Hazelwood School District
We're on the move!

English Language Arts

English III

Curriculum Committee Members

Debbie Coe, East High School

Dionna Harding, East High School

Victoria Henderson, East High School

Alice Webb, Central High School

Jami Vault, Central High School

Holly Putnam, Curriculum Coordinator

Reviewed by High School ELA Teachers on March 25th, 2015

Reviewed by Curriculum Advisory Committee on March 26th, 2015

Approved by the HSD Board of Education on May 19th, 2015

TABLE OF CONTENTS

English Language Arts

English III

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 End of Course (EOC) data indicates a need for strengthening our current 11th grade reading data as the district has been trending at 37.1% scoring proficient and advanced in in 2014, 41.7% scoring proficient and advanced in in 2013 and 40.2% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 11th grade English Language Arts curriculum, 62% of students are reading below grade level.

After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes literature circles and reading strategies, the writing process, and writing that is defined by the Standards-Based Scoring Guides for each genre.

The committee members aligned the curriculum with the 2010 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. One of the two Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS III

GRADE LEVEL: 11th

Course Description:

The English Language Arts III course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. English Language Arts III is a required course for eleventh grade students.

Course Rationale:

The English Language Arts III curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts III 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 English Language Arts III 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 English Language Arts 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 English Language Arts III 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:	Unit 2:	Unit 3:	Unit 4:
40 class periods of 90 minutes in length	40 class periods of 90 minutes in length	40 class periods of 90 minutes in length	40 class periods of 90 minutes in length

Unit Objectives

Unit 1:

1. The learner can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. The learner can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. The learner can determine two or more themes or central ideas of literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
4. The learner can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
5. The learner can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6. The learner can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
7. The learner can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
8. The learner can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
9. The learner can use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
10. The learner can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11. The learner can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
12. The learner can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 2:
1. The learner can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of informational text.
2. The learner can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
3. The learner can analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in in *Federalist* No. 10).
4. The learner can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

5. The learner can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
6. The learner can analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
7. The learner can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
8. The learner can introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
9. The learner can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
10. The learner can use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
11. The learner can provide a concluding statement or section that follows from and supports the argument presented.
12. The learner can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 3:
1. The learner can analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).
2. The learner can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3. The learner can 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 learner can draw evidence from literary or informational texts to support analysis, reflection, and research.
5. The learner can analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including "The Declaration of Independence", the "Preamble to the Constitution", the Bill of Rights, and Lincoln's "Second Inaugural Address") for their themes, purposes, and rhetorical features.
6. The learner can delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).

7. The learner can integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. The learner can describe cause and effect relationships during discussions about the literary works.

Unit 4:
1. The learner can analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
2. The learner can analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
3. The learner can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of informational text.
4. The learner can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
5. The learner can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
6. The learner can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
7. The learner can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
8. The learner can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9. The learner can use precise language and domain-specific vocabulary to manage the complexity of the topic.
10. The learner can provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
11. The learner can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Essential Terminology/Vocabulary

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

Hazelwood Vocabulary Acquisition Plan	
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
inference/infer, draw conclusions, cite, textual evidence, determine, analyze, quotation, paraphrase, summary, summarize, central idea, main idea, details, examples, illustrations, facts and opinion, bias, theme, objective, summarize, development, story structure, plot, analyze, complex account, theme, objective, summarize, development, story structure, plot, analyze, complex count, character, setting, plot, conflict, author's purpose and plot development, narrative writing, purpose, sequence, point of view, elaboration, dialogue, transitions, purpose, audience, word choice, revise, and peer

Unit 2
allusion, figurative language, symbol, imagery and tone, word meaning, shades of meaning, metaphor, personification, imagery, figurative language, connotation and denotation, oxymoron, Inference, conclusion, supporting text evidence, uncertain, resolution, plot, story arc, author's choices, structure, tragedy resolution, comedic resolution, contribution, aesthetic impact, argumentative, claim, counterclaim, cite, textual evidence, support, evaluate, text

Unit 3
medium, compare, contrast, omitted, emphasized, evaluate, plagiarism, cite, sources, paraphrase and quotation, rhetorical devices, theme, literary significance, theme and purpose, seminal U.S. documents, account, historical, legal, advocacy, compare, contrast, evaluate, reasoning, premise, problem, question multimedia, source, media clip, newspaper article, speech, Inference, text evidence, cite, strong work, advance organizer, cause and effect relationships, and Socratic Seminar

Unit 4
literal meaning, point of view, perspective, verbal irony, satire, sarcasm, American history, time period, theme, topic, argument, paragraph, chapter, claims, evidence, text feature, exposition, compare and contrast, author's point of view, details, rhetoric devices, allusion, introduction, textual evidence, informative/explanatory text, organize, evaluate, precise word choice, transition, rationale, evaluate

Proposed Course Materials and Resources:

Reading Instructional Resources:

Language of Literature Anthology, Interactive Online Subscription, Exam View Assessment Suite and Novel Sets

Additional Resources:

- Online Text
    - News ELA
    - Readworks

- 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/

- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown