

At Missouri School for the Blind we believe student success is our first and foremost responsibility. We further believe, that every student learns in an individual way and at an individual rate, therefore, Missouri School for the Blind differentiates instruction to meet the needs of each learner. For student's whose educational program centers on the Show-Me-Standards, as defined in the Grade-Level-Expectations (GLE), curriculum-based and on-going assessment, determine instructional methods, remediation, enrichment, and pacing through the curriculum. The GLE's are designed to meet a wide range of students needs; however, each course may be further differentiated through the IEP process to meet individual student needs. To identify the objectives associated with a specific course, please contact the assigned instructor or the curriculum supervisor.

For more information visit our website at:

msb.dese.mo.gov

Or contact:

Joy Waddell, Assistant Superintendent

Missouri School for the Blind

3815 Magnolia

St. Louis, Missouri 63110

Phone: 314-776-4320 ext. 1140

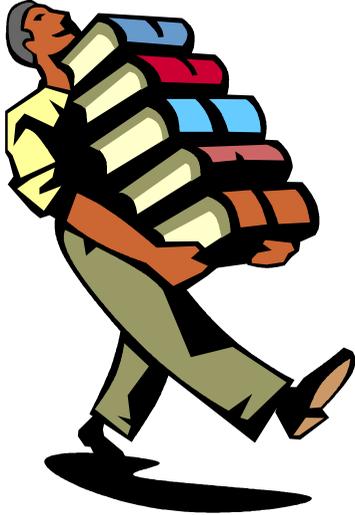
Fax: 314-776-1875

Email: joyce.waddell@msb.dese.mo.gov

**Missouri School
for the Blind**

**Communication
Arts**

**Graded High School
Curriculum**



MSB

Reading

By the end of CA 9, 10, 11, 12 students will be able to:

Develop and apply skills and strategies to the reading process by:

- Using the appropriate media, Regular Print, Large Print or Braille to access print media.
- Applying decoding strategies to “problem-solve” unknown words when reading.
- Reading grade-level instructional text with fluency, accuracy and appropriate expression, adjusting reading rate to difficulty and type of text.
- Developing vocabulary through text, using roots and affixes, context clues, glossary, dictionary and thesaurus.
- Applying pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting and setting a purpose and rate for reading.
- During reading, utilizes strategies to self-question and correct by inferring, visualizing, predicting and checking using cueing systems – meaning, structure, and visual.
- Applying pos-reading skills to comprehend and interpret text by questioning to clarify, reflecting, analyzing, drawing conclusions, summarizing and paraphrasing.
- Comparing, contrasting, analyzing and evaluating connections between information and relationships in various fiction and nonfiction works, text ideas and own experiences, text ideas and world by analyzing and evaluating the relationship between literature and its historical period and culture.

Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times by:

- Locating, interpreting and applying information in titles, table of contents and glossary.
- Analyzing and evaluating author's use of figurative language (emphasis irony and symbolism, imagery and sound devices in poetry and prose.
- Using details from text analyzing character, plot, setting, point of view and development of theme; evaluating proposed solutions; analyzing the development of a theme across genres; evaluating the effect of author's style and complex literary techniques (including tone).



Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (i.e. biographies, newspapers, technical manuals) from a variety of cultures and times) by:

- Evaluating the author's use of text features to clarify meaning in multiple primary and/or secondary sources.
- Analyzing and evaluating author's use of figurative language (emphasize irony, imagery and sound devise in nonfiction text.
- Using details form text to analyze and evaluating the logic, reasonableness and audience appeal of arguments in text; identifying and analyzing faculty reasoning and unfounded inferences; evaluating for accuracy and adequacy of evidence; analyzing and evaluating the author's use of information and logic to express his or her ideas through – word choice, comprehensiveness of detail selections, organizational patterns; and evaluating proposed solutions.
- Reading and applying multi-step directions to perform complex procedures and/or task.



Writing

Apply a writing process in composing text by:

- Following a writing process to independently create appropriate graphic organizers as needed; applying writing process to write effectively in various forms and types of writing.

Compose-well developed text using standard English conventions by:

- Using conventions of capitalization in written text.
- In composing text use correct formatting (quotation marks, italics and underlining) in citations, and hyphens for compound adjectives.
- Using parts of speech correctly in written text
- In writing, use dictionary, spell-check and other resources to spell correctly.
- In composing text, use a variety of sentence structure and length for stylistic effect, cohesive devices, and active voice constructions.

Write effectively in various forms and types of writing by:

- Writing a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays).
- Routinely using an appropriate method for note-taking.
- Writing multi-paragraph informative and persuasive essay with: an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details; originality (freshness of thought) and individual perspective; individual style and voice; complex ideas in a sustained and compelling manner: multi-paragraph texts that interpret, evaluate or persuades, suing specific rhetorical devices: reflective paper that compares specific incidents and themes: an analysis and/or evaluation on the use of imagery language, themes, stylistic devices and tone in literature.

- Writing a multi-paragraph text that summarizes large amount of information from multiple sources and conform to an s style manual.
- Composing texts for a variety of career and workplace communications (i.e. job application resume, cover letter, college application essay, thank-you note, forms, project proposal, brochures and/or concise directions), for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view.

Listening and Speaking

Develop and apply effective listening skills and strategies by:



- Listening for enjoyment, for information, for direction, critically summarize and evaluate communications that inform, persuade and entertain, to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria, evaluating the validity and reliability of speaker's message.

- Using active-listening behaviors (i.e. asks questions of speaker and uses body language and facial expression to indicate agreement, disagreement or confusion).

Develop and apply effective speaking skills and strategies for various audiences and purpose by:

- In discussions and presentations create concise presentations on a variety of topics, Incorporate appropriate media or technology, respond to feedback, defend ideas, and demonstrate poise and self-control.
- Giving clear and concise multi-step oral directions to perform complex procedures and/or tasks.

Information Literacy

Develop and apply effective research process skills to gather, analyze and evaluate information by:



- Developing an appropriate research plan to guide investigation and research of focus questions.
- Locating and using multiple primary and secondary sources to select relevant and credible information evaluate reliability of information; evaluate reliability of sources.
- Record relevant information from multiple primary and secondary sources.
- Citing sources of information using a standard method of documentation.

Develop and apply effective skills and strategies to analyze and evaluate oral and visual media by:

- Analyzing, describing and evaluating the elements of massages projected in various media (e.g., videos, pictures, web-sites, artwork, plays, and/or news programs).

