



## Criteria for High School Language Arts Materials Adoption

**Grade Level Considerations for Text Adoption:** The following descriptions paired with the adoption criteria will assist the committee in making grade-level decisions about texts the committee will recommend.

### **Ninth Grade Introduction to Literature and Composition**

This course is the students' "launching pad" to high school. The core and core choice texts should include a variety of genres and reflect the themes of identity and self-discovery. Works will also be chosen that lend themselves to an analysis of the elements of literature. Classical and contemporary college-bound works will be included, and the core choice list should reflect a variety of reading levels and cultures, as well as a variety of themes. Students and teachers should be able to make connections text-world, text-self, text-text.

### **Tenth Grade World Literature**

Tenth grade selections will reflect a mostly non-Western, geographical emphasis. The core choice texts should reflect a variety of genres. Classical and contemporary college-bound works will be included, and the core choice list should reflect a variety of reading levels and cultures, as well as a variety of themes. Students and teachers should be able to make the following connections text-self, text-text, text-world.

### **Eleventh Grade American Literature**

Eleventh grade core and core choice texts should reflect a variety of multicultural perspectives. Some ties to historical chronology/historical context should be possible. Major themes for this grade level are the different interpretations of the American experience and the American dream. Classical and contemporary college-bound works will be included, and the core choice list should reflect a variety of reading levels and cultures, as well as a variety of themes. A variety of genres should be represented, especially plays. Students and teachers should be able to make connections text-world, text-self, text-text.

## Twelfth Grade Comparative Literature

These texts should be chosen for a high level of complexity. The texts should lend themselves to comparative analysis, across genres or themes or within genres or themes. Classical and contemporary college-bound works will be included, and the core choice list should reflect a variety of reading levels and cultures, as well as a variety of themes. Students and teachers should be able to make connections text-world, text-self, text-text.

### 9-12 Texts Statement

The 9-12 core curricula will ensure a full complement of texts: a diversity of authors, experiences, genres, and links to other academic disciplines.

### Complexity as it pertains to the following rubric:

The word *complexity* as used in this rubric describes a work of literature that requires close and careful attention for the reader to comprehend and interpret it. Readers are asked to draw out ideas that are not stated directly. Further, the work of literature is made up of interrelated parts including relationships, structure, style, vocabulary and purpose. As a result, multiple readings of the work yield deeper understandings for all readers.

Literary Text (LT)	Complex	Somewhat complex	Not complex	N/A
Topics: Topics may be unfamiliar to students and removed from their day to day experiences.				
Theme: The theme may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text (e.g., through allusions to history, literature or culture).				
Plot: Plot structures are elaborate and sometimes unconventional. Setting may include multiple shifts leading to more complex structures to support those shifts.				

Connections among ideas: Connections among ideas are implicit.				
Connections among ideas: Connections among ideas are complex, including subtle connections which can be deeply embedded within a text.				
Character development: The author develops multifaceted characters through sophisticated or subtle devices and features complex and subtle interactions between characters.				
The plot: The plot is conveyed by point of a view which may be an unreliable narrator or may be told in multiple points of view with shifts in viewpoint sometimes not always clearly indicated.				

<b>Style (LT)</b>	<b>Complex</b>	<b>Somewhat complex</b>	<b>Not complex</b>	<b>N/A</b>
Style is intricate or elegant in its simplicity.				
Language includes complex syntactical structures.				
The author employs stylistic elements (e.g., implicit, layered or subtle elements of diction, dialect, imagery, syntax, selection of details) to establish mood or convey an attitude toward the subject.				

<b>Vocabulary (LT)</b>	<b>Complex</b>	<b>Somewhat complex</b>	<b>Not complex</b>	<b>N/A</b>
Vocabulary includes highly context-dependent and nuanced words and phrases.				
The author makes generous uses of ambiguous language and literary devices.				
Levels of meaning are multi-faceted.				

<b>Informational Text (IT)</b>	<b>Complex</b>	<b>Somewhat complex</b>	<b>Not complex</b>	<b>N/A</b>
Topics: Topics may be unfamiliar to students and removed from their day to day experiences and address abstract scientific or social issues.				
Purpose: The text's purpose may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text.				
Plot: Organizational structures may be elaborate and sometimes unconventional and may vary within a text.				
Connections among ideas: Connections among ideas are implicit, requiring substantial inferences from prior knowledge.				
Connections among ideas: Connections among ideas are complex, including subtle connections which can be deeply embedded within a text.				
Idea development: Idea development is accomplished in complex and sophisticated or subtle ways.				
The text: The text is dense and ideas are conveyed through a substantial amount of data that may be reported in varied ways.				

<b>Style (IT)</b>	<b>Complex</b>	<b>Somewhat complex</b>	<b>Not complex</b>	<b>N/A</b>
Style is intricate or elegant in its simplicity.				
Language includes complex syntactical structures.				
The author employs rhetorical devices purposely and skillfully to guide the reader through complex ideas.				

Vocabulary (IT)	Complex	Somewhat complex	Not complex	N/A
Vocabulary includes specialized vocabulary that is crucial to an understanding of the material that may not be specifically defined within the text, but assumed prior knowledge.				

### Criteria for Language Arts Materials Adoption: Cultural Relevancy

#### Cultural relevancy

Texts selected will be chosen in part for their cultural authenticity. The diverse offerings of texts across the 9-12 core curricula will provide students with a world view of literature specifically chosen to reflect historical, cultural and artistic diversity. The importance of these texts is in the variety of beliefs and views presented within them. The complex, rich and sometimes difficult ideas and language will be taught formally with teacher direction to fully explore these perspectives in a positive way that informs, includes and challenges *all* students from all backgrounds. The rubric will assist the selection process by determining text content that requires lessons and/or instruction to balance perspectives, confront stereotypes, and analyze the author's purpose or intention.

Stereotypes	Consistently	Occasionally	Never	N/A
Whenever worldviews are presented, they include the perspective of the culture they are written about rather than being dominated by a Eurocentric, patriarchic or colonial perspective.				
Texts selected in their entirety should show a balance of perspectives. (If a Eurocentric point of view is presented, the perspectives of others will be presented to balance the view).				
Texts selected in their entirety will reflect authors from various countries, cultures, backgrounds.				
When ethnic and cultural groups are portrayed, there is a balance of traditional and non-traditional roles.				

<b>Perspectives</b>	<b>Consistently</b>	<b>Occasionally</b>	<b>Never</b>	<b>N/A</b>
Instructional materials help students understand the ways in which the unique experiences of people or groups cause them to view the same historical and social events differently.				
Instructional materials help students to understand that knowledge is socially constructed and reflects the personal experiences and the social, political and economic contexts in which they live and work.				
Differences in customs and daily living are portrayed respectfully.				
Materials deal openly and accurately with the impact of bias.				
Suggested readings include works by women and ethnically diverse authors.				
Students see themselves and their culture (both ethnic and environmental) reflected in all of its complexity.				

<b>Culturally Responsive instructional Strategies and Assessment</b>	<b>Consistently</b>	<b>Occasionally</b>	<b>Never</b>	<b>N/A</b>
Texts provide accurate racial, ethnic and cultural information.				
The materials provide activities that stimulate analysis and critical thinking				
The texts engage students across varied learning styles and multiple intelligences; kinesthetic, logical, interpersonal, intrapersonal, musical/rhythmic, verbal and visual/spatial.				
The texts provide ways for students to analyze the source and the perspective of the content presented, and encourages students to listen, think, illustrate, speak, read and write.				