


Hazelwood School District



We're on the move!

College Prep English

Grades: 11 and 12

Curriculum Committee Members

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Reviewed by High School ELA Teachers on December 14, 2016

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

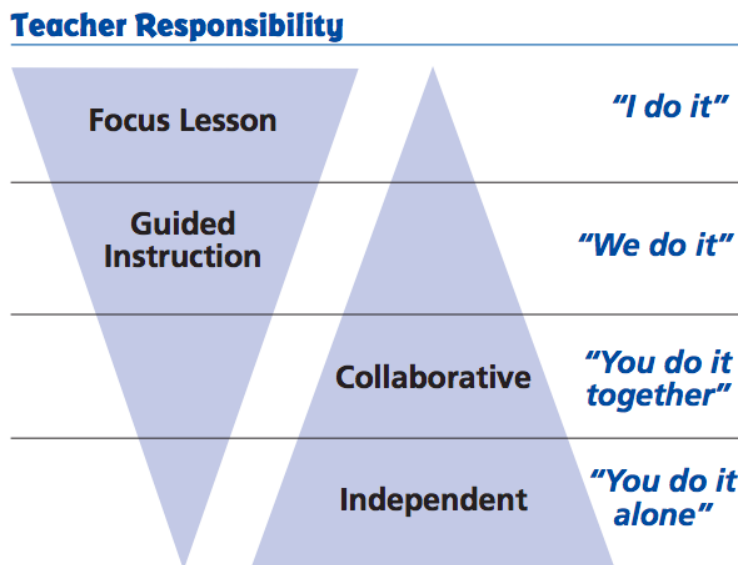
Curriculum Overview

Current American College Test (ACT) scores indicate a need for strengthening our current 11th and 12th grade curriculum. The average ACT scores has trended downward in the last three years with the average score being 18.4 in 2014, 17.9 in 2015, and 17.8 in 2016. End of Course (EOC) exam scores in 10th grade, however, have increased overall in the last three years. In 2014, 66.5% students scored in the areas of proficient and advanced; in 2015, 65.1% of students scored proficient and advanced; and in 2016, 75.1% of students scored proficient and advanced. While scores have improved on the state test, Hazelwood students are still scoring lower than the state average each year. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that Hazelwood students are struggling with reading. Over half of 11th graders at the end of the 2015-2016 year scored below high school reading levels.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes reading strategies, the writing process, and writing that is defined by the standards-based scoring guides.

The instructional model of Gradual Release is embedded throughout in the activity guides. When using the Gradual Release model, the teacher “purposefully yet gradually release responsibility for learning from teacher to student” (Fisher & Frey, 2008, p. 33). The Gradual Release model is an effective tool in teaching comprehension strategies, necessary instruction for students struggling with reading comprehension (Fisher & Frey, 2007).

Below is a visual of the stages of the Gradual Release Model.



Fisher & Frey, 2007

The Gradual Release Model begins with the teacher modeling a specific skill (“I do”). In the next step, the teacher and the students practice the skill together as a group with the teacher providing continued support. When the teacher assesses that the students are grasping the skill, he or she moves onto the “You do it together” stage in which students practice applying the skill in small groups or pairs. In this

third stage, the teacher continues to provide support as needed. Finally, if the teacher confidently assesses that students have mastered the skill and can perform it independently, he or she can move students into the “You do it alone” stage during which student apply the skill on their own.

The committee members aligned the curriculum with the 2016 Missouri Learning Standards published by the Department of Elementary and Secondary Education (DESE). The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

The Hazelwood Required Instructional Components for High School should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, listening and speaking that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. The required components should be integrated into instruction by all teachers to ensure consistent and rigorous instruction and that students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: College Prep English

GRADE LEVEL: 11 and 12

Course Description:

College Prep English course is a challenging course that will develop the skills necessary for students to become proficient at college level reading and writing. The students will do research projects, analyze literature, summarize non-fiction texts, and improve vocabulary. This course will provide the opportunity for students to research colleges, write a college application essay, and prepare for the ACT.

Course Rationale:

The College Prep English curriculum promotes the academic, social and cognitive development of students who are expected to become successful and productive members of society. The College Prep English curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the College Prep English curriculum, students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The College Prep English curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence, and prepare them to express their own ideas artfully and effectively. The College Prep English curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

COURSE SCOPE AND SEQUENCE	
Unit 1: Analyzing Characters 20 class periods of 90 minutes in length	Unit 2: Analyzing Characters 20 class periods of 90 minutes in length
Unit 3: Analyzing Author's Style 20 class periods of 90 minutes in length	Unit 4: Critical Thinking and Essay Analysis 20 class periods of 90 minutes in length

Unit Objectives

Unit 1:

1. Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
2. Students will be able to conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
3. Students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
4. The students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.
5. The students can plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
6. Students will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
7. Students will be able to work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
8. Students will be able to respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 2:

1. Students will, using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
2. Students will work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
3. Students will speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

4. Students will make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
5. Students will plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
6. Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience.
8. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.
9. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Unit 3

1. Students will evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
2. Students will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
3. Students will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
4. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience.
5. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.

Unit 4

1. Students will synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
2. Students will evaluate how an author's work reflects his or her historical/cultural perspective.
3. Students will read and comprehend informational text independently and proficiently.
4. Students will conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

5. Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience.
7. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.
8. Students will draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
9. Students will speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	Mastered-Reviewed as an Intervention

Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

Annotation, close reading, inference/infer, draw conclusions, cite, textual evidence, determine, explicit, analyze, quotation, paraphrase, summary, summarize, central idea, main idea, details, examples, theme, objective, summarize, development, literary elements, text structure, plot, character, setting, plot, mood, tone, conflict, aesthetic impact, author's purpose, plot development, purpose, sequence, point of view, elaboration, dialogue, transitions, purpose, audience, word choice, revise, edit, affix, root, connotative, denotative, figurative language, allusion, imagery, metaphor, simile, onomatopoeia, personification, diction, syntax, thesis, cause and effect, problem and solution, compare and contrast, description, volume, pace, pitch, eye contact, gestures, and body language.

