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Executive Summary

*T*he ELA educators have worked to develop a curriculum that provides a framework for ELA curriculum education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

*T*he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services



District Information

Approved 10/28/13

SCHOOL BOARD ADMINISTRATIVE RULE
School District of Holmen
Holmen, WI 54636

FILE: 110
FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation:

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

Administrative Rule Provisions:

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizens' voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration, and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes and are based on research based best practices.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of all people, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref: Administrative Goals, 210
 Equal Education & Employment Opportunity, 411

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ▶ **Ensuring that all students learn at high levels.**
- ▶ **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ **Achieving a deeply held partnership with the entire community.**
- ▶ **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Student Learning: The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Fiscal Sustainability: The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

Performance Excellence: The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

Communication: The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
 2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
 3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
 4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
 5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
 6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
 7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
 8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
 9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
 10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.
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School District of Holmen

2016-17

SCHOOL BOARD OF EDUCATION MEMBERS (as of 9/2016)

Cheryl Hancock – President
Anita Jagodzinski – Vice President
Kate Mayer – Clerk
Liza Collins– Treasurer
Gary Dunlap
Tom Kruse
Rebecca Rieber
Jaden Beyer, Student Representative



ADMINISTRATION

Dr. Kristin Mueller, District Administrator
Wendy Savaske, Director of Instructional Services
Jill Mason, Director of Pupil Services
Jay Clark, Associate District Administrator
Rachel Fawver, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Brian Oberweiser, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Bob Baer, High School Principal
Wayne Sackett, High School Associate Principal
Nick Weber, High School Associate Principal
Sue Eitland, EC/4K Associate Principal
Mark Englerth, Activities / Athletic Director

School District of Holmen

Board of Education Action Regarding

State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended.
Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

English Language Arts (ELA) Committee Vision Statement

The School District of Holmen will provide a comprehensive ELA curriculum to ensure that our students will be literate, productive citizens who are prepared and successful in an ever-changing society.

Mission Statement

In order to achieve the vision of ensuring highly literate adults, the School District of Holmen will continually

- Create an environment that supports literacy in all areas of learning.
 - Maintain a curriculum that meets the needs of all learners.
 - Create opportunities for students to be actively engaged in using reading, writing, listening, speaking, viewing, and technology skills as tools for gathering and analyzing information, critical thinking, decision making, and application of ideas.
 - Maintain a partnership with students and stakeholders to achieve life-long learning through literacy education.
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School District of Holmen

6-12 English Language Arts Committee Membership During Curriculum Writing Process

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Ryan Vogler, Principal	Ryan Vogler, Principal	Ryan Vogler, Principal	Bob Baer, Principal	Bob Baer, Principal	Bob Baer, Principal	Bob Baer, Principal
Amy Stoeckly	Amy Stoeckly	Amy Stoeckly	Amy Stoeckly	Amy Stoeckly	Amy Stoeckly	Amy Stoeckly
Tracy Dobkoski	Livia Johnson	Kang Lor	Dan Lerberg	Donah Callaway	Maureen Oullette	
Phil Gilbert	Tara Roesler	Dayce McAndrews	Melissa Miller	Tiffany Fawcett-Miller	Karen Rooney	
Amy Rhoades	Lisa Sandvik	Tonya Roper		Colleen Toltzman		
				Jordan Wood		

Administrator & Instructional Services Liaison:

Amy Stoeckly..... Reading Specialist
Wendy SavaskeDirector of Instruction Services

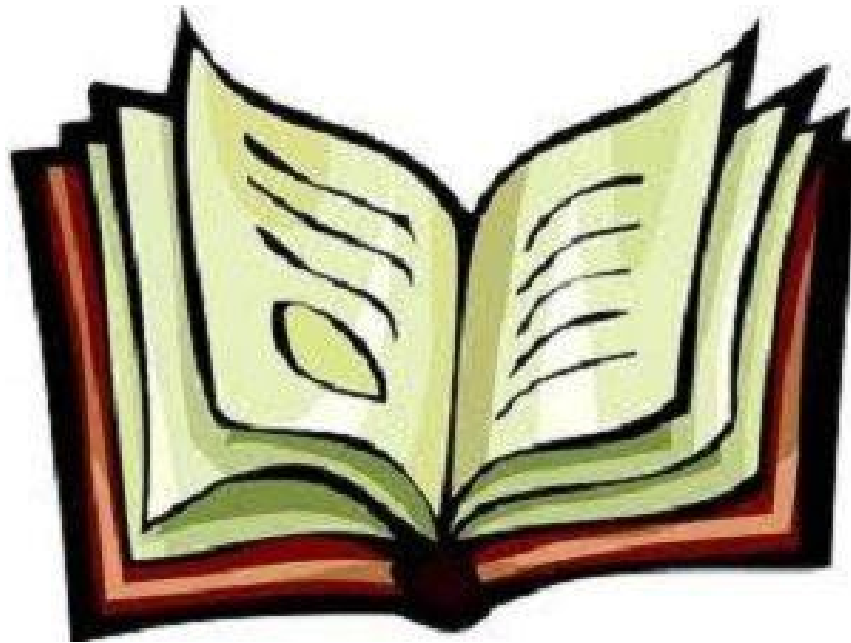
Timeline for Curriculum Writing

2011-12	Classroom Teachers Deconstructed/Unpacked the Common Core ELA Standards during 2-3 days to complete work
2012-13	Classroom Teachers: <ul style="list-style-type: none">• Created a Scope and Sequence• Wrote Curriculum using Backward Design• Created Common Assessments• Elementary Studied & Revised the Elementary Report Card to reflect CCSS ELA
2013-14	Classroom Teachers: <ul style="list-style-type: none">• Revised Scope and Sequence and Units• Continued Creating and Revising of Common Assessments• Revised Report Card Rubrics• Implemented the Revised Report Card
2014-15	Classroom Teachers: <ul style="list-style-type: none">• Revised Scope and Sequence and Units• Continued Creating and Revising of Common Assessments• Revised Report Card Rubrics• Implemented the Revised Report Card
2015-16	Classroom Teachers <ul style="list-style-type: none">• Full Implementation of Units and Common Assessments• Revising Units and Common Assessments, as needed

Middle/High School Curriculum

The School District of Holmen's Middle and High School English Language Arts Curriculum is an exemplary program in which students *listen, speak, read, write, use media and technology, and utilize research and inquiry* at all levels and grades, with the ultimate goal being the development of a love for reading and writing.

The 6-12 ELA program was designed utilizing backward design principles. All of the elementary classroom teachers analyzed the expectations of the Common Core State Standards, and created units of study as a pathway. a balanced literacy model which includes components of the following resources. Formal and informal assessments have been created to allow for teachers to guide and target instruction.



6th Grade Curriculum



6th Grade ELA Scope & Sequence~General Outline

Unit	Quarter Taught	Unit Length	Assessments	Standards		
Text Features & Informational Text	1st	7 weeks	Autobiography Project (text features) Informational Text Summative Assessment	<u>Introduce</u> R.I. 6.1 R.I. 6.2 R.I. 6.3 R.I. 6.4 R.I. 6.5 R.I. 6.9	<u>Focus</u> R.I. 6.1 R.I. 6.2 R.I. 6.3 R.I. 6.4 R.I. 6.5 R.I. 6.9	
<i>Angel Peterson</i> (Reading Literature)	2nd	4.5 weeks	Summative Assessment (Gary Soto excerpt)	<u>Introduce</u> L.6.5 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 W.6.2 W.6.9	<u>Focus</u> L.6.5 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 W.6.2 W.6.9	<u>Reinforced</u> L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 W.6.2 W.6.4 W.6.5
Narrative/Descriptive Writing	2nd	3 weeks	Narrative Essay	<u>Introduce</u> W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e L.6.2	<u>Focus</u> W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e L.6.2	<u>Reinforced</u> L.6.5

Unit	Quarter Taught	Unit Length	Assessments	Standards		
Persuasive Writing & Presenting	3rd	9 weeks	Persuasive Essay Persuasive Presentation	<u>Introduce</u>	<u>Focus</u>	<u>Reinforced</u>
				R.I. 6.4 R.I. 6.5 W.6.7 W.6.8 L.6.6 SL.6.1 SL.6.2 SL.6.3 SL.6.4	R.I. 6.1 R.I. 6.2 R.I. 6.8 R.I. 6.10 W.6.1. W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e W.6.7 W.6.8 W.6.9.b	W.6.9 W.6.2a W.6.2b W.6.2c W.6.2.d W.6.2.e W.6.10 W.6.2.f W.6.4 W.6.5
<i>The Giver</i> (Reading Literature)	4th	8 weeks	<i>Son</i> Summative Assessment	<u>Introduce</u> SL 6.1 SL 6.2 RL 6.9	<u>Focus</u> RL 6.1 RL 6.2 RL 6.3 RL 6.4 RL 6.6	<u>Reinforced</u> RL 6.1 RL 6.2 RL 6.3 RL 6.4 RL 6.6

Mini Units/Skills Taught:

- Sentence Structure: 1st quarter
- Parts of Speech: 1st quarter
- Prefixes/Suffixes/Root Words: All year
- Pronouns-4th Quarter
- Daily Common Core Warm-Ups: Periodically throughout the year
- Scope grammar warm-ups: Periodically throughout the year

Standards:**Introduce****Focus****Reinforced**

RL.6.4

RL.6.4

RL.6.4

R.I. 6.4

R.I. 6.4

R.I. 6.4

W.6.2.d

W.6.2.d

W.6.2.d

W.6.3.d

W.6.3.d

W.6.3.d

L.6.1

L.6.1

L.6.1

L.6.4

L.6.4

L.6.4

Constructed Response Prompts Given:

- 1st Quarter- Baseline Data
- 2nd Quarter
- End of 3rd Quarter

GRADE: 6

UNIT TITLE: Grammar, Vocabulary, and Pronouns

SEQUENCE/LENGTH OF UNITS 4-6 weeks

Stage 1 Desired Results

ESTABLISHED GOALS

Introduce

RL.6.4

R.I. 6.4

W.6.2.d

W.6.3.d

L.6.1

L.6.4

Focus

RL.6.4

R.I. 6.4

W.6.2.d

W.6.3.d

L.6.1

L.6.4

Reinforced

RL.6.4

R.I. 6.4

W.6.2.d

W.6.3.d

L.6.1

L.6.4

Transfer

Students will be able to independently use their learning to...

On your own, you will be able to identify and use grammar, vocabulary, and pronouns correctly in your writings.

Meaning

UNDERSTANDINGS

Students will understand that...

-I understand that parts of speech such as nouns, verbs, subjects, and predicates can create sentences.

-I understand that adjectives, adverbs, prepositions, pronouns, and articles help to make my writing more interesting.

-I understand that my comprehension of words and vocabulary can be expanded by learning certain word roots, prefixes, and suffixes and their meanings.

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

-What are the parts of a sentence and how do they create a meaningful sentence?

-How do word roots, prefixes, and suffixes affect the meaning of words and groups of words?

What are pronouns and how they can be properly used in writings?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

-I know the basic parts of speech.

-I know basic pronouns.

-I know common word roots, prefixes, and suffixes.

Students will be skilled at (DO)...

-I can identify, give examples, and correctly use parts of speech in my writing, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, articles, conjunctions, subjects, and predicates.

-I can identify and use words that are grouped by similar word roots, prefixes, or suffixes.

-I can identify and use pronouns (subject, object, or reflexive) and their antecedents.

- I can be the next Ernest Hemingway.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>Students will be able to identify and correctly use various parts of speech in their writings.</p> <p>Students will be able to correctly identify and use vocabulary from a word list based on a common word root, prefix, or suffix.</p> <p>Students will be able identify and use various pronouns, antecedents, and subject, object, or reflexive pronouns.</p>	<p>PERFORMANCE TASK(S):</p> <p>Parts of Speech Flip Chart</p> <p>-Descriptive Essay Summative</p> <p>Word Root, Prefix, and Suffix Summative Assessment</p> <p>Pronoun Summative Assessment</p>
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

- Parts of Speech Flip Chart
- Descriptive Essay Summative
- Word Root, Prefix, and Suffix Vocabulary Worksheets
- Quizlet Practice
- Pronoun Worksheets and Flip Chart
- Pronoun Summative

GRADE: 6UNIT TITLE: Informational TextSEQUENCE/LENGTH OF UNIT 4-6 weeks

Stage 1 Desired Results

ESTABLISHED GOALS

*Transfer*Introduce*Students will be able to independently use their learning to...*

R.I. 6.1 On your own, you will be able to read an informational piece of writing and determine the central idea with details to support using evidence from the text, the purpose of the passage, analyze details, determine the meaning of words, analyze a particular sentence, and compare/contrast different pieces of writing.

Meaning

UNDERSTANDINGS

Students will understand that...

-I understand how to determine a central idea.

-I understand how to support the central idea using evidence from the text.

-I understand how to use Evidence Based Terms to cite the details.

-I understand how to analyze key event is introduce, illustrated and elaborated in a text.

-I understand how to determine the author's purpose.

-I understand how to determine the meanings of words, phrases, sentences and paragraphs.

-I understand how to compare/contrast two author's presentation of events.

-I understand that there are several ways that a writer can inform the reader (text structures).

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

-What is informational text?

-Why does an author use informational text?

-What does the author want the reader to know?

-How does the reader determine the central idea?

-How does the reader determine the author's purpose for writing?

-Why do authors use specific words, phrases, sentences and paragraphs to inform the reader?

-Why do authors use different text structures to share their information?

*Acquisition**Students will KNOW... (Including Tier II and Tier III vocabulary)*

-I know how to determine the central idea.

