IF.FS-2.0** Share how literature can contribute to strengthening one’s moral character.
- 9-12.LA.IF.FS-3.0** Demonstrate how literature is used to develop a religious, moral, and social sense.
- 9-12.LA.IF.FS-4.0** Articulate how spiritual knowledge and enduring truths are represented and communicated through Sacred Scripture, fairy tales, fables, myths, parables, and stories.
- 9-12.LA.IF.FS-5.0** Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
- 9-12.LA.IF.FS-6.0** Identify the causes underlying why people do the things they do.
- 9-12.LA.IF.FS-7.0** Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
- 9-12.LA.IF.FS-8.0** Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
- 9-12.LA.IF.FS-9.0** Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
- 9-12.LA.IF.FS-10.0** Share how literature cultivates the aesthetic faculties within the human person.
- 9-12.LA.IF.FS-11.0** Share how literature ignites the creative imagination.
- 9-12.LA.IF.FS-12.0** Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
- 9-12.LA.IF.FS-13.0** Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

**Developing Standards and Dispositions in English Language Arts**

---

- 9-12.LA.IF.DS-1.0** Master Foundational Catholic Curricular Standards and Dispositions in English Language Arts (above).
- 9-12.LA.IF.DS-2.0** Analyze literature that reflects the transmission of a Catholic culture and worldview.
- 9-12.LA.IF.DS-3.0** Analyze works of fiction and non-fiction to uncover authentic Truth.

- 9-12.LA.IF.DS-4.0** Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
- 9-12.LA.IF.DS-5.0** Share how literature can contribute to strengthening one's moral character.
- 9-12.LA.IF.DS-6.0** Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
- 9-12.LA.IF.DS-7.0** Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
- 9-12.LA.IF.DS-8.0** Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's and society's duties, freedoms, and restraints? What is the relationship between man and God/ man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is a good life?
- 9-12.LA.IF.DS-9.0** Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
- 9-12.LA.IF.DS-10.0** Describe how poets and writers use language to convey truths that are universal and transcendent.
- 9-12.LA.IF.DS-11.0** Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
- 9-12.LA.IF.DS-12.0** Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
- 9-12.LA.IF.DS-13.0** Explain how literature assists in transcending the limited horizon of human reality.
- 9-12.LA.IF.DS-14.0** Evaluate complex literary selections for all that is implied in the concept of a person as defined from a Catholic perspective.
- 9-12.LA.IF.DS-15.0** Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
- 9-12.LA.IF.DS-16.0** Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
- 9-12.LA.IF.DS-17.0** Analyze the author's reasoning and discover the author's intent.

- 9-12.LA.IF.DS-18.0** Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
- 9-12.LA.IF.DS-19.0** Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
- 9-12.LA.IF.DS-20.0** Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as a maker, artist, poet, and creator, and how the use of language to create is reflective of our being made in the image and likeness of God.
- 9-12.LA.IF.DS-21.0** Explain how language can be used as a bridge for communion with others for the betterment of all involved.
- 9-12.LA.IF.DS-22.0** Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
- 9-12.LA.IF.DS-23.0** Use grammar as a means of signifying concepts and the relationship to reason.
- 9-12.LA.IF.DS-24.0** Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
- 9-12.LA.IF.DS-25.0** Share how literature fosters both prudence and sound judgment in the human person.
- 9-12.LA.IF.DS-26.0** Develop empathy, care, and compassion for a character as crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- 9-12.LA.IF.DS-27.0** Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
- 9-12.LA.IF.DS-28.0** Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- 9-12.LA.IF.DS-29.0** Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity as best storytellers and most alive intellects.
- 9-12.LA.IF.DS-30.0** Display a sense of the goodness by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
- 9-12.LA.IF.DS-31.0** Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.



### Listening and Speaking

---

- K-12.ELA.GS.LS-1 Discussion and Group Work:** Group discussion can be effective when students listen actively, stay focused, consider ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor appropriately. Group discussion may lead students to a greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems.
- K-12.ELA.GS.LS-2 Oral Presentation:** Planning an effective presentation requires students to match their presentation purpose, medium, style, and format to their intended audience. Frequent opportunities to plan presentations for various purposes and to speak before various groups help students learn how to gain and keep an audience’s attention, interest, and respect.

### Language Study

---

- K-12.ELA-GS.LS-1 Structure and Conventions of Modern English:** The study of the structure of Modern English, as well as its oral and written conventions, gives students more control over the meaning they intend in their writing and speaking.
- K-12.ELA-GS.LS-2 Vocabulary and Concept Development:** Our ability to think clearly and communicate with precision depends on the acquisition of a rich vocabulary. As students employ a variety of strategies for acquiring new vocabulary, their skill in using that perfect word can heighten interest in vocabulary itself.
- K-12.ELA-GS.LS-3 Formal and Informal English:** Study of different forms of the English language helps students understand how to use different levels of formality in their own writing and speaking. It also enriches their understanding of regional and social dialects in their conversational language and in literature.

### Reading and Literature

---

- K-12.ELA-GS.RL-1 Foundations of Reading and Spelling:** Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and monitored until mastered.
- K-12.ELA-GS.RL-2 Nonfiction:** Many students regularly read historical nonfiction and other nonfiction books, news articles, and websites on the Internet. Learning to identify and understand common expository organizational structures helps them read challenging nonfiction material. Knowledge of textual and

graphic features of nonfiction further extends a student’s control in reading and writing informational texts.

