

Learning Experience Template

Course/Seminar Title: English 2 - Full year

HS13002 (2 credits)

Seminar

Course

Other

Learning Experience Description:

English 2 focuses on basic skills of reading and writing so that students can move on to higher level concepts. The students in this course can only be enrolled by determination of the Individualized Education Plan Team and not open to general enrollment.

Students enter this class with a variety of skills and needs. The targets below are more of a scope of topics that students will master rather than a curricular guideline.

Measurement Topic areas touched upon in the learning experience (quick list):

ELA: Reading: Literature: Story Elements
ELA: Reading: Literature: Point of View/Purpose
ELA: Reading: Informational: Central Idea
ELA: Reading: Informational/Literature: Text Features & Structures
ELA: Language: Conventions: Grammar
ELA: Language: Acquisition: Use of Language
ELA: Language: Conventions: Capitalization & Punctuation
ELA: Reading: Literature: Theme
ELA: Writing: Research: Accessing & Reporting Information

Expected Learning Targets (that students would have an opportunity to certify on):

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| ELA.LCCP.8.7 | 3: Is skilled at using capitalization and punctuation rules (commas to separate items, commas to set off words and tag questions) in context when writing. 2: Understands rules for using punctuation to separate items in a series. Understands rules for using a comma to separate an introductory element from the rest of the sentence. Understands rules for using commas to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), or to indicate direct address (e.g., Is that you, Steve?). |
| ELA.LCG.8.7 | 3: Is skilled at using conventions of standard grammar and usage when writing and speaking (verb tense, conjunctions, prepositions, interjections). 2: Understands functions of conjunctions, prepositions, and interjections. Understands how to use verb tenses to convey various times, sequences, states, and conditions. |
| ELA.PVP.7.5 | 3: Understands how the author develops and contrasts the types and points of view of different characters in a story and the effect this has on the plot. 2: Understands a narrator's point of view influences how events are described in a story. Understands authors develop the point of view in a text using third person limited, third person objective and third person omniscient. Understands the difference between reliable and unreliable narrators. |
| ELA.RIC.7.4 | 3: Understands how to analyze the effectiveness of the organizational pattern the author is using to support and develop the central idea throughout the text. 2: Understands common organizational patterns or structures can be used to identify the critical information needed to determine the central idea (sequence pattern, problem/solution pattern, cause/effect pattern, descriptive pattern). Understands authors may use more than one organizational pattern within a text. |
| ELA.RIC.8.5 | 3: Understands that a multi-paragraph text may have multiple main ideas that support a central idea. 2: Understands the relationship between supporting ideas and the central idea. |

ELA.RIS.7.5	3: Understands authors use text features and structures to support a specific point of view or mood in a text. 2: Understands the organizational structure for a text is bound by the characteristics of the selected genre (e.g., characteristics of the selected genre such as historical or science fiction, characteristics of informational text, characteristics of persuasive text). Understands authors select text features and structures that support a specific point of view or mood.
ELA.RLT.8.3	3: Understands theme is shaped and refined by different events, characters, settings, and interactions. 2: Understands the theme of a story affects the events the author chooses to create the plot. Understands common themes can be found across literature (e.g., acceptance, courage, kindness, loyalty, friendship).
ELA.RLU.6.5	3: Understands the impact specific words have on creating mood, tone, and authenticity. 2: Understands authors might violate conventional grammar to provide authentic dialogue. Understands authors use regional and historical dialects within a story to convey or portray meaning (words from other cultures, archaic words, words from mythology). Understands while words might seem similar, there are nuances or differences among them that create a slightly different meaning (synonym, antonym).
ELA.RLU.8.7	3: Understands authors use figurative language (euphemisms, personification, onomatopoeia) and specific word choice to provide meaning and contribute to the overall tone/mood and message of the text. 2: Understands figurative language in a text (euphemism, personification, onomatopoeia). Understands the difference between the connotative and denotative meaning of a word.
ELA.STE.8.6	3: Understands how the plot unfolds through a series of episodes and how it moves toward a resolution. 2: Understands how the the author follows a pattern to introduce and build on the conflict (introduction, rising action, climax, falling action, resolution). Understands plot usually involves one or more different types of conflict. Understands the different types of characters (protagonist, antagonist).
ELA.WAR.8.3	3: Is skilled at identifying a credible source of information that is relevant to the research question being posed. 2: Understands bias, currency, and author's qualifications are used to assess the credibility and relevance of a source. Understands not all sources of information on a topic are credible.

Other related Measurement Topics/Learning Targets that may be touched upon and possibly certified by students (likely through additional work):

Suggested Prerequisite Learning Experiences (courses, seminars, learning targets):

Enrollment must be determined by the IEP Team