-I know how to support the central idea using evidence from the text.

-I know how to cite the supporting details using Evidence Based Terms.

-I know how to analyze how key event is introduce, illustrated and elaborated in a text.

-I know how to determine the author's purpose.

-I know how to determine the meanings of words, phrases, sentences and paragraphs.

-I know how to compare/contrast two author's presentation of events.

-I know that there are several ways that a writer can inform the reader (text structure).

Students will be skilled at (DO)...

-I can determine a central idea.

-I can support the central idea using evidence from the text.

-I can cite information using Evidence Based Terms.

-I can analyze key event is introduce, illustrated and elaborated in a text.

-I can determine the author's purpose.

-I can determine the meanings of words, phrases, sentences and paragraphs.

-I can compare/contrast two author's presentation of events.

-I can understand that there are several ways that a writer can inform the reader (text structure).

-I can read and comprehend grade- level non-fiction text.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Students will read multiple types of informational text and be able to analyze the text for specific findings: central idea, supporting details, author purpose, meanings of sections and comparing/contrasting.	PERFORMANCE TASK(S): Informational Summative
<type here>	OTHER EVIDENCE: <type here>

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

What is informational text?

What makes a text informational?

Introduce Text Structure

Use SCOPE magazines to introduce and practice:

- Central idea
- Author purpose
- Text structure
- Supporting details
- Text evidence
- Analyzing key words, key phrases, key sentences and key paragraphs
- Compare/contrast
- Read-Think-Explain activities
- Use of multi-level text for differentiation
- Articles are up-to-date, real world happenings for student interest
- Using evidence based terms to correctly cite from the text
- Using text evidence to support a question
- Formative assessment halfway through the unit to determine understanding
- Release of responsibility: teacher model, partner practice, independent practice

GRADE: 6

UNIT TITLE: How Angel Peterson Got His Name

SEQUENCE/LENGTH OF UNIT 4-6 weeks

Stage 1 Desired Results

ESTABLISHED GOALS		<i>Transfer</i>	
Introduce L.6.5 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 W.6.2 W.6.9	<i>Students will be able to independently use their learning to...</i> On your own, you will be able to use information discussed and learned from the memoir, <u>How Angel Peterson Got His Name</u> , to demonstrate knowledge about point of view, theme, figurative language, plot and character development, and compare and contrast plot details in the story.		
	Meaning		
	UNDERSTANDINGS <i>Students will understand that...</i> -I understand that characters and plot in a story change and develop throughout a story. -I understand figurative language can assist in the understanding of the story. -I understand the point of view from which a story is told. -I understand the theme or central idea of a story. -I understand how to compare and contrast plot elements in a story.	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>) -How does a character develop over the course of the story? -Why do authors use figurative language to enhance the understanding of the story? -What is the point of view of a story? -What is a theme/central idea of a story? -How does the plot develop over the course of a story? -How do parts of a plot compare and contrast within a story?	
Focus L.6.5 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 W.6.2 W.6.9	Acquisition		
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> -I know how to write an introductory statement. -I know how to respond to an inquiry. -I know that a constructed response needs several facts/details to support it. -I know how to read and determine the meaning in a text. -I know how to write information from a source into my own words so that I do not plagiarize. -I know how to write complete sentence, including correct capitalization, punctuation, spelling, and variety.	<i>Students will be skilled at (DO)...</i> -I can write a written response to an inquiry with clear reasons & relevant evidence. -I can introduce a response by writing an introductory statement. -I can support the introduction with clear reasons & specific evidence. -I can use figurative language to demonstrate my understanding of its purpose. -I can compare and contrast elements of the plot or characters in my written response. -I can explain the point of view of the story and why it is used. -I can use credible sources to support my introductory statement. -I can write a conclusion that supports my written response. -I can use a written constructed response model correctly. -I can draw evidence from my sources to provide a written response. -I can find information from texts to support my introductory statement. -I can cite textual evidence. -I can determine a central idea and provide a summary (excluding personal opinions).	
	Reinforced L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 W.6.2 W.6.4 W.6.5		

-I can read and comprehend grade level non-fiction text.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Upon reading the memoir <u>How Angel Peterson Got His Name</u> , kids will demonstrate knowledge of constructed response writing, figurative language, compare and contrast, plot and character development, theme/central ideas in writing, and point of view.	PERFORMANCE TASK(S): Plot Diagram Constructed Response Summative Assessment Formative Assessments
	OTHER EVIDENCE: Clarifying or Review Worksheets

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

- Figurative Language
- Using Evidence Based terms
- Language Vocabulary Development
- Point of View
- Theme/Central Idea
- Plot Diagram
- Memoir story
- Character Development
- Compare and Contrast
- Graphic Organizer
- Descriptive Writing

GRADE: 6UNIT TITLE: Narrative Descriptive WritingSEQUENCE/LENGTH OF UNIT 5-7 weeks**Stage 1 Desired Results****ESTABLISHED GOALS****Transfer****Introduce***Students will be able to independently use their learning to...*

W.6.3.a

On your own, you will be able to write a narrative piece of writing focusing on a specific event in your life that includes an introduction, sequencing of events, dialogue, figurative language, sensory details, transitions, and a conclusion.

W.6.3.b

W.6.3.c

Meaning

W.6.3.d

W.6.3.e

L.6.2

UNDERSTANDINGS*Students will understand that...*

-I understand how to narrow down a topic for an effective descriptive/narrative.

-I understand that narrative writing uses description to help the reader feel like they are in the narrative.

-I understand how to create a piece of writing that unfolds naturally and logically.

-I understand how to introduce a narrative in an engaging way.

-I understand how to keep the narrative plot moving by using dialogue.

-I understand how to use sensory language to convey experiences and events.

-I understand how to use figurative language to create imagery in the narrative.

-I understand how to use transitions to shift the narrative from one timeframe to another.

-I understand how to provide a conclusion.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

What makes a good descriptive piece of writing?

How does the writer choose an appropriate topic to write about?

Why does the writer need an engaging introduction?

How does dialogue help the plot unfold?

Why does a writer use sensory details in their narrative?

Why does a writer use figurative language in their narrative?

Focus

W.6.3.a

W.6.3.b

W.6.3.c

W.6.3.d

W.6.3.e

L.6.2

Reinforced

L.6.5

Acquisition*Students will KNOW... (Including Tier II and Tier III vocabulary)*

-I know how to narrow down a topic for an effective descriptive/narrative.

-I know that narrative writing uses description to help the reader feel like they are in the narrative.

-I know how to create a piece of writing that unfolds naturally and logically.

-I know how to introduce a narrative in an engaging way.

-I know how to keep the narrative plot moving by using dialogue.

-I know how to use sensory language to convey experiences and

Students will be skilled at (DO)...

-I can narrow down a topic for an effective descriptive/narrative.

-I can write a narrative using descriptive words to help the reader feel like they are in the narrative.