- K-12.ELA-GS.RL-3** Fiction: Stories are vehicles for a student’s development of empathy, moral sensibility, and understanding. The identification and analysis of elements of fiction—plot, conflict, setting, character development, and foreshadowing—make it possible for students to think more critically about stories, respond to them in more complex ways, reflect on their meanings, and compare them to each other. A story is the imagined world of the author into which the reader is invited. Imaginative works are there to entertain and enlighten us.
- K-12.ELA-GS.RL-4** Poetry: In the study of poetry, we learn to pay particular attention to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. We also learn that poetry is playful in its attention to language, where rhyme, pun, and hidden meanings are pleasant surprises. The analysis of the figurative language associated with poetry—metaphor, simile, personification, and alliteration—has an enormous impact on student reading and writing in other genres as well.
- K-12.ELA-GS.RL-5** Drama: Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter the world created on stage. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.
- K-12.ELA-GS.RL-6** Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend: Young students enjoy the predictable patterns, excitement, and moral lessons in traditional and classical stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional stories across cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these and other authors’ works.

## Research and Composition

---

- K-12.ELA-GS.RC-1** The Research Process: As the amount and complexity of knowledge increases, students need information literacy skills to understand the features, strengths, and limitations of the many digital and print resources, as well as people, available to them. They must also know how to conduct an efficient and successful search for accurate and credible information, and to adhere to principles of academic integrity to document and cite the sources they use.

- K-12.ELA-GS.RC-2 Analytical Writing:** Analytical writing requires the development and use of logical thinking processes, reading “between the lines,” and an ever-growing knowledge base for the topic being analyzed. Beginning in grade 3, analytical writing should constitute at least half the writing students do in school, and beginning in grade 9, three-quarters of student writing assignments should require research and analysis.
- K-12.ELA-GS.RC-3 Persuasive Writing:** Persuasive writing uses all the major components of effective communication for the goal of convincing someone of something or moving someone to a particular kind of action. It requires a keen appreciation of the audience’s particular characteristics. Strong persuasive writing presents a position or claim, defends it with credible, precise, and relevant evidence, and uses language appropriate to the audience and purpose.
- K-12.ELA-GS.RC-4 Personal Writing:** When we draw on our own or imagined experiences, observations, and reflections for personal writing, we want to bring them to life through engaging language. Writing about our own experiences, observations, or reflections helps us to understand our lives and can bring pleasure to our readers.

*\*Address earlier standards as needed.*

## **LISTENING AND SPEAKING**

### **Discussion and Group Work**

---

**9.ELA.DG-1.0** Participate in informal or formal debates on local or national issues for a school project or debate club.

### **Oral Presentation**

---

**9.ELA.OP-1.0** Analyze a recorded, filmed, or videotaped speech (and a transcript, if available) to determine how the speaker organized the speech, reinforced main points, and used details, examples, vocabulary, pacing, repetition, and vocal expression to keep the audience’s attention and present a convincing position.

## **LANGUAGE STUDY**

### **Structure and Conventions of Modern English**

---

**9.ELA.SE-1.0** Explain the function of, and correctly use, nominalized, adjectival, and adverbial clauses in sentences.

**9.ELA.SE-2.0** Identify the functions of, and correctly use, participles and gerunds.

**9.ELA.SE-3.0** Analyze the structure of sentences (e.g., through diagrams or transformational models).

**9.ELA.SE-4.0** Identify and correctly use semicolons and colons, as needed.

### **Vocabulary and Concept Development**

---

**9.ELA.VC-1.0** Identify and demonstrate an understanding of the meanings of idioms, proverbs, sayings, and words/phrases with figurative meanings.

**9.ELA.VC-2.0** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable).

**9.ELA.VC-3.0** Explain the meanings of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., Dickensian characters, Harlem Renaissance, Socratic dialogue, Jacksonian democracy, Tower of Babel, or herculean task).

**9.ELA.VC-4.0** Determine the meanings of words through study of analogies, or their relationship to other words.

- 9.ELA.VC-5.0** Determine the meanings of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., glasnost, feng shui).
- 9.ELA.VC-6.0** Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary or reputable source.
- 9.ELA.VC-7.0** Identify the purpose and organization of a variety of references by examining examples of diction and syntax used in literature.
- 9.ELA.VC-8.0** Use glossaries in textbooks to find meanings of key discipline-specific words.

## **READING AND LITERATURE**

### **Formal and Informal English**

---

- 9.ELA.FI-1.0** Identify differences in voice, tone, diction, and syntax used in media presentations (documentary films, broadcasts, taped interviews) and those elements in informal speech.

### **Students Continue to Address Earlier Standards as They Apply to More Difficult Texts**

#### **Nonfiction**

---

- 9.ELA.N-1.0** Analyze texts written in English that have worldwide historical and literary significance (e.g., Martin Luther King, Jr.’s “Letter from Birmingham Jail”) with respect to their purpose, central arguments, relationships among ideas, and supporting details.
- 9.ELA.N-2.0** Analyze implicit premises of an argument and determine if the conclusions reached are logically justified by the facts presented earlier in the text.

#### **Fiction**

---

- 9.ELA.F-1.0** Analyze the function of character types (e.g., antagonist, protagonist, foil, tragic hero).
- 9.ELA.F-2.0** Identify and examine the theme of a story or novel.
- 9.ELA.F-3.0** Compare stories or novels with similar themes but from different literary traditions and historical periods.
- 9.ELA.F-4.0** Relate a story or novel to its literary context and literary history.
- 9.ELA.F-5.0** Determine what makes a work of fiction satiric, whimsical, tragic, or suspenseful.

