KIRKWOOD
SCHOOL DISTRICT

9-12 English Supports: Reading Focus

Approved by KSD Board of Education: (2014)

Course Description:
The Kirkwood English Language Arts (ELA) curriculum outlines the knowledge, skills, and competencies for students to become informed, confident, and competent communicators who will add value to our dynamic world using knowledge, character and problem solving skills. Students best develop this understanding through relevant and meaningful experiences and through instruction that recognizes purpose, form, and content as interrelated elements.

Reading is a making meaning process that requires the synthesis of skills to effectively communicate. Students are immersed in daily opportunities to explore, inquire, practice and apply reading strategies and skills in a variety of genres to advance toward grade level reading in addition to becoming self-motivated readers. Computer software applications will serve as tools to advance comprehension. Students will learn how to effectively use before, during, and after reading strategies, build vocabulary, improve fluency, and select their own independent reading texts in order to become more informed citizens.They will independently use their learning to grapple with increasingly complex texts from a variety of genres and time periods to gain a reservoir of literary and cultural knowledge.

The Kirkwood School District honors and values the academic, ethical, and social development of our students by providing opportunities for respectful relationships to develop. Students are encouraged to work in pairs, groups, and as a class to solve problems as they develop an understanding and respect for varying perspectives. A sense of belonging develops and strengthens the students' competency and responsibility for their own learning. The ELA standards are learner centered and define the knowledge, skills, attitudes, processes, and content that students need to understand in order to become informed, confident, and competent users of language.

Grade Level: 9-12th Grade

Unit Scope and Sequence

Unit 1: Establishing our Civic Literacy Community
Unit 2: Expanding our Community through Choice
Unit 3: Examining Bias through Cultural and Historical Perspectives
Unit 4: Taking Action through Civic Literacy

Course Enduring Understandings:

- Reading helps students extend and deepen their knowledge.
- Reading develops critical thinking skills to evaluate reasoning.
- Reading provides insights into the human condition.

Course Essential Questions:

- How can I transfer the strategies to real life experiences?
- How do I integrate and evaluate multiple sources in order to address a question or solve a problem?
- What inferences can I draw, based on the people involved?
- How do we frame our language to convey meaning in a democratic society?
- How do we compare/contrast viewpoints from various cultural and historical perspectives?
- How do we interact with texts based on our own biases and motivations to select explicit evidence and determine inferences in order to draw conclusions?
- What is our role as an individual in a democratic society?

9-12 Reading Focus
Unit 1: Establishing our Civic Literacy Community

This unit will set expectations and establish a purpose and foundation for a reading community built on democratic principles, which values the individual and promotes citizenry. Students will use a variety of strategies such as making connections, asking questions, inferring and visualizing to read, write and think about what the text actually says and suggests, including being able to cite text evidence, infer, and determine central ideas.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Our choices impact individual and class literacy outcomes. • Progress is a direct result of intrinsic ownership of their learning. • There are strategies to monitor, track, and progress through challenges. • Literacy helps them navigate the world and contributes to self-gratification. • Goals are planned, evaluated, and revised throughout life.	• How do we use literacy to create meaning in our lives? • What does an effective reader look like? • What do I do when I get stuck? • How do the choices I make impact my growth toward independence? • How does the motivation of characters, and ideas interact with the concept of democracy?
Students must know:	***Students must be able to:***
• Literacy • Evidence • Ownership • Responsibility	• Collect and present evidence of their learning. • Apply problem-solving strategies. • Set goals and monitor their progress. • Select and effectively apply the appropriate strategy. • Actively contribute to class partnerships.

9-12 Reading Focus
Unit 1: Establishing our Civic Literacy Community

Missouri Learning Standards
Priority Standard: Collaborating. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (6.SL.1.A)
Priority Standard: Collaborating. Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed. (9-10.SL.1.A)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (6.RI.3.D
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (9-10.RI.3.D)