-I can write a creative piece of writing that unfolds naturally and logically.

-I understand how to introduce a narrative in an engaging way.

-I can keep the narrative plot moving by using dialogue.

-I can use sensory language to convey experiences and events.

	events. -I know how to use figurative language to create imagery in the narrative. -I know how to use transitions to shift the narrative from one timeframe to another. -I know how to provide a conclusion.	-I can use figurative language to create imagery in the narrative. -I can use transitions to shift the narrative from one timeframe to another. -I can provide a conclusion.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Students will create a narrative piece of writing focusing on a specific event in their life that includes an introduction, sequencing of events, dialogue, figurative language, sensory details, transitions, and a conclusion.	PERFORMANCE TASK(S): Narrative/Descriptive Essay
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

Share descriptive sections from novels (possible examples):

- Out of the Dust pgs. 60-62
- Touching Spirit Bear pgs. 65-67 and pgs. 88-89

Create a timeline of events

1. Narrow the timeline to two events 2. Describe both events 3. Choose one event 4. Write rough draft 5. Good Leads activity to create an engaging introduction 6. Complete Details and Sensor y activity 7. Add sensory details to draft 8. Add figurative language to draft	9. Dialogue activities 10. Add dialogue to draft 11. Write an effective conclusion 12. LearnZillion.com to reinforce skills 13. Peer editing of writing 14. Use rubric 15. Write final draft
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GRADE: 6UNIT TITLE: Persuasive Writing & ReadingSEQUENCE/LENGTH OF UNIT 4-6 weeks**Stage 1 Desired Results****ESTABLISHED GOALS****Transfer****Introduce***Students will be able to independently use their learning to...*

R.I. 6.4

On your own, you will be able to develop a thesis statement, research the topic, provide a minimum of 3 arguments to support your thesis statement, and write a persuasive essay on the topic. You will also be able to read & interpret persuasive writing on your own (identify the thesis statement and arguments in a text).

R.I. 6.5

W.6.7

W.6.8

L.6.6

SL.6.1

SL.6.2

SL.6.3

SL.6.4

Meaning**UNDERSTANDINGS***Students will understand that...*

-I understand that all persuasive writing needs a thesis statement and several arguments supported with facts.

-I understand how to determine if a source is credible or not.

-I understand how to analyze non-fiction persuasive text and determine the author's claim (thesis statement) as well as his/her arguments.

-I understand that there are several ways that a writer can persuade the reader.

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

-What do we mean by the word persuade?

-Does the writer want the reader to do something? (when looking at various persuasive texts)

Why do authors use specific wording to persuade the reader?

Focus

R.I. 6.1

R.I. 6.2

R.I. 6.8

R.I. 6.10

W.6.1.

W.6.1a

W.6.1b

W.6.1c

W.6.1d

W.6.1e

W.6.7

W.6.8

W.6.9.b

Acquisition*Students will KNOW... (Including Tier II and Tier III vocabulary)*

-I know how to pick a side of a topic and write a thesis statement.

-I know how to develop arguments to support the thesis statement.

-I know that each argument needs several facts/details to support it.

-I know how to read and analyze a persuasive text. Including pulling out the thesis statements & arguments from the text.

-I know how to determine key terms to use for research purposes.

-I know how to write information from a source into my own words so that I do not plagiarize.

-I know how to cite sources correctly using Easybib.

-I know how to focus my research based on my arguments.

-I know how to create a persuasive presentation to present my topic to the class.

Students will be skilled at (DO)...

-I can write an argument to support a claim with clear reasons & relevant evidence.

-I can introduce a claim by writing a thesis statement.

-I can support the thesis with clear reasons & specific evidence.

-I can use credible sources to support my thesis.

-I can write a conclusion that supports my thesis statement & arguments.

-I can use persuasive essay format correctly.

-I can conduct research to support my thesis & arguments.

-I can gather information from multiple sources and avoid plagiarism.

-I can draw evidence from my sources as part of my research.

-I can find information from texts to support my thesis statement.

-I can cite textual evidence.

-I can determine a central idea and provide a summary (excluding personal opinions).

-I can read and comprehend grade level non-fiction text.

Reinforced

W.6.9

W.6.2a

W.6.2b

W.6.2c

W.6.2.d

W.6.2.e

W.6.10

W.6.2.f

W.6.4

W.6.5		
<div>Stage 2 - Evidence</div> <div>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</div>		
Evaluative Criteria	Assessment Evidence	
Students will form a thesis/claim, arguments, and develop them into a persuasive essay.	PERFORMANCE TASK(S): Persuasive Essay Persuasive Presentation	
Students will create a persuasive presentation that contains a thesis statement and 3 arguments (with facts to support each argument).		
	OTHER EVIDENCE:	
<div>Stage 3 – Learning Plan</div> <div>Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?</div> <div>Summary of Key Learning Events and Instruction</div>		
<ul style="list-style-type: none">• Introduce persuasive writing• Review fact vs. opinion• What is a thesis statement? How to write an effective one.• Finding arguments to support your thesis statement• What is an argument?• Finding facts to support your arguments• Connotation vs. Denotation• Reading informational articles to determine thesis statement & arguments as well as find examples/facts to support thesis statement and/or arguments• Determining credible sources/copyright• Using online sources• Using EasyBib.com to cite sources	<ul style="list-style-type: none">• How to use a graphic organizer to organize facts & information• How to cite articles within the writing/essay• LearnZillion.com to reinforce skills• How to write introductions & conclusions• Persuasive techniques• Presentation skills• Public speaking skills-how to effectively present in front of an audience• Using Google slides to create a presentation• Narrowing a topic• Peer editing of writing & presentations• Using evidence based terms• How to search effectively online (key words, etc.)	

GRADE: 6

UNIT TITLE: The Giver-Reading Literature

SEQUENCE/LENGTH OF UNIT 7 weeks

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	On your own, you will be able to read, comprehend and discuss the novel, The Giver. You will use the text to	
	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)
	<i>Students will understand that...</i>	
	-I understand what the term utopian means and how that can be used to determine the overall message of a text.	-What is a utopian society?
	-I understand that point of view can be determined in a text.	-How is point of view determined in a text?
	-I understand plot and how a character may change and/or develop as the plot develops in a text.	-How is plot developed throughout a text?
	-I understand what symbolism is and how it can be used to help me understand a text.	-What is symbolism and how is it used to help a reader understand a text?
<u>Focus</u>	-How can the use of context clues help a reader determine word meaning?	
	-I understand how to use context clues to help determine meanings of unknown words.	-How does a character develop or change throughout a novel?
	-I understand how a character develops and changes throughout a novel.	-What is the theme of a text and how the theme can be supported with text evidence?
	-I understand what the theme of a text is and can support the theme with text evidence.	-What is imagery and how can imagery can be used to help comprehend a text.
	-I understand imagery and how it is used by an author to help my comprehension of a text.	
	<i>Acquisition</i>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>
	-I know what the parts of a plot are.	-I can identify the parts of a plot in a text.
	-I know how a character may change and develop as the text moves through a plot.	-I can describe (using text evidence) how a character develops and changes in a text.
	-I know what the different types of Point of Views are and how to use text evidence to determine which point of view is being used in a text.	-I can determine the point of view of a text and use text evidence to support this.
-I know that determining point of view can help me better understand a text.	-I can use point of view to help me better understand the text.	
-I know what symbolism is and how an author uses it to help me	-I can define symbolism.	