## Poetry

---

- 9.ELA.P-1.0** Analyze the characters, structure, and themes of epic poetry.
- 9.ELA.P-2.0** Identify and analyze sound, form, figurative language, graphics, and poetic techniques in fairly complex poems.

## Drama

---

- 9.ELA.D-1.0** Analyze roles of types of characters (e.g., antagonist, protagonist, hero, chorus, narrator).
- 9.ELA.D-2.0** Identify the structure and elements of different genres of dramatic literature (e.g., the characters, structure, and themes of a play by Shakespeare or of a classical Greek drama).

## Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

---

- 9.ELA.M-1.0** Analyze the characters, structure, and themes of Sacred Scripture, Traditional narrative, Classical Literature, Myth, and Legend (e.g., Gospel Parables, Antigone, John Milton's Paradise Lost).

## The Research Process

---

- 9.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources.
- Formulate an original open-ended research question and a plan for gathering information that addresses that question.
  - Demonstrate a systematic and efficient search for information through literature searches, searches of public records, surveys, and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).
  - Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or web sites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias).
- 9.ELA.RP-2.0** Apply steps for organizing information, documenting resources, and presenting research in individual or group projects.
- Record primary, secondary, and tertiary terms related to an identified topic to guide one's search.

- Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.
- Record pertinent ideas and supporting details briefly in one’s own words and choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.
- Document information, quotations, graphics, photos, music, and other media sources using a consistent format for parenthetical references or footnotes/endnotes and a standard bibliographic format from an authoritative style guide (e.g., *Modern Languages Association [MLA] Style Manual and Guide to Scholarly Publishing*, *Publication Manual of the American Psychological Association [APA Style Guide]*, *Associated Press [AP] Style Guide*, or *Chicago Manual of Style*).
- Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.
- Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.
- Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.

## Analytical Writing

---

- 9.ELA.WA-1.0** Write literary analyses or research-based reports that show consistent topic development, logical organization, use of detail, appropriate vocabulary, varied sentence structure, and bibliographic information. For example, students in science conduct an experiment and write a report including an abstract, procedures, discussion of results, and a conclusion.
- 9.ELA.WA-2.0** Write clear practical texts (e.g., directions, emails, or notes) that use accurate and accessible vocabulary for an identified audience.

## Persuasive Writing

---

- 9.ELA.WP-1.0** Write persuasive arguments that acknowledge counterarguments equivalent to one’s arguments and provide evidence to refute them.

## Personal Writing

---

- 9.ELA.WE-1.0** Develop topics in stories, scripts, and poems using varied approaches (e.g., first-person, third-person limited, third person omniscient narrator) and techniques (e.g., transitions and logical connections).

*\*Address earlier standards as needed.*

**Discussing in Groups**

---

- 10.ELA.DG-1.0** Explain ways members of a group can come to a decision (e.g., by proposing motions and voting on them, a vote of the majority, implied consensus, a decision of the chair) after observing local board or committee meetings.
- 10.ELA.DG-2.0** Explain ways members of a group can express opposition to a proposed decision (e.g., by a minority vote, by proposing motions to amend the proposed decision, or by writing a minority report that dissents from a decision passed by majority vote) after observing local board or committee meetings.

**Oral Presentation**

---

- 10.ELA.OP-1.0** Analyze the rhetorical features of well-known speeches from the “Golden Age” of American oratory (e.g., by Susan B. Anthony, Ralph Waldo Emerson, Henry David Thoreau, Abraham Lincoln, Frederick Douglass).

**LANGUAGE STUDY****Structure and Conventions of Modern English**

---

- 10.ELA.SE-1.0** Explain the functions of, and correctly use, gerunds and infinitives.
- 10.ELA.SE-2.0** Identify and use parallelism and properly placed modifiers for rhetorically effective sentence structures.
- 10.ELA.SE-3.0** Identify and correctly use dashes and hyphens.
- 10.ELA.SE-4.0** Identify and correctly use tense consistency.

**Vocabulary and Concept Development**

---

- 10.ELA.VC-1.0** Identify and demonstrate an understanding of the meanings of idioms, proverbs, sayings, and words/phrases with figurative meanings.
- 10.ELA.VC-2.0** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable).
- 10.ELA.VC-3.0** Explain the meanings of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., Dickensian characters, Harlem



- Renaissance, Socratic dialogue, Jacksonian democracy, Tower of Babel, or herculean task).
- 10.ELA.VC-4.0** Determine the meanings of words through study of analogies or their relationship to other words.
- 10.ELA.VC-5.0** Determine the meanings of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., glasnost, feng shui).
- 10.ELA.VC-6.0** Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary or reputable source.
- 10.ELA.VC-7.0** Identify the purpose and organization of a variety of references by examining examples of diction and syntax used in literature.
- 10.ELA.VC-8.0** Use glossaries in textbooks to find meanings of key discipline-specific words.

## READING AND LITERATURE

### Formal and Informal English

---

- 10.ELA.FI-1.0** Identify content-specific vocabulary, terminology, or jargon unique to particular social and professional groups.

### Students Continue to Address Earlier Standards as They Apply to More Difficult Texts

#### Nonfiction

---

- 10.ELA.N-1.0** Analyze foundational documents written in the 19th or 20th century that have historical and literary significance in American culture (e.g., Thoreau’s “Civil Disobedience”) with respect to their premises, central arguments, and supporting evidence.
- 10.ELA.N-2.0** Explain what a logical fallacy is (i.e., language or an argument that retards or inhibits rational thinking, such as a false dilemma, red herring, blanket generalization, or post hoc ergo propter hoc).