Unit 2

Annotation, close reading, inference/infer, draw conclusions, cite, textual evidence, determine, explicit, analyze, quotation, paraphrase, summary, summarize, details, examples, theme, objective, summarize, development, author's purpose, elaboration, transitions, purpose, task, audience, word choice, revise, edit, concise, diction, syntax, thesis, findings, reasoning, evidence, perspective, plagiarism, citation, MLA, volume, pace, pitch, eye contact, gestures, body language, multimedia, audibly, democratic discussions, and Literature Circles.

Unit 3

Text structure, aesthetic impact, literary elements, syntax, tone, style, voice, task, purpose, audience, review, revise, edit, Socratic Seminar, sequencing, mood, conclusion, conflict, sub-plot, literary devices, non-example, central idea, textual evidence, and thesis.

Unit 4

Synthesize, evaluate, articulate, historical/cultural perspective, inquiry, relevant sources, credible sources, citation system, APA, MLA, authoritative, advanced search, task, purpose, audience, plagiarism, style, voice, review, revise, edit, conclusions, infer, analyze, textual evidence, cite, inference, infer, overarching question, rhetoric, rhetorical, precis, argumentative, opinion, assumption, fact, annotate, close reading, audibly, conventions of language, fluent, volume, pitch, and pace.

Reading Instructional Resources:

Barnet, S., Burto, W., Cain, W.E. (2017). *Literature for Composition: An Introduction to Literature, 11th Edition*. Pearson.

Additional Resources:

- Online Text
 - News ELA
 - Readworks
 - Library of Congress
 - American Rhetoric

- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>

- Citation Websites
 - <http://content.easybib.com/citation-guides>
 - <https://owl.english.purdue.edu/owl/section/2/>

Hazelwood Required Instructional Components

Sample Lesson Pacing Guide

Direct Instruction , Cooperative Learning, and Independent Reading Strategies	Writing Workshop
<p>Lesson Opening (5-10 Minutes)</p> <ul style="list-style-type: none"> ➤ Introduce the Learning Targets ➤ Do Now (to begin a new lesson or check for understanding on a previous lesson) 	<p>Lesson Opening (5-10 Minutes)</p> <ul style="list-style-type: none"> ➤ Introduce the Learning Targets ➤ Do Now (to begin a new lesson or check for understanding on a previous lesson)
<p>Vocabulary/ Word Study (10-15 Minutes)</p> <ul style="list-style-type: none"> ➤ Introduce new vocabulary words for the day, OR review previous words from the current lesson ➤ Use context clues to understand the meaning of new words. ➤ Model use of new words through student participation. 	<p>Vocabulary/Word Study (10-15 minutes)</p> <ul style="list-style-type: none"> ➤ Introduce new vocabulary words for the day, OR review previous words from the current lesson ➤ Use context clues to understand the meaning of new words. ➤ Model use of new words through student participation.
<p>Teacher Direct Instruction and Modeling (15-20 minutes)</p> <ul style="list-style-type: none"> ➤ Teacher models the skill being taught using specific examples, visual representation ➤ Model thinking aloud with a visual template or annotation guide the strategy or skill students are focusing on learning and applying. ➤ Within this time frame, facilitate students practicing as a whole group using a small segment of text to check for understanding. 	<p>Mini-lesson (10-15 minutes)</p> <ul style="list-style-type: none"> ➤ Teacher provides direct instruction on grammar, editing, or revision skill on which the majority of students require instruction. ➤ Students may do short practice as whole group to check for understanding of the skill.
<p>Guided Practice (15 Minutes)</p> <ul style="list-style-type: none"> ➤ Facilitate students reading a section of the text with partnerships or in small groups. ➤ The teacher circulates around the classroom and provides support, monitoring and feedback ➤ Format options: <ul style="list-style-type: none"> ○ Literature Circles ○ Reciprocal Reading ○ Close Reading: 1st and 2nd Read 	<p>Teacher Direct Instruction and Modeling (15-20 minutes)</p> <ul style="list-style-type: none"> ➤ Teacher models the writing skill being taught using specific examples, visual representation ➤ Model thinking aloud with a visual template or annotation guide the strategy or skill students are focusing on learning and applying. <p>Within this time frame, facilitate students practicing with a partner using a small segment of text to check for understanding.</p>
<p>Independent Practice (20 Minutes)</p> <ul style="list-style-type: none"> ➤ Ask students to read a section of the text independently and apply the skill <ul style="list-style-type: none"> ○ Students Self-Assessment Journals ○ Learning Logs ○ Skill Tracking Documents ○ Annotations ○ Students work independently on their current writing prompt or an assigned writing task in response to their reading 	<p>Writer’s Workshop (35-45 Minutes)</p> <p>Teacher-Led Small Groups:</p> <ul style="list-style-type: none"> ➤ Teacher conferences with students ➤ The teacher meets with small groups of students pulled based upon skills and/or writing level to provide support groups while they write a section of their current piece of writing. <p>Independent Writing: Students engage in independent writing or student-led groups by following the writing process. Students can share, edit, and revise each other’s work.</p> <ul style="list-style-type: none"> ➤ <i>*Students should include learned grammar skills and vocabulary in these workshop activities.</i>