	<p>understand a text.</p> <p>-I know what context clues are and how to use them to help me understand the meanings of words.</p> <p>-I know how a character develops and changes throughout a text.</p> <p>-I know what theme is and how to use text evidence to support the theme of text.</p> <p>-I know what imagery is and how it is used to help me understand a text.</p>	<p>-I can provide examples of symbolism used in a text and use those examples to help me better understand the text.</p> <p>-I can use context clues to help determine meanings of unknown words.</p> <p>-I can use text evidence to show how a character develops and changes throughout a text.</p> <p>-I can define theme.</p> <p>-I can use text evidence to support the theme of a text.</p> <p>-I can define imagery.</p> <p>-I can explain how imagery helps me better understand a part of a text.</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p><u>-Students will read a fresh text and be able to do the following:</u></p> <ol style="list-style-type: none"> 1. Determine the theme/central idea of the text using text evidence. 2. Determine the point of view of the text using text evidence. 3. Complete a plot diagram for the text. 4. Use context clues to determine the meanings of vocabulary. 5. Describe how a character changes in text using text evidence. 6. Determine symbolism used and provide text evidence to support their answer. 7. Make an inference about the text using text evidence to support their answer. 8. Compare & contrast this text with a similar text providing examples from both texts to support their answer. 	<p>PERFORMANCE TASK(S):</p> <p>End of novel summative assessment using an excerpt from the novel, <i>Son</i> by Lois Lowry.</p>

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

1. Introduce the idea of utopian vs. dystopian societies. What are the characteristics, etc.?
 2. Review using context clues to determine the meanings of unknown words.
 3. Review the parts of a plot. Students will complete a plot diagram together as a class on one chapter and then on their own for a different chapter.
 4. Review the types of point of view and how to use text evidence to determine the point of view in a text. Students will use examples from the text to help them determine point of view and to explain how it helps their understanding of the text.
 5. Students will learn what symbolism is and make connections to images symbolized in our culture. Students will then complete an independent activity related to symbolism used in the text.
 6. Students will review theme and practice using text evidence to determine the theme/central idea of the text.
 7. Students will review what an inference is and how to use evidence in text to determine/support inferences made in a text.
 8. Students will use text evidence to show how a character changes throughout several chapters of the text.
 9. Students will practice compare/contrasting a section of the text to a section of a text with a similar theme.
 10. Students will learn what imagery is and practice how to use it to further understanding of a text.
 11. Students will discuss various sections/chapters of the text as a whole class, in smaller groups, with partners, etc.
 12. Students will complete various formative assessments (focused on standards) throughout the text to ensure understanding of the text, etc.
 13. Students will practice writing short answers to questions about the text. Students will also have opportunities to share this writing with a partner, in small groups, etc.
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7th Grade Curriculum



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7th Grade ELA Scope & Sequence~General Outline

I-Introduced F-Focus & Assessed R-Reinforced

Grade 7 Reading: Literature	Q1	Q2	Q3	Q4
CCSS.R.L.7.1 <u>Cite several pieces of textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text.	F	F	F	F
CCSS.R.L.7.2 Determine a theme or central idea of a text and <u>analyze its development over the course of the text</u> ; provide an objective summary of the text.	I/F	F	F	F
CCSS.R.L.7.3 <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot).	I/F	R	F	
CCSS.R.L.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <u>analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</u> .	I	I/F	F	F
CCSS.R.L.7.5 <u>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</u> .		I		R
CCSS.R.L.7.6 Analyze how an author develops and <u>contrasts the points of view of different characters or narrators in a text</u> .	I/F	R	F	
CCSS.R.L.7.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, <u>analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)</u> .	I/F		R	
(RL.7.8 not applicable to literature)				
CCSS.R.L.7.9 Compare and contrast a <u>fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u> .			I/F	
CCSS.R.L.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	R	R	R	R
Grade 7 Reading: Informational	Q1	Q2	Q3	Q4
CCSS.R.I.7.1 Cite <u>several pieces of textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	F	F
CCSS.R.I.7.2 Determine two or more central ideas in a text and <u>analyze their development over the course of the text</u> ; provide an objective summary of the text.	I	I	I	F
CCSS.R.I.7.3 <u>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)</u> .			I/F	

Grade 7 Reading: Informational	Q1	Q2	Q3	Q4
CCSS.R.I.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze the impact of a specific word choice on meaning and tone.</u>	I	R	R	F
CCSS.R.I.7.5 <u>Analyze the structure</u> an author uses to organize a text, <u>including how the major sections contribute to the whole</u> and to the development of the ideas.	I	R	R	F
CCSS.R.I.7.6 Determine an author's point of view or purpose in a text and <u>analyze how the author distinguishes his or her position from that of others.</u>			I	F
CCSS.R.I.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, <u>analyzing each medium's portrayal of the subject</u> (e.g., how the delivery of a speech affects the impact of the words).		I	F	R
CCSS.R.I.7.8 Trace and evaluate the argument and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u>	I	F	R	R
CCSS.R.I.7.9 <u>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>			I/F	
CCSS.R.I.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	F	F	F	F
Grade 7 Language	Q1	Q2	Q3	Q4
CCSS.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	F	F	F	F
CCSS.L.7.1.a <u>Explain the function of phrases and clauses in general and their function in specific sentences.</u>	I	I	I	I
CCSS.L.7.1.b <u>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</u>	I	F		
CCSS.L.7.1.c <u>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</u>	I	I	I	I
CCSS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F	F	F	F
CCSS.L.7.2.a Use a comma to <u>separate coordinate adjectives</u> (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		I/F		
CCSS.L.7.2.b Spell correctly.	R	R	R	R
CCSS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	F	F	F	F
CCSS.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		I/F		
CCSS.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	I	F	F	F
CCSS.L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	I	R	R	R