#### Fiction

---

- 10.ELA.F-1.0** Analyze and explain elements of fiction (e.g., moral and ethical dilemmas, point of view, ambiguity, irony, flashbacks, and foreshadowing).
- 10.ELA.F-2.0** Compare themes across several texts from different time periods or settings (e.g., compare themes in Charlotte Brönte’s *Jane Eyre* and Jean Rhys’ *Wide Sargasso Sea*) and discuss how a range of writers can depict universal human experiences and the human condition.

- 10.ELA.F-3.0** Identify and describe how an author’s choice of words advances the theme or purpose of a work.
- 10.ELA.F-4.0** Relate a story or novel to its literary context and literary history. For example, after students read Guy de Maupassant’s “String of Pearls,” they explore the influence of other short story writers, particularly Edgar Allan Poe, on the development of this genre in the 19th century.

## Poetry

---

- 10.ELA.P-1.0** Analyze how authors create layers of meaning or deliberate ambiguity in a poem.

## Drama

---

- 10.ELA.D-1.0** Analyze how dramatic conventions (such as monologue, soliloquy, aside) support, interpret, and enhance the play.
- 10.ELA.D-2.0** Analyze the dramatic structure of a play by Shakespeare or other major dramatist.

## Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

---

- 10.ELA.M-1.0** Analyze the characters, structure, and themes of classical Greek or Roman epic poetry (e.g., The Aeneid, The Iliad, and The Odyssey).

# RESEARCH AND COMPOSITION

## The Research Process

---

- 10.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources.
- Formulate an original open-ended research question and a plan for gathering information that addresses that question.
  - Demonstrate a systematic and efficient search for information through literature searches, searches of public records, surveys, and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).
  - Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or websites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias).

- 10.ELA.RP-2.0** Apply steps for organizing information, documenting resources, and presenting research in individual or group projects:
- Record primary, secondary, and tertiary terms related to an identified topic to guide one’s search.
  - Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.
  - Record pertinent ideas and supporting details briefly in one’s own words and choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.
  - Document information, quotations, graphics, photos, music, and other media sources using a consistent format for parenthetical references or footnotes/endnotes and a standard bibliographic format from an authoritative style guide (e.g., *Modern Languages Association [MLA] Style Manual and Guide to Scholarly Publishing*, *Publication Manual of the American Psychological Association [APA Style Guide]*, *Associated Press [AP] Style Guide*, or *Chicago Manual of Style*).
  - Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.
  - Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.
  - Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.

## **Analytical Writing**

---

- 10.ELA.WA-1.0** Write literary analyses, essays, or research reports that present a thesis statement, have a logical organization appropriate to the subject, and that develop an academic argument through the use of quotations, paraphrasing, commentary, relevant charts, graphs, or illustrations and bibliographic information, as needed.
- 10.ELA.WA-2.0** Make precise word choices and choices about rhetorical structure to create a tone that adds depth to the message and is fitting for the topic, audience, and purpose.
- 10.ELA.WA-3.0** Write clear practical texts (e.g., instructions or minutes of a meeting) that use accurate, accessible vocabulary for an identified audience.

## **Persuasive Writing**

---

- 10.ELA.WP-1.0** Write persuasive arguments to convince one’s peers and adults to take action on an issue, using accurate and relevant evidence from credible sources to support one’s position.
- 10.ELA.WP-2.0** Acknowledge counterarguments and present counterarguments that indicate understanding of the complexity of the issue.

## **Personal Writing**

---

- 10.ELA.WE-1.0** Write well-organized reflections, stories, scripts, and poems that use changes in point of view, tone, and mood.

*\*Address earlier standards as needed.*

**Discussing in Groups**

---

- 11.ELA.DG-1.0** Explain the general purpose, goals, and resources needed for a particular community project.
- 11.ELA.DG-2.0** Summarize in a coherent and organized way information and ideas generated in a focused community discussion (e.g., for the minutes of a meeting).

**Oral Presentation**

---

- 11.ELA.OP-1.0** Deliver a formal speech using appropriate delivery and answer questions from the audience about main ideas or details of the speech.
- 11.ELA.OP-2.0** Create an appropriate rubric to prepare one's own presentation and to assess others' presentations.

**LANGUAGE STUDY****Structure and Conventions of Modern English**

---

- 11.ELA.SE-1.0** Identify and correctly use all conventions of written American English.

**Vocabulary and Concept Development**

---

- 11.ELA.VC-1.0** Identify and demonstrate an understanding of the meanings of idioms, proverbs, sayings, and words/phrases with figurative meanings.
- 11.ELA.VC-2.0** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable).
- 11.ELA.VC-3.0** Explain the meanings of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., Dickensian characters, Harlem Renaissance, Socratic dialogue, Jacksonian democracy, Tower of Babel, or herculean task).
- 11.ELA.VC-4.0** Determine the meanings of words through study of analogies or their relationship to other words.
- 11.ELA.VC-5.0** Determine the meanings of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., glasnost, feng shui).
- 11.ELA.VC-6.0** Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary or reputable source.

- 11.ELA.VC-7.0** Identify the purpose and organization of a variety of references by examining examples of diction and syntax used in literature.
- 11.ELA.VC-8.0** Use glossaries in textbooks to find meanings of key discipline-specific words.

## READING AND LITERATURE

### Formal and Informal English

---

- 11.ELA.FI-1.0** Analyze the appropriateness and effect of formal English in speech and writing.