9-12 Reading Focus
Unit 2: Expanding our Community through Choice

In this unit, students will read varying texts and carefully examine language and vocabulary that effective authors use to communicate. Students will build upon reading strategies as they encounter increasingly complex text based on their individual needs. Students will continually monitor their goals with guided support from the teacher.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• The decisions made by individuals collectively influence the character and culture of a community. • Different perspectives and choices contribute to a more vibrant, inclusive, and resilient community. • Engaging in community choices empowers individuals and fosters a sense of belonging and responsibility. • Understanding the short-term and long-term effects of decisions helps create a more informed and engaged community.	• How do we use language to create meaning and share our voice in a democratic society? • What does it mean to be part of a community, and how do our choices affect that sense of belonging? • What are the responsibilities that come with making choices that impact others in our community? • How do personal values influence the choices we make in our community?
Students must know:	***Students must be able to:***
• Community • Choice • Diversity • Engagement • Inclusion • Impact	• Recognize and articulate the needs and strengths of their community. • Engage in conversations about community issues, valuing diverse perspectives. • Consider how their own choices contribute to the health and vibrancy of the community.

9-12 Reading Focus
Unit 2: Expanding our Community through Choice

Missouri Learning Standards
Priority Standard: Analyze Craft and Structure. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning. (6.RL. 2.C)
Priority Standard: Analyze Craft and Structure. Analyze the cumulative impact of specific word choices and syntax on meaning and tone. (9-10.RL. 2.C)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (6.RI.3.D)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (9-10.RI.3.D)

9-12 Reading Focus
Unit 3: Examining Bias through Cultural and Historical Perspectives

This unit invites students to explore the concept of bias as it manifests in cultural and historical contexts. Through a critical examination of various texts, media, and narratives, students will analyze how personal, cultural, and societal biases shape interpretations of events and ideas. By investigating the influence of historical contexts and cultural backgrounds on perspectives, students will develop the skills necessary to recognize and articulate instances of bias in themselves and others.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Different cultural and historical contexts influence how individuals and societies interpret events and ideas • Evaluating sources from multiple perspectives fosters a deeper understanding of complex issues. • Engaging with diverse viewpoints promotes empathy and a broader awareness of global issues. • Cultures influence one another, and understanding these interactions can reveal shared human experiences.	• How do we compare/contrast viewpoints from various cultural and historical perspectives? • How can we identify bias in the sources we encounter? • In what ways do our own identities influence how we perceive others? • Who decides which stories are told, and whose voices are often left out?
Students must know:	***Students must be able to:***
• Perspective • Culture • Bias • Empathy • Prejudice • Primary Source • Secondary Source	• Identify perspectives • Gather and evaluate sources • Analyze similarities and differences • Engage in discussion • Reflect on personal bias • Express empathy

9-12 Reading Focus
Unit 3: Examining Bias through Cultural and Historical Perspectives

Missouri Learning Standards
Priority Standard: Comprehend and Interpret Texts. Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1.A)
Priority Standard: Comprehend and Interpret Texts. 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. (9-10.RL.1.A)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (6.RI.3.D)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (9-10.RI.3.D)

9-12 Reading Focus
Unit 4: Taking Action through Civic Literacy

In this unit, students will make connections and synthesize information to create new thinking in response to various self-selected texts. Students will use this reading to take action in the wider community based on their own interest in global issues. Students will reflect on their reading progress and set goals for their continual reading development in order to contribute their voices in a larger democratic society.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Understanding civic concepts and processes enables individuals to effectively engage in their communities and influence change. • Civic engagement, through voting, advocacy, and community service, is vital for a healthy democracy and community well-being. • Knowledge of rights, responsibilities, and governmental systems empowers citizens to advocate for themselves and others.	• How do we determine themes/central ideas in a democratic society, and how do they develop over the course of the texts? • How do we use various mediums to view the same topic in a democratic society? • What is our role as an individual in a democratic society?
Students must know:	***Students must be able to:***
• Democracy • Engagement • Rights and Responsibilities • Voting	• Identify and evaluate current civic issues affecting their community or society. • Participate in activities such as voting, attending town hall meetings, or volunteering in civic organizations. • Develop and express arguments for a particular cause, utilizing persuasive communication strategies.

9-12 Reading Focus
Unit 4: Taking Action through Civic Literacy

Missouri Learning Standards
Priority Standard: Collaborating. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (6.SL.1.A)
Priority Standard: Collaborating. Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed. (9-10.SL.1.A)
Priority Standard: Synthesize Ideas from Multiple Texts. Read and comprehend informational text independently and proficiently. (9-10.RI.3.D)
Priority Standard: Comprehend and Interpret Texts. Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. (6.RI.1.D)
Priority Standard: Comprehend and Interpret Texts. 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. (9-10. RI.1.D)