Grade 7 Language	Q1	Q2	Q3	Q4
CCSS.L.7.4.b Use common, <i><u>grade-appropriate Greek or Latin affixes and roots</u></i> as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I	R	R	F
CCSS.L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		I		
CCSS.L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	F	R	R
CCSS.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	F	R	R
CCSS.L.7.5.a Interpret figures of speech (e.g., <i><u>literary, biblical, and mythological allusions</u></i>) in context.	I			
CCSS.L.7.5.b Use the relationship between particular words (e.g., <i><u>synonym/antonym, analogy</u></i>) to better understand each of the words.	I/F			
CCSS.L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		I		
CCSS.L.7.6 Acquire and use accurately <i><u>grade-appropriate general academic and domain-specific words and phrases</u></i> ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I			
Grade 7 Writing	Q1	Q2	Q3	Q4
CCSS.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	I	I	I	F
CCSS.W.7.1.a Introduce claim(s), <i><u>acknowledge alternate or opposing claims</u></i> , and <i><u>organize</u></i> the reasons and evidence <i><u>logically</u></i> .				F
CCSS.W.7.1.b Support claim(s) with <i><u>logical reasoning</u></i> and relevant evidence, <i><u>using accurate</u></i> , credible sources and demonstrating an understanding of the topic or text.				F
CCSS.W.7.1.c Use words, phrases, and clauses <i><u>to create cohesion</u></i> and clarify the relationships among claim(s), <i><u>reasons</u></i> , <i><u>and evidence</u></i> .				F
CCSS.W.7.1.d Establish and maintain a formal style.				F
CCSS.W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.				F
CCSS.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I/F	F	F	F
CCSS.W.7.2.a Introduce a topic clearly, <i><u>previewing what is to follow</u></i> ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I/F	F	F	F
CCSS.W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I/F	F	F	F

Grade 7 Writing	Q1	Q2	Q3	Q4
CCSS.W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	I	F	F	F
CCSS.W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.		I/F		F
CCSS.W.7.2.e Establish and maintain a formal style.	I/F	F	F	F
CCSS.W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I/F	F	F	F
CCSS.W.7.3 Text Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		I/F		
CCSS.W.7.3.a Engage and orient the reader by establishing a context and <u>point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		I/F		
CCSS.W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		I/F		
CCSS.W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		I/F		
CCSS.W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action</u> and convey experiences and events.		I/F		
CCSS.W.7.3.e Provide a conclusion that follows from and <u>reflects on</u> the narrated experiences or events.		I/F		
CCSS.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (<u>Grade-specific expectations for writing types are defined in standards 1–3 above.</u>)	F	F	F	F
CCSS.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</u>		I/F		
CCSS.W.7.6 Use technology, including the Internet, to produce and publish writing and <u>link to and cite sources</u> as well as to interact and collaborate with others, <u>including linking to and citing sources</u> .		I/F	F	F
CCSS.W.7.7 Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation.</u>		I/F	F	F
CCSS.W.7.8 Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u> ; assess the credibility and <u>accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and <u>following a standard format for citation.</u>		I/F		F
CCSS.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	I/F	F	F	F
CCSS.W.7.9.a Apply <u>grade 7</u> Reading standards to literature (e.g., “Compare and contrast a <u>fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u> ”).	F	F	F	F

Grade 7 Writing	Q1	Q2	Q3	Q4
CCSS.W.7.9.b Apply <i>grade 7</i> Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, <u><i>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</i></u> ”).	F	F	F	F
CCSS.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	F	F	F	F
Grade 7 Speaking & Listening	Q1	Q2	Q3	Q4
CCSS.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7</i> topics, texts, and issues, building on others’ ideas and expressing their own clearly.	I/F	F	F	F
CCSS.SL.7.2 <i>Analyze the main ideas and supporting details</i> presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain <u><i>how the ideas clarify a topic, text, or issue under study.</i></u>	I	F		
CCSS.SL.7.3 Delineate a speaker’s argument and specific claims, <u><i>evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</i></u>	I	I	I	F
CCSS.SL.7.4 Present claims and findings, <i>emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples</i> ; use appropriate eye contact, adequate volume, and clear pronunciation.	I	I	I	F
CCSS.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings <u><i>and emphasize salient points.</i></u>		I/F		F
CCSS.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I/F	I/F	F	F

GRADE: 7UNIT TITLE: Sentence Structure UnitSEQUENCE/LENGTH OF UNIT 3-4 weeks

Stage 1 Desired Results		
ESTABLISHED GOALS (CCSS) Focus Standards	Transfer	
	(7.1.a and 7.1.b) On your own, you will be able to identify dependent and independent clauses in your writing so as to be able to write the different types of sentences.	
CCSS.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • (7.1.a) I understand that subjects are either nouns or pronouns and that they tell us who the clause is about. • (7.1.a) I understand that predicates are always verbs and they explain what the subject in the clause is doing or has. • (7.1.a) I understand what a clause is and how clauses build different kinds of sentences. • (7.1.a) I understand that a simple sentence is made up of one independent clause. • (7.1.a) I understand that a compound sentence is made up of two independent clauses. • (7.1.a) I understand that coordinate conjunctions are used to connect two independent clauses in a compound sentence. • (7.1.a) I understand that a complex sentence is made up of one independent clauses and one or more dependent clause. • (7.1.a) I understand that a compound-complex sentence is made up of at least two independent clauses and one or more dependent clauses. • (7.1.a) I understand the difference between independent clause and a dependent clause. • (7.1.a) I understand that there are three types of dependent clauses that each performs a different function in the sentence. • (7.1.a) I understand that adverb clauses begin with subordinate conjunctions (i.e. although, if, since). • (7.1.a) I understand that subordinate conjunctions are used to connect a dependent adverb clause to a dependent clause. • (7.1.a) I understand that adjective clauses begin with relative pronouns (i.e. that, which, who, whom, whose). • (7.1.a) I understand that dependent adjective clauses are either <i>essential</i> or <i>non-essential</i>, and if they are non-essential, I have to set them off with commas. • (7.1.a) I understand that noun clauses begin with relative pronouns, subordinate conjunctions, or interrogatives (i.e. what, how, why). 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • (7.1.a) How do you find subjects and predicates in clauses? • (7.1.a) How do you determine whether a clause is independent or dependent? • (7.1.a) How do you tell the difference between a simple, compound, complex, and compound-complex sentence? • (7.1.a) How do you connect independent clauses? • (7.1.a) How do you connect independent clauses to dependent clauses? • (7.1.a) How do you determine whether a dependent clause is an adverb clause, adjective clause, or noun clause. • (7.1.a) How do you determine whether a dependent adjective clauses is <i>essential</i> or <i>non-essential</i>? • (7.1.a) How do you know when to use commas with dependent clauses?
CCSS.L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
CCSS.L.7.1.c Place phrases and clauses within a sentence, recognizing and correctly misplaced and dangling modifiers		