### Students Continue to Address Earlier Standards as They Apply to More Difficult Texts

#### Nonfiction

---

- 11.ELA.N-1.0** Analyze foundational documents written in the 18th or 19th century that have historical and literary significance in American culture and the world (e.g., George Washington’s Farewell Address, The Federalist Papers, or the Declaration of Independence) with respect to their purpose, setting, central argument, supporting details, and their conclusion.
- 11.ELA.N-2.0** Synthesize information from texts written in the 18th or 19th century or earlier to address ideas in foundational texts (e.g., read selections from John Locke’s “Second Treatise on Government,” Montesquieu’s “Spirit of the Laws,” and Madison’s “Notes on the Constitutional Convention”) and trace the history of the ideas presented in the Constitution of the United States.
- 11.ELA.N-3.0** Analyze the evidence and logic given to support or oppose a persuasive argument.

#### Fiction

---

- 11.ELA.F-1.0** Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in British literature.
- 11.ELA.F-2.0** Relate a 19th-century story or novel by a major American author, such as *The Scarlet Letter*, or *Huck Finn*, to its literary context and its literary history.
- 11.ELA.F-3.0** Relate a 19th- or 20th-century story or novel by a major American author to the seminal ideas of its time.
- 11.ELA.F-4.0** Apply knowledge that a text can contain more than one theme, either stated or implied.
- 11.ELA.F-5.0** Interpret figurative language, such as personification, symbolism, allusion, and allegory.

## Poetry

---

- 11.ELA.P-1.0** Analyze the theme, allusions, diction, imagery, and flow of a poem.
- 11.ELA.P-2.0** Demonstrate familiarity with American poets and their works in each literary period.
- 11.ELA.P-3.0** Relate poems by major American poets to their literary context and literary history.

## Drama

---

- 11.ELA.D-1.0** Analyze the theme, structure, and dramatic elements in a play by a major American playwright and relate it to its literary context and literary history.

## Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

---

- 11.ELA.M-1.0** Trace and analyze the influence of mythic, traditional, or classical literature on later American literature.

# RESEARCH AND COMPOSITION

## The Research Process

---

- 11.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources.
- Formulate an original open-ended research question and a plan for gathering information that addresses that question.
  - Demonstrate a systematic and efficient search for information through literature searches, searches of public records, surveys, and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).
  - Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or websites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias).
- 11.ELA.RP-2.0** Apply steps for organizing information, documenting resources, and presenting research in individual or group projects:
- Record primary, secondary, and tertiary terms related to an identified topic to guide one's search.
  - Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.

- Record pertinent ideas and supporting details briefly in one’s own words and choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.
- Document information, quotations, graphics, photos, music, and other media sources, using a consistent format for parenthetical references or footnotes/endnotes and a standard bibliographic format from an authoritative style guide (e.g., *Modern Languages Association [MLA] Style Manual and Guide to Scholarly Publishing*, *Publication Manual of the American Psychological Association [APA Style Guide]*, *Associated Press [AP] Style Guide*, or *Chicago Manual of Style*).
- Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.
- Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.
- Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.

### **Analytical Writing**

---

- 11.ELA.WA-1.0** Write literary analyses, essays, and research reports that have a clear thesis and topic development and that synthesize information from multiple sources.
- 11.ELA.WA-2.0** Write practical documents (e.g., project plans or applications) that present ideas and data clearly and concisely.

### **Persuasive Writing**

---

- 11.ELA.WP-1.0** Write persuasive arguments for a general audience that take a position and recommend action on a significant issue.
- 11.ELA.WP-2.0** Employ extensive evidence and make connections between evidence and counter-evidence.

### **Personal Writing**

---

- 11.ELA.WE-1.0** Apply knowledge of theme, expressive detail, varied syntax, and expressive and precise language to a well-organized reflective personal essay for a college application.



*\*Address earlier standards as needed.*

**Discussing in Groups**

---

- 12.ELA.DG-1.0** Identify the kinds of resources (e.g., financial, administrative, intellectual) needed to complete a community project, anticipate potential barriers to completion, and pose solutions to barriers.
- 12.ELA.DG-2.0** Evaluate how well participants engage in discussions at a local meeting, drawing on one of the widely used professional evaluation forms for group discussion (e.g., guidelines developed by the National Issues Forum).

**Oral Presentation**

---

- 12.ELA.OP-1.0** Deliver a formal speech adjusting the delivery as needed to maintain the interest of the audience, and critique the formal speeches given by classmates using a rubric.
- 12.ELA.OP-2.0** Analyze a formal speech given by a member of the local community or elected official as assigned, using a rubric (e.g., a guide for Toastmasters International contests).

**LANGUAGE STUDY****Structure and Conventions of Modern English**

---

- 12.ELA.SE-1.0** Identify and correctly use all conventions of Standard American English in formal speaking and in writing.

**Vocabulary and Concept Development**

---

- 12.ELA.VC-1.0** Identify and demonstrate an understanding of the meanings of idioms, proverbs, sayings, and words/phrases with figurative meanings.
- 12.ELA.VC-2.0** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable).
- 12.ELA.VC-3.0** Explain the meanings of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., Dickensian characters, Harlem Renaissance, Socratic dialogue, Jacksonian democracy, Tower of Babel, or herculean task).
- 12.ELA.VC-4.0** Determine the meanings of words through study of analogies or their relationship to other words.

- 12.ELA.VC-5.0** Determine the meanings of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., samurai, feng shui).
- 12.ELA.VC-6.0** Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary or reputable source.
- 12.ELA.VC-7.0** Identify the purpose and organization of a variety of references by examining examples of diction and syntax used in literature.
- 12.ELA.VC-8.0** Use glossaries in textbooks to find meanings of key discipline-specific words.

