



English Skills 2
Grade 10

Curriculum Committee Members

Jason Brown, Instructional Guide, East High School

Alice Webb, Central High School

Jami Vault, ELA Curriculum Coordinator

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Current Scholastic Reading Inventory data indicates a need for strengthening our reading support for struggling high school readers. The data reflects that 45% of English 2 students scored proficient and advanced on the 2018 Missouri Assessment Program. Internal Scholastic Reading Inventory for current 9th grade English Language Arts students shows that 42% of students are reading below grade level.

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

The curriculum supports a reading/writing approach that emphasizes daily use of reading and writing strategies. Using the Missouri Learning Standards, the curriculum committee chose standards that they deemed most important to reading comprehension.

The committee members aligned the curriculum with the 2016 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, learning standards, learning targets, and reading strategies of focus are required;** the learning activities are suggested. Reading strategies of focus are rolled out from the district. Strategies are generated from analysis of student reading comprehension trends. Teachers will be trained on these strategies. Teachers are encouraged to select the learning activities that meet the needs of their students. The learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment.

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 needs of their students. The instructional objectives and classroom delivery should ensure consistent and rigorous instruction to develop 21st century reading, listening and writing skills.

COURSE TITLE: English Skills 2

GRADE LEVEL: 10th

Course Description:

English Skills 2, an elective credit, is designed to support students who have not mastered reading and writing at a level required for the rigor of high school. Students will be placed into this class concurrently with English 2 based on state and district assessment data to improve reading, writing, speaking, and listening skills. The course will help students improve their overall literacy skills by focusing on core standards that will enhance reading comprehension skills. With engaging units, students read a variety of interesting texts.

Course Rationale:

The English Skills 2 course is designed to provide continued support for students who have previously taken the Reading course in middle school and/or read below grade level. The course is meant reinforce skills that will help students become stronger independent readers by reinforcing reading and writing strategies. By the end of the course, students will develop stronger reading and writing strategies that will build their reading comprehension and can be applied to all other coursework.

Course Scope and Sequence

<u>Unit 1:</u> Hero or Villain	<u>Unit 2:</u> Family	<u>Unit 3:</u> Social Justice	<u>Unit 4:</u> Gender Roles
<i>20 sessions</i>	<i>20 sessions</i>	<i>20 sessions</i>	<i>20 sessions</i>

Unit Objectives

Unit 1

- Students will be able to 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.
- Students will be able to use appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- Students will be able to analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- Students will be able to analyze how an author's choices concerning how to structure a text, order events, manipulate time, or sequence information impact the reader.
- Students will be able to analyze how multiple texts reflect historical and/or cultural contexts.
- Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
- Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and

demonstrate an awareness of audience by making choices regarding organization and content.

- Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Students will be able to work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

Unit 2

- Students will be able to 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.
- Students will be able to interpret visual elements of a text and draw conclusions from them (when applicable).
- Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- Students will be able to analyze how an author uses rhetoric to advance point of view or purpose.
- Students will be able to evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
- Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Students will be able to respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
- Students will not be able to speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

Unit 3

- Students will be able to 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.
- Students will be able to use appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- Students will be able to analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- Students will be able to analyze how an author's choices concerning how to structure a text, order events, manipulate time, or sequence information impact the reader.
- Students will be able to analyze how multiple texts reflect historical and/or cultural contexts.
- Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
- Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Students will be able to work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

Unit 4

- Students will be able to 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.
- Students will be able to interpret visual elements of a text and draw conclusions from them (when applicable).
- Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- Students will be able to analyze how an author uses rhetoric to advance point of view or purpose.
- Students will be able to evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
- Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Students will be able to respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
- Students will not be able to speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

Essential Terminology/Vocabulary

Unit 1

analyze, author's purpose, cause and effect relationships, character, character trait, cite, conclusion, conflict, connotation, context clue, denotation, development, inference, objective, plot, plot development, resolution, setting, story structure, summarize, supporting text evidence, text evidence, theme

Unit 2

Argument, Claim, Diction, Fallacious Reasoning, Rhetoric, Syntax

Unit 3

analyze, author's purpose, cause and effect relationships, character, character trait, cite, conclusion, conflict, connotation, context clue, denotation, development, inference, objective, plot, plot development, resolution, setting, story structure, summarize, supporting text evidence, text evidence, theme

Unit 4

Argument, Claim, Diction, Fallacious Reasoning, Rhetoric, Syntax

Course Materials and Resources:

Instructional Resources:

- NewsELA
- ReadWorks
- Achieve3000

Additional Resources:

- **Unit 1:** https://drive.google.com/open?id=19QMgcUN3uB8fnLovs_U3xeKpx83MOC1t
- **Unit 2:** <https://drive.google.com/open?id=19PR-LBhK9F83cYGMYYHOzda4ZzPcpfV9I>
- **Unit 3:** <https://drive.google.com/open?id=19P4K1KFNMQximN1fLBJVyewgKBclVW6E>
- **Unit 4:** <https://drive.google.com/open?id=19Mc5mhCOG6i2ZIA4DiHnSEZBZjwOyKa3>

Recommended Pacing Guide

Unit 1 – Hero vs. Villain

Focus/Unit Guide	# of Lessons	Performance Task
What makes a good villain?	6	Students will independently research a villain they learned about through the texts and write an objective and concise summary.
How have villains changed over time?	7	Have students respond to this prompt: How have villains changed over the course of time? Elaborate using information from the texts analyzed to support your answer.
How does literature teach us about heroes and villains?	7	Is it possible to be a hero and a villain at the same time?

Unit 2 – Family

Focus/Unit Guide	# of Lessons	Performance Task
What is family?	6	How has your idea of family changed as a result of the texts we've read? Use specific examples from the text(s) to support your answer.
What role do families play in society?	6	Have students create a visual representation of the role they believe families play in society. This can include a sketch, timeline, diagram, etc.
How are families different in different cultures? The same?	8	Compare and contrast your family structure to that of another culture.

Unit 3 – Social Justice

Focus/Unit Guide	# of Lessons	Performance Task
What is Social Justice?	5	If you could take up a cause for social justice, what would it be and why?
How has social media impacted Social Justice?	8	Choose a social justice issue to research. Search your issue using hashtags and answer the question, "how has social media impacted your cause?"
How does literature influence social change?	7	With your group, analyze a piece of text. Your peers will observe as you and your group set roles and complete the standard-based task(s) your teacher chooses.

Unit 4 – Gender Roles

Focus/Unit Guide	# of Lessons	Performance Task
What are gender roles?	4	Write a multi-paragraph reflection on how you have personally been impacted by Gender Roles.

What roles do gender play in society today?	9	Write a compilation of poetry that use the theme of gender roles. Students will use various poetic devices such as figurative language and other literary devices to produce a collection of coherent written pieces of text.
How have gender roles changed time?	7	Consider a favorite television character that met traditional gender roles. Choose a favorite scene. In 2-3 paragraphs, explain how the scene would be different and why.

Daily Instructional Framework

Component	Instructional Format:
Objective and Standards	<p>Lesson Opening (5 Minutes)</p> <ul style="list-style-type: none"> ▪ Pre-write ▪ Introduce Learning Targets ▪ Present the Thought Question for the day
Daily Teacher Modeling and Explicit Skill or Strategy Instruction	<p>Teacher Direct Instruction and Modeling (10-15 Minutes)</p> <ul style="list-style-type: none"> ▪ Teacher models the reading comprehension skill using a grade-level Lexile text. ▪ Read aloud a section of the texts as students read along. ▪ Model thinking aloud with a visual template or guide. <p>Partner Reading (10-15 minutes)</p> <ul style="list-style-type: none"> ▪ Have students continue reading the whole-class article with a partner, practicing the reading comprehension skill as they read. ▪ Have students answer comprehension questions as they read. After modeling, allow students to summarize and discuss the article to ensure that all students understand the text.
Daily Independent reading and writing.	<p>Independent Practice (20-25 Minutes)</p> <ul style="list-style-type: none"> ▪ Have students read the assigned Achieve article and write down words unfamiliar to them in their Vocabulary Tracker. ▪ Students should use the reading strategy modeled to increase their individual comprehension. ▪ Students should answer reading comprehension questions. ▪ Students should discuss the article and questions <p>Vocabulary/Writing (20-25 minutes)</p> <ul style="list-style-type: none"> ▪ Have students add their vocabulary to their personal dictionaries and complete best practice activities to help them acquire the new vocabulary. ▪ Students should revisit their pre-write and apply specific writing skills along with the new vocabulary words to enhance their writing.
Wrap-Up	<ul style="list-style-type: none"> ▪ Discussion, and/or formative assessment.

Suggested Weekly Format

This suggested format takes into consideration that classes are held every other day for 90 minutes each. The format uses the above Daily Instructional Framework and Recommended Pacing Guide for Unit 1's first activity guide.

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Article #1 – Gradual Release Model Achieve Article #1 – Independent Reading		Weekly Article #2 – Gradual Release Model Achieve Article #2 – Independent Reading		Weekly Article #3 – Gradual Release Model Achieve Article #3 – Independent Reading
Monday	Tuesday	Wednesday	Thursday	Friday
	Weekly Article #4 – Gradual Release Model Achieve Article #4 – Independent Reading		Interactive Learning: Video, Speech Unit Performance Task	