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none">• (7.1.a) I know how to find subjects and predicates in both kinds of clauses.• (7.1.a) I know how to use clauses to build the four (simple, compound, complex, and compound-complex) kinds of sentences.• (7.1.a) I know how to use coordinate conjunctions to connect two independent clauses in a compound sentence.• (7.1.a) I know how to identify an independent clause and a dependent clause.• (7.1.a) I know how to identify the three types of dependent clauses.• (7.1.a) I know how to determine the function of each type of dependent clause.• (7.1.a) I know that adverb clauses begin with subordinate conjunctions (i.e. although, if, since).• (7.1.a) I know that subordinate conjunctions are used to connect a dependent adverb clause to a dependent clause.• (7.1.a) I know that adjective clauses begin with relative pronouns (i.e. that, which, who, whom, whose).• (7.1.a) I know that dependent adjective clauses are either <i>essential</i> or <i>non-essential</i>, and if they are non-essential, I have to set them off with commas.• (7.1.a) I know that noun clauses begin with relative pronouns, subordinate conjunctions, or interrogatives (i.e. what, how, why).	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none">• (7.1.a) I can find subjects and predicates in both kinds of clauses.• (7.1.a) I can use clauses to build the four (simple, compound, complex, and compound-complex) kinds of sentences.• (7.1.a) I can use coordinate conjunctions to connect two independent clauses in either a compound sentence or a compound-complex sentence.• (7.1.a) I can identify an independent clause and the three types of dependent clauses• (7.1.a) I can determine the function of each type of dependent clause.• (7.1.a) I can use subordinate conjunctions to begin adverb clauses.• (7.1.a) I can use relative pronouns to begin an adjective clause.• (7.1.a) I can use commas correctly with <i>essential</i> and <i>non-essential</i> adjective clauses.• (7.1.a) I can use relative pronouns, subordinate conjunctions, or interrogatives to begin a noun clause.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Summative Assessment Sentence Structure Summative Assessment (Complex Sentences)	Teacher answer key	
Formative Assessments Formative Quizzes: Noun Clause Adjective Clause Adverb Clause		
Stage 3 – Learning Plan		

GRADE: 7UNIT TITLE: Poetry AnalysisSEQUENCE/LENGTH OF UNIT 3 weeks

Stage 1 Desired Results

<p>ESTABLISHED GOALS (CCSS)</p> <p>Focus Standards:</p> <p>R.L.7.4:</p> <p>I can analyze the impact of figurative language on the overall meaning of the poem</p> <p>R.L.7.4: I can determine the meaning of words and phrases as they are used in a text, including figurative / connotative and denotative meanings.</p> <p>L.7.5a I can analyze context clues to determine the meaning of figurative language, including literary, biblical, and mythological allusions in a text.</p> <p>W.7.4: I can organize my writing according to its purpose.</p> <p>W.7.4: I can make my writing clear.</p>	Transfer	
	<i>Students will be able to independently use their learning to write an analysis of the poem discussing the theme, symbolism, mood and figurative language and how it contributes to the overall meaning.</i>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. figurative language is used to enhance the meaning of poems. 2. there is both a figurative/connotative and denotative (literal) meaning to words. 3. they will need to use context clues to identify meaning of words. 4. Students will understand how to organize an analysis of a poem. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do author's use figurative language to enhance the meaning of their poems? 2. How do I understand the connotative meaning of words? 3. How do context clues help me identify the meaning of words? 4. How do I write an analysis of a poem?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. that figurative language is used to enhance the meaning of poetry. 2. that words have both a denotative and a figurative / connotative meaning of words. 3. to use context clues to help them determine the meaning of words. 4. the format for writing an analysis of a poem. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. determining the meaning of figurative language in poetry. 2. Using context clues to determine the connotative / figurative meaning of words in a poem. 3. writing a analysis of a poem.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>"Spring Storm" Assessment for close reading</p> <p>Poetry Analysis Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <p>Write an analysis of the poem discussing the theme, symbolism, mood and figurative language and how it contributes to the overall meaning. Use evidence from the poem to support your findings.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

GRADE: 7

UNIT TITLE: Outsiders Unit

SEQUENCE/LENGTH OF UNIT 7-8 weeks

Stage 1 Desired Results

Established Goal—CCSS

CCSS.R.L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.L.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.R.L.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.R.L.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.R.L.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Transfer

Students will be able to independently use their learning to...

- (7.1) On your own, with any text, you will support your claims and the texts' claims.
- (7.2) On your own, with any text, you will identify a theme and determine how it develops over a text.
- (7.3) On your own, with any text, you will closely examine the elements that make up a literary work for their meaning and significance.
- (7.6) On your own, with any text, you will analyze how an author develops a point of view.
- (7.7) On your own, compare and contrast different mediums of the same story.

Meaning

UNDERSTANDINGS

Students will understand that...

- (7.1) I understand that evidence is needed to support my inferences.
- (7.1) I understand that several pieces of evidence from the text are needed to demonstrate what the text says.
- (7.2) I understand that how to find a theme or central idea in a text.
- (7.2) I understand how a theme and central idea are developed over the course of a text.
- (7.2) I understand that how to provide an objective summary of the text.
- (7.3) I understand that story elements shape the story or drama.
- (7.3) I understand that story elements shape the character and plot.
- (7.3) I understand that story elements are character, plot, setting, and theme.
- (7.6) I understand that there are different points of view in the text.
- (7.6) I understand how to compare and contrast different characters' point of view.
- (7.7) I understand how to compare and contrast a written story to a filmed version analyzing the different effects of the medium.

ESSENTIAL QUESTIONS

- (7.1) How do you support what you think about the text and what the text says?
- (7.2) How does a theme or central idea develop over the course of a novel?
- (7.3) How do authors use story elements to raise questions and influence our thinking?
- (7.3) How are literary/story elements used to convey meaning?
- (7.6) Why does the author use multiple points of view when building characters?
- (7.7) How does the medium change the story, characters and mood?
- (7.7) How do the techniques unique to movies (lighting, sound, color, camera focus, etc.) effect the mood?

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • (7.1) I know how to find evidence in the text. • (7.1) I know how to support my inferences. • (7.2) I know how to find a theme in a text. • (7.2) I know how to find a theme or central idea in a text. • (7.2) I know how to determine how a theme and central idea are developed over the course of a text. • (7.2) I know how to provide an objective summary of the text. • (7.3) I know the elements of a story or drama. • (7.3) I know how to identify changes on elements of the story or drama. • (7.3) I know how to identify interactions between elements. • (7.6) I know that there are different points of view in the text. • (7.6) I know how to compare and contrast different characters' point of view. • (7.7) I know how to compare and contrast a written story to a filmed version analyzing the different effects of the medium. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • (7.1) I can find textual evidence to support my inferences. • (7.1) I can find several pieces of evidence from the text to demonstrate what the text says. • (7.2) I can find a theme or central idea in a text. • (7.2) I can determine how a theme and central idea are developed over the course of a text. • (7.2) I can provide an objective summary of the text. • (7.3) I can analyze how particular elements of a story shape the characters or plot. • (7.3) I can analyze how a change in one element shapes another. • (7.3) I can analyze how elements of a story or drama interact. • (7.6) I can find different points of view in the text. • (7.6) I can compare and contrast different characters' point of view. • (7.7) I can compare and contrast a written story to a filmed version analyzing the different effects of the medium.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Summative Assessment	<p>Outsiders Summative Assessment-teacher answer key</p> <p>Fish Cheeks-Cold read summative assessment with teacher answer key & rubric</p>
Formative assessment	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. In class "end of book" essay [7.1, 7.2, 7.3] <ol style="list-style-type: none"> a. Right there <ol style="list-style-type: none"> i. <i>Ponyboy changes throughout the novel.</i> Prove how he changes using multiple pieces of textual evidence. b. Inference <ol style="list-style-type: none"> i. <i>Theme:</i> Choose a theme in the book and demonstrate through multiple pieces of textual evidence how the author develops this throughout the novel. 2. Point of View (in the middle of the unit) [7.6] <ol style="list-style-type: none"> a. Compare and contrast two characters 3. Compare/Contrast novel vs. film [7.7] <p>Choose a scene from the book and compare it to the same scene from the film (Venn diagram).</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