## **READING AND LITERATURE**

### **Formal and Informal English**

---

- 12.ELA.FI-1.0** Analyze how colloquialisms, slang, or text-speech can be a source of negative or positive stereo types among social groups and the purposes for using formal English in spoken language and writing.

### **Students Continue to Address Earlier Standards as They Apply to More Difficult Texts**

#### **Nonfiction**

---

- 12.ELA.N-1.0** Analyze texts with worldwide historical and literary significance (e.g., Mary Wollstonecraft’s *A Vindication of the Rights of Woman* or John Ruskin’s “The Stones of Venice,” Elie Wiesel’s “Night” or “The Other Wes” Moore by Wes Moore) with respect to their purposes central arguments and social, political, and cultural contexts.
- 12.ELA.N-2.0** Evaluate how the organization and word choice in nonfiction (e.g., business and procedural documents) affect their clarity.

#### **Fiction**

---

- 12.ELA.F-1.0** Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in British literature.
- 12.ELA.F-2.0** Relate a story or novel by a British writer to its literary context and its literary history (e.g., Virginia Woolf’s *Mrs. Dalloway*).
- 12.ELA.F-3.0** Relate a novel by a British author to the seminal ideas of its time (e.g., Dickens’ *Great Expectations* or *Bleak House*).
- 12.ELA.F-4.0** Analyze how authors use elements of fiction for rhetorical and aesthetic purposes.

**12.ELA.F-5.0** Identify characteristics of genres (e.g., satire, parody, allegory, pastoral) that cut across the lines of genre classifications such as fiction, poetry, and drama.

### Poetry

---

**12.ELA.P-1.0** Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).

**12.ELA.P-2.0** Demonstrate familiarity with British poets and their poems in each period of history.

**12.ELA.P-3.0** Relate the poems of major British poets to the seminal ideas or events of their times (e.g., Tennyson’s “Ulysses” or “Charge of the Light Brigade”).

### Drama

---

**12.ELA.D-1.0** Analyze the themes, structure, and dramatic elements of a play by a major British playwright in any literary period and relate it to its literary context and literary history.

### Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

---

**12.ELA.M-1.0** Trace and analyze the influence of mythic, traditional, or classical literature on later British or other world literature.

## RESEARCH AND COMPOSITION

### The Research Process

---

**12.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources.

- Formulate an original open-ended research question and a plan for gathering information that addresses that question.
- Demonstrate a systematic and efficient search for information through literature searches, searches of public records, surveys, and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).
- Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or websites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias).

- 12.ELA.RP-2.0** Apply steps for organizing information, documenting resources, and presenting research in individual or group projects:
- Record primary, secondary, and tertiary terms related to an identified topic to guide one’s search.
  - Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.
  - Record pertinent ideas and supporting details briefly in one’s own words and choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.
  - Document information, quotations, graphics, photos, music, and other media sources using a consistent format for parenthetical references or footnotes/endnotes and a standard bibliographic format from an authoritative style guide (e.g., *Modern Languages Association [MLA] Style Manual and Guide to Scholarly Publishing*, *Publication Manual of the American Psychological Association [APA Style Guide]*, *Associated Press [AP] Style Guide*, or *Chicago Manual of Style*).
  - Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.
  - Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.
  - Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.

### **Analytical Writing**

---

- 12.ELA.WA-1.0** Write literary analyses, essays, and research reports that have a clear thesis and logical topic development, accurately synthesize information from multiple sources, and anticipate and refute misconceptions or counterarguments.
- 12.ELA.WA-2.0** Write practical documents (e.g., memos, proposals, visual presentations using software programs and/or digital applications) that communicate policies, findings, or data concisely and clearly.

### **Persuasive Writing**

---

- 12.ELA.WP-1.0** Write persuasive speeches, essays, articles, and editorials for a general audience that:
- make a substantive claim about a significant issue;
  - link the claim to accurate, relevant, and sufficient evidence from a credible source(s);
  - acknowledge competing claims and refute them with evidence.
  - acknowledge and explain the importance of Church teachings as is relevant to assignments.

## **Personal Writing**

---

**12.ELA.WE-1.0** Write well-organized reflections, stories, scripts, and poems that address abstract concepts.

## Grades 9–12

## Suggested Authors

### Religious Literature:

- *The Bible*
- *Catechism of the Catholic Church*
- *Confessions* [excerpts] (St. Augustine of Hippo)
- *Desert Fathers* [excerpts]
- *Documents of Vatican II* [selections]
- *Humanae Vitae*
- *Introduction to the Devout Life* [excerpts] (St. Francis de Sales)
- *Mere Christianity, Screwtape Letters, or The Abolition of Man* (Lewis)
- *Summa Theologica* [excerpts] (St. Thomas Aquinas)
- *The Imitation of Christ* [excerpts] (Thomas a Kempis)
- *The Story of a Soul* (St. Therese of Lisieux)
- *Veritatis Splendor*

### Christian Authors:

Georges Bernanos, Laura Berquist, G.K. Chesterton, Louis DeWohl, Graham Greene, Victor Hugo, Benedict of Nursia, Flannery O'Connor, Walker Percy, Sigrid Undset, Evelyn Waugh

