

# English Curriculum vs. AKSS Overview for High School

## How to Use This Document

Dear English Colleagues:

This document is designed to help you navigate the changes to your teaching life that the new Alaska State Standards entail. This document is by no means exhaustive, perfect, or undebatable, but we hope it's a useful tool to help you see four things more immediately:

1. Our curriculum is mostly in line with the new standards -- no need to completely scrap all of our past lesson plans.
2. The changes we see are mostly shifts in focus rather than in specific content.
3. The shifts are broader in English 9 and get more minute as the courses get more advanced.
4. We need to start having more dialogue with teachers of other content areas ASAP about addressing the new literacy standards across the curriculum. The task of teaching and supporting students in digesting non-fiction text and, in upper grades, finding and incorporating primary sources in their work, cannot and is not intended to rest solely with us.

We hope this document is useful and facilitates your process of understanding the new standards. Of course, we strongly encourage you to read the Alaska State Standards carefully yourself. We especially recommend that you read the "Introduction to the English/Language Arts Standards" section (page 2) of the Alaska State Standards document as a place to begin your understanding of the new standards.

We did not go through every single class and possible elective. We only went through the major courses -- English 9, 10, 11 (American Lit), and 12 (British Lit) to give you a broad view.

Our document does not constitute an official change to the curriculum. That will come ASAP, but we feel it's best not to wait for that lengthy process to be finished before starting to implement the changes you will be evaluated on in less than two years.

We look forward to the conversations these changes to standards will inspire among all of us; we enjoyed the conversations we found ourselves having during our work this summer.

Sincerely,

The Review and Compare Committee for High School English

## ENGLISH 9

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
<p>More emphasis on increasing the range of complexity of text in reading while providing appropriate scaffolding.</p> <p>Heightened expectations for depth of analysis in reading while providing appropriate scaffolding.</p>	<p>More emphasis on teaching students how to digest and analyze informational texts.</p> <p>More emphasis on using texts to support an argument</p> <p>Incorporate frequent pieces of short nonfiction (EX: “Article of the Week”) rather than dropping fiction and replacing with book-length non-fiction.</p>	<p>More emphasis on using text evidence to support an argument. (This was previously more of an Honors requirement in the 9th grade)</p> <p>“6+1” writing standards not mentioned specifically in AKSS.</p> <p>Less emphasis on narrative/ fiction forms of writing in AKSS.</p>	<p>More need for direct instruction and assessment of formal and informal speaking and listening skills.</p> <p>More emphasis on students supporting claims/theses with data/evidence when speaking.</p> <p>No specific mention of “extemporaneous” speaking skills in AKSS.</p>	<p>More emphasis on word attack skills (roots and prefixes, unfamiliar words in context, etc).</p> <p>More emphasis on use of various types of phrases and clauses to add variety to sentence structure (see p 69).</p>

Blue = Present in the AKSS, but not in the current FNSBSD curriculum

Red = Not present in the AKSS, but is in the current FNSBSD curriculum

Green = Suggestion for easier implementation of new standards

Notes:

The state has recommended a 70:30 ratio of informational texts to fictional texts. However, this ratio reflects the balance of texts across all subjects, not solely in English.

The Alaska State Standards do not distinguish between regular and honors expectations, while the FNSBSD curriculum does. However, most of the honors expectations in the FNSBSD curriculum are listed as standards for the regular student in the AKSS.

## ENGLISH 10

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
No specific mention of paraphrasing skills in AKSS.		<p>Previous standards listed as Honors are now expected for regular levels, just perhaps with a lesser expectation of degree and speed of mastery.</p> <p>“6+1” writing standards not mentioned specifically in AKSS.</p> <p>No mention of identification of plot elements in AKSS.</p> <p>No mention of editing using standard proofreaders’ marks in AKSS.</p>	<p>More direct instruction and assessment of formal and informal speaking and listening skills.</p> <p>More emphasis on students supporting claims/theses with data/evidence when speaking.</p> <p>No specific mention of presenting a “formal” speech in AKSS.</p>	

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## ENGLISH 11/American Lit

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
<p>Distinguishing what is stated and what is meant in a piece of satire is not mentioned in AKSS.</p> <p>Evaluation of of the interrelationshipbetween history, literature, and and cultural identity not specifically mentioned in AKSS.</p> <p>Indentification of major literary periods not specifically mentioned in AKSS.</p>	<p>Evaluation of of the interrelationshipbetween history, literature, and and cultural identity not specifically mentioned in AKSS.</p> <p>Indentification of major literary periods not specifically mentioned in AKSS.</p>	<p>Generation of own topics is not specifically mentioned in AKSS.</p> <p>No specific mention of locating and synthesizing primary and secondary sources to persuade in AKSS.</p> <p>No mention of analysis of stylistic devices that contribute to musicality and effectiveness of language (alliteration, assonance, consonance) in AKSS.</p> <p>No specific mention in AKSS of use of parallelism and repetition to improve effectiveness and clarity.</p> <p>No specific stipulation for the structure of an introduction in AKSS.</p>	<p>AKSS specify collaborative discussion, being prepared for them, and knowing how to interact and participate in discussion with peers.</p> <p>More emphasis on students supporting claims/theses with data/evidence when speaking.</p>	

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Notes:

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## ENGLISH 12

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
<p>Distinguishing what is stated and what is meant in a piece of satire is not mentioned in AKSS.</p> <p>No specific mention of identifying theme, plot, character, setting, symbol, archetype, allusion, point of view, style, tone, mood, litotes, kenning, metaphor, simile, allegory, and motif.</p>	<p>No mention of “cloze” reading (using annotations) in AKSS.</p> <p>Evaluation of the interrelationship between history, literature, and and cultural identity not specifically mentioned in AKSS.</p>	<p>No specific mention of locating and synthesizing primary and secondary sources to persuade in AKSS.</p> <p>No mention in AKSS of writing informal responses to connect a specific British and/or world text to a current issue or personal/contemporary experience.</p> <p>No specific mention of writing argumentative essays about global and/or philosophical issues using specific British or world texts as part of the evidence available as relevant support.</p> <p>AKSS does not specify that analytical essays to support original analysis of how the parts create the whole stem from “a specific British or world text.”</p> <p>AKSS does not specify that students “apply revision suggestions from readers outside the classroom.”</p> <p>The AKSS don’t specify citing sources using a style guide for in-text citations and works cited page.</p>	<p>AKSS specify collaborative discussion, being prepared for them, and knowing how to interact and participate in discussion with peers.</p> <p>More emphasis on students supporting claims/theses with data/evidence when speaking.</p>	

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