

Reading the World Course Proposal 2011-2012

D.C. Everest Senior High School

Rationale

- Students need to graduate prepared to meet the growing literacy demands they will encounter in college, in work, and in life. The Reading the World nonfiction course will provide students with the necessary opportunity to develop their critical thinking skills to a level where they can be transferred beyond the classroom. More exposure to rich nonfiction texts combined with a rigorous curriculum will provide them with richer opportunities to think critically.

Class Parameters

- ½ credit English
- Semester-long, reading-emphasis course
- College and Career Ready sequence
- Prerequisite: junior or senior standing

Overarching Class Components

- (1) Self-selected, independent, nonfiction reading in books all linked to a particular whole-class focus or concept
- (2) Regular explanations and conversations about thoughtful, strategic reading.
- (3) One-to-one or small group conferences to ensure students are applying nonfiction reading strategies.
- (4) Opportunities to share and build new understandings gained from reading through writing, reading performance, and conversation.
- (5) Regular authentic responses connected to the essential questions for each unit.
- (6) Assignments and class projects incorporating technology (podcasts, moodle, slideshows, etc.)
- (7) Infused writing throughout the semester based on inquiry units and essential questions.

Resources

To make this course successful, we will need the following essential resources:

- Choice books (working with IMC to order more captivating nonfiction materials and magazines)
- Access to technology (computers or laptops with Internet access)
- Subscription to newspaper or online news source (some currently available through department)

Curriculum Attachment

- See attached draft of the curriculum framework.

Course Book Description

How does an adult read and make sense of text? How does language influence the way we think, act, and perceive the world? What criteria can we use to effectively evaluate informational and digital sources? In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves? These are just a few of the essential questions we will explore during a semester in Reading the World.

This college and career ready course is designed for students to meet the growing literacy demands they will encounter in college, in work, and in life. The primary focus is for students to engage in a wide array of nonfiction readings in order to gain a broader perspective from which they can view the world. Students will be connected to writing that is real and keep in touch with the forces that can change their lives. Throughout the course, students will be required to monitor current events; engage in regular explanations and conversations about strategic reading; annotate text for deeper reading; analyze, interpret and critique non-fiction; and create sound arguments with supporting textual evidence.

Developed around inquiry units, some of the course topics include articles of the week, nonfiction strategy reading, vocabulary building, censorship, and evaluating sources. If you want to be an informed consumer and intelligent citizen, someone who is able to analyze and think critically about the world around you, consider “Reading the World.”

D. C. Everest School District

Reading the World Curriculum Framework

Course Enduring Understandings		Course Essential Questions		
<ul style="list-style-type: none"> • Reading strategically assists us in understanding, communicating, expressing, and analyzing ideas. • Language can be used to manipulate thinking. • Reading critically and evaluating sources assists us in becoming informed consumers and intelligent citizens (“reading the world”). • Understanding nonfiction readings helps us develop mature vocabulary, opens the door to college and beyond, and arms us against oppression. 		<ul style="list-style-type: none"> • How does an adult read and make sense of text? • How does language influence the way we think, act, and perceive the world? • How does the study of nonfiction texts help individuals construct their understanding of reality? • What criteria can we use to effectively evaluate informational and digital sources? • In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves? • How does media shape our view of the world and ourselves? 		
Course Topics	Skills	Eleven Learning Strategies	Six Traits of Writing	Assessments
<ul style="list-style-type: none"> • Current events (AOW) • Textbook and technical strategy reading • Textbook navigation and note-Taking (Cornell) • Non-fiction structure and author’s purpose • Reading the world (various mediums) • Vocabulary building 	<ul style="list-style-type: none"> • Annotating text for deeper reading • Reading to analyze, interpret and critique non-fiction. • Analyzing author’s purpose and audience. • Participating in discussion. • Creating sound arguments and supporting ideas with textual evidence. • Adjusting reading rate according to purpose • Reading to make informed choices 	<ul style="list-style-type: none"> • Activating prior knowledge • Determining importance • Synthesizing • Making predictions • Asking questions • Clarifying • Making connections • Making inferences • Using text features • Creating mental images • Summarizing 	<ul style="list-style-type: none"> • Ideas • Organization • Voice • Word Choice • Sentence Fluency • Conventions 	<ul style="list-style-type: none"> • Formative - check-ins, close reading, reading response, annotations • Summative – essay writing, project portfolio, exams
			Thinking Like a Reader	Common Core Standards
			<ul style="list-style-type: none"> • Setting a purpose • Building background • Questioning the author • Developing arguments • Evaluating sources 	<ul style="list-style-type: none"> • Primary Standard: Reading Informational Texts (Grades 11-12) • Supporting Standards: Writing, Speaking & Listening, Language (Grades 11-12)