### Historical Documents of Literary and Philosophical Significance:

- *Gettysburg Address* (Lincoln)
- *United States Declaration of Independence*
- “I Have a Dream” Speech (King)
- John F. Kennedy’s Inaugural Speech
- William Faulkner’s Nobel Prize Lecture
- *Apology, Dialogues, Republic* [excerpts] (Plato)
- *Democracy in America* [selections] (de Tocqueville)
- *Funeral Oration* (Pericles)
- *Gettysburg Address* (Lincoln)
- *Harvard Commencement Address and/or Nobel Lecture* (Solzhenitsyn)
- *Histories* [selections] (Herodotus)
- *Letter from Birmingham Jail* (King)
- *Magna Carta*
- *Poetics, Ethics* [excerpts] (Aristotle)
- *Rights of Man* (Paine)
- “Self-Reliance” (Emerson)
- Slave narratives (Douglass, Jacobs)
- *The Autobiography of Benjamin Franklin* (Franklin)
- *The Communist Manifesto* (Marx)
- *The Federalist* [selections] (Hamilton, et. al)
- *The Prince* (Machiavelli)
- *The Rule of St. Benedict* (Benedict of Nursia)
- *The Social Contract* (Rousseau)
- *Treatise on Law* and excerpts from other works (Aquinas)
- *United States Constitution*

## American Literature

### Major writers of the 18th and 19th Centuries:

James Fenimore Cooper, Stephen Crane, Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Alexander Hamilton, Henry James, Thomas Jefferson, Herman Melville, Edgar Allan Poe, Henry David Thoreau, Mark Twain, Phillis Wheatley, Walt Whitman

### Major Writers of the Early-to-Mid 20th century:

Henry Adams, James Baldwin, Arna Bontemps, Edgar Rice Burroughs, Willa Cather, Kate Chopin, Countee Cullen, Ralph Ellison, William Faulkner, Jessie Fauset, F. Scott Fitzgerald, Charlotte Gilman, James Weldon Johnson, Ernest Hemingway, O. Henry, Langston Hughes, Zora Neale Hurston, Sarah Orne Jewett, Flannery O'Connor, Ayn Rand, Gertrude Stein, John Steinbeck, James Thurber, Jean Toomer, Booker T. Washington, Edith Wharton, Richard Wright

### Playwrights:

Lorraine Hansberry, Lillian Hellman, Arthur Miller, Eugene O'Neill, Thornton Wilder, Tennessee Williams, August Wilson

### Major Poets:

Elizabeth Bishop, E.E. Cummings, Emily Dickinson, Robert Frost, T. S. Eliot, Robinson Jeffers, Amy Lowell, Robert Lowell, Edgar Lee Masters, Edna St. Vincent Millay, Marianne Moore, Sylvia Plath, Ezra Pound, John Crowe Ransom, Edward Arlington Robinson, Theodore Roethke, Wallace Stevens, Allen Tate, Sara Teasdale, William Carlos Williams

### The European, Asian, Caribbean, Central American and South American Immigrant

**Experience:** (e.g., O. E. Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives ( e.g., Harriet Jacobs, Frederick Douglass)

## British and European Literature

### Major Poets:

- *Epic poets:* Homer, Virgil, Dante and John Milton
- *Sonnets:* William Shakespeare, John Milton, Edmund Spenser
- *Metaphysical poets:* John Donne, George Herbert, Andrew Marvell
- *Romantic poets:* William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth
- *Victorian poets:* Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson
- *Modern poets:* W. H. Auden, A. E. Housman, Dylan Thomas, William Butler Yeats

### Playwrights:

- *Classical Greek dramatists: (Aeschylus, Sophocles, Euripides,)*
- *Classical Greek and Roman comedy: Aristophanes, Plautus, Terence*
- William Shakespeare
- Anton Chekhov, Henrik Ibsen, George Bernard Shaw, Oscar Wilde

### Essayists:

- *British:* Joseph Addison, Sir Francis Bacon, Samuel Johnson in “The Rambler,” Charles Lamb, George Orwell, Leonard Woolf, Virginia Woolf
- *Enlightenment:* Voltaire, Diderot, and other *Encyclopédistes*, Jean Jacques Rousseau

**Fiction:**

- *Selections from early novels: La Vida de Lazarillo de Tormes, Don Quixote, Joseph Andrews, The Vicar of Wakefield*
- *Selections from Pilgrim's Progress*
- *Selections from Lord Byron, Alexander Pope, Jonathan Swift*
- *19th-century novels: Jane Austen, Emily Brontë, Joseph Conrad, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Victor Hugo, Mary Shelley, Leo Tolstoy*
- *20th-century novels: Albert Camus, André Gide, James Joyce, Franz Kafka, D. H. Lawrence, Jean Paul Sartre, Virginia Woolf*
- *Selections from Chaucer's Canterbury Tales*
- P. G. Wodehouse – *My Man Jeeves*

## Twentieth-Century American Literature

**Fiction:**

James Agee, Isaac Asimov, Maya Angelou, Saul Bellow, Pearl Buck, Raymond Carver, Arthur C. Clarke, E. L. Doctorow, C. S. Forester, Nicholas Gage, Ernest K. Gaines, Joseph Heller, William Hoffman, William Kennedy, Maxine Hong Kingston, Jon Krakauer, Harper Lee, Bernard Malamud, Carson McCullers, Toni Morrison, Joyce Carol Oates, Tim O'Brien, Edwin O'Connor, Cynthia Ozick, Chaim Potok, Reynolds Price, Annie Proulx, Richard Rodriguez, Leo Rosten, J. D. Salinger, William Saroyan, May Sarton, Jane Smiley, Betty Smith, Wallace Stegner, Amy Tan, Anne Tyler, John Updike, Kurt Vonnegut, Jr., Alice Walker, Robert Penn Warren, Eudora Welty, Thomas Wolfe, Tobias Wolff, Anzia Yezierska

