English Language Arts

English II

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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 End of Course (EOC) data indicates a need for strengthening our current 10th grade reading course as the district-wide English Language Arts (ELA) data has been trending at 56% scoring proficient and advanced in in 2014, 46% scoring proficient and advanced in 2013 and 52% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory scores are further confirmation that after completing the current 10th 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 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.

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 II

GRADE LEVEL: 10th

Course Description:

The English II 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. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade-level. English Language Arts II is a required course for tenth grade students.

Course Rationale:

The English Language Arts II 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 II 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 II 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 II 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 II 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

<u>Unit 1:</u>
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.
2. The learner can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
3. The learner can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. The learner can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
5. The learner can determine a theme or central idea of a text and provide an objective summary of the text.
6. The learner can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
7. 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.
8. The learner can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
9. The learner can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
10. The learner can use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
11. 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.
12. 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.
13. 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.
14. The learner will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

<u>Unit 2:</u>
1. The learner can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
2. The learner can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.
3. The learner can provide an objective summary of the text.
4. 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.

5. The learner can analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. The leaner 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.
7. 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.
8. 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.
9. 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.
10. The leaner can use precise language and domain-specific vocabulary to manage the complexity of the topic.
11. 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).
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.
13. The learner will describe cause and effect relationships during discussions about the literary works.

Unit 3:
1. The learner can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.
2. The learner can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.
3. The learner can analyze how a series of ideas or events are introduced and developed, and the connections drawn between them.
4. The learner can determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
5. The learner can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. The learner can analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
7. The learner can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
8. The learner can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9. 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.
10. 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.

11. 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.

12. The learner can provide a concluding statement or section that follows from and supports the argument presented.

13. 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.

14. The learner can integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Unit 4:

1. The learner can analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

2. The learner can analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

3. The leaner can analyze various informational accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

4. 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.

5. 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.

6. The learner can draw evidence from literary or informational texts to support analysis, reflection, and research.

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
analyze, antagonist, apposition, characterization, conclusion, cognitive/thinking, context clues, development, dialogue, elaboration, evoke, figurative/figures of speech, inference, inferential, literal, narrative writing, objective, plot, point of view, protagonist, purpose, resolution, serious or light-hearted tones, sequence, story structure, summarize, supporting text evidence, theme, tone, transitions, and word choice

Unit 2
abstract, advance organizer, antonym, atmosphere, cause and effect relationships, citation, cite, claim, connotative meaning, evaluate, evidence, expository, fact, figurative language, flashback, foreshadow, **i**magery, inference, informational, introduction, informative/explanatory text, journal, mood, opinion, organize, periodical, plot, precise word choice, rationale, setting, Socratic Seminar, subjective, synonym, tension, textual evidence, tone, transition, strong work

Unit 3
allusion, analyze, annotation, antagonist, argumentative, author, author's point of view, biography, characterization, claim, close read, commentary, concepts and theme, connections, counterclaim, delineate, details, discourse, Ethos, evaluate, events, fallacious reasoning, false statements, ideas, inaccurate, integrate, interrelated, judge, Logos, multiple sources, Pathos, persuasion, plot, plot development, precise word choice, protagonist, question, quote, rationale, reasoning, related, relevant, rhetoric devices, sequence, speech, sufficient, support, textual evidence, theme, trace/outline, transition, U.S. historical document, valid

Unit 4
absent, artistic medium, comparison and contrast, context, culture, device, emphasize, intended audience, media clip, omitted, point of view, perspective, representation, rhetoric, source, text, treatment, view point

Proposed Course Materials and Resources:

Reading Instructional Resources:

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

Hazelwood School District 10th Grade Tiered Vocabulary List

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