ENGLISH

All students enrolled at D. C. Everest High School are required to earn four credits of English, including English 9, in order to meet graduation requirements. One credit of English 10 must be earned prior to the start of the senior year.

Grade 9	1 credit	English 9
Grade 10	1 credit	English 10
Grade 11	1 credit	½ credit Reading-Emphasis; ½ credit Writing-Emphasis
Grade 12	1 credit	Choice of English Courses (½ credit Reading-Emphasis & ½ credit Writing-Emphasis recommended)

Reading-Emphasis Courses integrate reading, writing, speaking, and language while emphasizing the CCSS Anchor Standards for Reading: “Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts” (CCSS for ELA, p. 35). Students routinely discuss and write about what they are reading.

Writing-Emphasis Courses integrate reading, writing, speaking, and language while emphasizing the CCSS Anchor Standards for Writing: “Students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing...[and] to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis in a clear and cogent manner” (CCSS for ELA, p. 41). Students routinely read and discuss in order to improve as writers.

GRADE 9 <i>College & Career Ready Sequence</i>	<i>Honors Sequence</i>	<i>Elective Choices</i>		
English 9	English 9 Honors or English 9	n/a		
GRADE 10 <i>College & Career Ready Sequence</i>	<i>Honors Sequence</i>	<i>Elective Choices</i>		
English 10 (choose from English 10, English 10 Young Adult Literature, or English 10 Honors)	English 10 Honors or English 10	<ul style="list-style-type: none"> • Contemporary Writing I • Language & Usage (ACT prep**) • Media Literacy • Theatre Workshop • Yearbook (non-English elective) 		
GRADE 11 & 12				
<p>Note: Students are required to complete ½ credit of reading-emphasis and ½ credit of writing-emphasis in order to graduate. Taking both reading-emphasis and writing-emphasis courses during junior year and again during senior year is recommended.</p>				
<i>College & Career Ready Sequence</i>	<i>Honors Sequence</i>	<i>Elective Choices</i>		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Reading-Emphasis <ul style="list-style-type: none"> • American Novels • British Literature • Communication Strategies • English 11-12 • Ethnic Literature • Media Literacy • Popular Literature • Reading the World • Science Fiction • World Literature </td> <td style="width: 50%; vertical-align: top;"> Writing-Emphasis <ul style="list-style-type: none"> • Contemporary Writing I* • Workplace Writing* • Writing Workshop* • Communications (prerequisite: previous writing-emphasis course) • Creative Writing (prerequisite: Writing Workshop) </td> </tr> </table>	Reading-Emphasis <ul style="list-style-type: none"> • American Novels • British Literature • Communication Strategies • English 11-12 • Ethnic Literature • Media Literacy • Popular Literature • Reading the World • Science Fiction • World Literature 	Writing-Emphasis <ul style="list-style-type: none"> • Contemporary Writing I* • Workplace Writing* • Writing Workshop* • Communications (prerequisite: previous writing-emphasis course) • Creative Writing (prerequisite: Writing Workshop) 	Reading & Writing Emphasis (combined) <ul style="list-style-type: none"> • AP Language & Composition* (½ credit reading-emphasis and ½ credit writing-emphasis) • AP Literature & Composition (prerequisite: AP Language & Composition OR Writing Workshop and one of the following: American Novels, British Literature, Ethnic Literature, World Literature) 	<ul style="list-style-type: none"> • Contemporary Writing II (½ credit English, ½ credit non-English elective; prerequisite: Contemporary Writing I) • Language & Usage (ACT prep**) • Theatre Workshop • Yearbook (non-English elective)
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* Choose one to meet the writing-emphasis graduation requirement.

**If taking Language & Usage as part of your ACT preparation, schedule it sophomore or junior year.