**Poetry:**

Claribel Alegria, Julia Alvarez, A. R. Ammons, Maya Angelou, John Ashberry, Jimmy Santiago Baca, Amiri Baraka (LeRoi Jones), Elizabeth Bishop, Robert Bly, Louise Bogan, Gwendolyn Brooks, Sterling Brown, Hayden Carruth, J. V. Cunningham, Rita Dove, Alan Dugan, Richard Eberhart, Martin Espada, Allen Ginsberg, Louise Gluck, John Haines, Donald Hall, Robert Hayden, Anthony Hecht, Randall Jarrell, June Jordan, Galway Kinnell, Stanley Kunitz, Philip Levine, Audrey Lord, Amy Lowell, Robert Lowell, Louis MacNeice, James Merrill, Mary Tall Mountain, Sylvia Plath, Anna Quindlen, Ishmael Reed, Adrienne Rich, Theodore Roethke, Anne Sexton, Karl Shapiro, Gary Snyder, William Stafford, Mark Strand, May Swenson, Margaret Walker, Richard Wilbur, Charles Wright, Elinor Wylie

**Essays/Nonfiction (contemporary and historical):**

Edward Abbey, Susan B. Anthony, Russell Baker, Ambrose Bierce, Carol Bly, Dee Brown, Art Buchwald, William F. Buckley, Jr., Orson Scott Card, Rachel Carson, Margaret Cheney, Marilyn Chin, Stanley Crouch, Joan Didion, Annie Dillard, W. E. B. Du Bois, Gretel Ehrlich, Loren Eiseley, Henry Louis Gates, Jr., Doris Goodwin, Stephen Jay Gould, John Gunther, John Hersey, Edward Hoagland, Helen Keller, William Least Heat Moon, Barry Lopez, J. Anthony Lukas, Mary McCarthy, Edward McClanahan, David McCullough, John McPhee, William Manchester, H. L. Mencken, N. Scott Momaday, Samuel Eliot Morison, Lance Morrow, Bill Moyers, John Muir, Anna Quindlen, Chet Raymo, Richard Rodriguez, Eleanor Roosevelt, Franklin D. Roosevelt, Theodore Roosevelt, Carl Sagan, William Shirer, Shelby Steele, Lewis Thomas, Walter Muir Whitehill, Malcolm X

**Drama:**

Edward Albee, Robert Bolt, Jerome Lawrence and Robert E. Lee, Archibald MacLeish, David Mamet, Terrence Rattigan, Ntozake Shange, Neil Simon, Orson Welles



## Contemporary World Literature

### **Fiction:**

Chinua Achebe, S. Y. Agnon, Ilse Aichinger, Isabel Allende, Jerzy Andrzejewski, Margaret Atwood, Isaac Babel, James Berry, Heinrich Boll, Jorge Luis Borges, Mikhail Bulgakov, Dino Buzzati, A. S. Byatt, Italo Calvino, Karl Capek, Carlo Cassola, Camillo Jose Cela, Julio Cortazar, Isak Dinesen, E. M. Forster, Nikolai Gogol, William Golding, Robert Graves, Hermann Hesse, Wolfgang Hildesheimer, Aldous Huxley, Kazuo Ishiguro, Yuri Kazakov, Milan Kundera, Stanislaw Lem, Primo Levi, Jacov Lind, Clarice Lispector, Naguib Mahfouz, Thomas Mann, Gabriel Garcia Marquez, Alice Munro, V. S. Naipaul, Patrick O'Brien, Alan Paton, Cesar Pavese, Santha Rama Rau, Mordechai Richler, Rainer Maria Rilke, Ignazio Silone, Isaac Bashevis Singer, Alexander Solzhenitsyn, Niccolo Tucci, Mario Vargas-Llosa, Elie Wiesel, Emile Zola,

### **Poetry:**

Bella Akhmadulina, Anna Akhmatova, Rafael Alberti, Joseph Brodsky, Constantine Cavafy, Odysseus Elytis, Federico Garcia Lorca, Seamus Heaney, Ted Hughes, Philip Larkin, Czeslaw Milosz, Gabriela Mistral, Pablo Neruda, Octavio Paz, Jacques Prévert, Alexander Pushkin, Salvatore Cuasimodo, Juan Ramon Ramirez, Arthur Rimbaud, Pierre de Ronsard, George Seferis, Léopold Sédar Senghor, Wole Soyinka, Marina Tsvetaeva, Paul Verlaine, Andrei Voznesensky, Derek Walcott, Yevgeny Yevtushenko

### **Essays/Nonfiction:**

Winston Churchill, Mahatma Gandhi, Steven Hawking, Arthur Koestler, Margaret Laurence, Michel de Montaigne, Shiva Naipaul, Octavio Paz, Jean Jacques Rousseau, Alexis de Tocqueville, Voltaire, Rebecca West, Marguerite Yourcenar

### **Drama:**

Jean Anouilh, Fernando Arrabal, Samuel Beckett, Bertolt Brecht, Albert Camus, Jean Cocteau, Athol Fugard, Jean Giraudoux, Eugene Ionesco, Molière, John Mortimer, Sean O'Casey, John Osborne, Harold Pinter, Luigi Pirandello, Racine, Jean-Paul Sartre, Tom Stoppard, John Millington Synge