GRADE: 7UNIT TITLE: Civil Rights UnitSEQUENCE/LENGTH OF UNIT 4 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (CCSS) W.7.8 & W.7.9--I can research and gather relevant information about my topic from digital sources.</p> <p>W.7.8--I can accurately quote and paraphrase the information so as to avoid plagiarism. Direct quotes: cited parenthetically Paraphrased information: cited in your notes. I can follow a standard format for citations in my works cited page (Easybib).</p> <p>R.I.7.2 I can provide an objective summary of the article with no personal opinions added. Learning Target</p> <p>W.7.2.a.b.c.e.f--I can write a well-organized summary of a non-fictional article.</p> <p>R.I.7.1.--I can cite several pieces of textual evidence to support my analysis of what the text says.</p> <p>L.7.1--I can use the conventions of standard English grammar and usage when writing.</p> <p>SL.7.4--I can use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 & W.7.6--I can link to and include several multimedia components (images, video, music, audio clips, etc.) in my presentation to strengthen findings.</p> <p>SL.7.6--I can use formal English (and style) in my presentation.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i> Write a summary, effectively research a topic, avoid plagiarism and present a topic to their peers.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. A summary includes only key and brief facts from the article with no opinions. 2. Relevant research comes from quality sources and must be cited correctly even if paraphrased. 3. A quality presentation is properly prepared for and includes the speaker being able to be heard and understood by the audience. 4. The concept of the Civil Rights Movement and the terminology of that time. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. How do I find out more about a topic? 2. How do I format a summary and presentation? 3. When do I cite information? 4. How do I put research into my own words? 5. What were significant events in the African-American Civil Rights Movement?
	Acquisition	
	<i>Students will know...</i> <ol style="list-style-type: none"> 1. How to format and what needs to be included in a summary and research presentation. 2. How to prepare for a presentation. 3. How to properly paraphrase as to avoid plagiarism. 4. The different civil rights movements that took place during this time period and beyond. 	<i>Students will be skilled at...</i> <ol style="list-style-type: none"> 1. Researching and presenting information. 2. Knowing when to cite information.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1. Summary of Article	PERFORMANCE TASK(S): 1. Rubric – assessing correct amount of facts, no opinions, citations and standard English conventions 2. Rubric - assessing quality of research, citations, overall appearance and oral presentation skills
2. Presentation of Civil Rights Event	
<type here>	OTHER EVIDENCE: <type here>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

GRADE: 7UNIT TITLE: Writing a Narrative in the form of a BalladSEQUENCE/LENGTH OF UNIT 3-4 weeks

Stage 1 Desired Results

CCSS.W.7.3.A--Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.W.7.3.D--Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.W.7.3.E--Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.L.7.5--Demonstrate understanding of figurative language.

CCSS.W.7.4--Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose, and audience.

CCSS.L.7.1--Demonstrate command of the conventions of standard English.

Transfer

Students will be able to independently use their learning to write a narrative that is clear and coherent and ends naturally.

Meaning**UNDERSTANDINGS**

Students will understand that their:

1. narratives must be written in a ballad format.
2. narratives must follow a plot structure.
3. narratives must use various figurative language.
4. that word choice is essential for creating pictures in the reader's minds.

ESSENTIAL QUESTIONS

1. How can I write a story that is written more like a poem?
2. How can I take my story and align it to the structure of a plot?
3. How can I use figurative language to enhance my story?
4. How can word choice make my story better?

Acquisition

Students will know:

1. how to write a narrative that is written in the format of a ballad.
2. plot structure.
3. the following types of figurative language: alliteration, assonance, consonance, simile, metaphor, personification, onomatopoeia, imagery, and hyperbole.
4. that word choice is essential for creating mental images.

Students will be skilled at...

1. writing a narrative in the format of a ballad.
2. creating a plot for their narrative.
3. using figurative language in their narrative.
4. using a thesaurus to help them with word choice.

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

Narrative Summative Assessment

PERFORMANCE TASK(S):

Rubric

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

GRADE: 7UNIT TITLE: So Far from the Bamboo Grove UnitSEQUENCE/LENGTH OF UNIT 9 weeks**Stage 1 Desired Results****Established Goal--CCSS**

CCSS.R.L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.L.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.R.L.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.R.L.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Transfer

Students will be able to independently use their learning to...

- (7.1) On your own, with any text, you will support your claims and the texts' claims.
- (7.2) On your own, with any text, you will identify a theme and determine how it develops over a text.
- (7.3) On your own, with any text, you will closely examine the elements that make up a literary work for their meaning and significance.

Meaning**UNDERSTANDINGS**

Students will understand that...

- (7.1) I understand that evidence is needed to support my inferences.
- (7.1) I understand that several pieces of evidence from the text are needed to demonstrate what the text says.
- (7.2) I understand that how to find a theme or central idea in a text.
- (7.2) I understand how a theme and central idea are developed over the course of a text.
- (7.2) I understand that how to provide an objective summary of the text.
- (7.3) I understand that story elements shape the story or drama.
- (7.3) I understand that story elements shape the character and plot.
- (7.3) I understand that story elements are character, plot, setting, and theme.
- (7.9) I understand that an author will alter history to tell a story.

ESSENTIAL QUESTIONS

- (7.1) How do you support what you think about the text and what the text says?
- (7.2) How does a theme or central idea develop over the course of a novel?
- (7.3) How do authors use story elements to raise questions and influence our thinking?
- (7.3) How are literary/story elements used to convey meaning?
- (7.9) Why would an author alter history in their story?

Acquisition

Students will know...

- (7.1) I know how to find evidence in the text.
- (7.1) I know how to support my inferences.
- (7.2) I know how to find a theme in a text.
- (7.2) I know how to find a theme or central idea in a text.
- (7.2) I know how to determine how a theme and central idea are developed over the course of a text.
- (7.2) I know how to provide an objective summary of the text.
- (7.3) I know the elements of a story or drama.
- (7.3) I know how to identify changes on elements of the story or drama.
- (7.3) I know how to identify interactions between elements.
- (7.9) I know that an author may alter history.

Students will be skilled at...

- (7.1) I can find textual evidence to support my inferences.
- (7.1) I can find several pieces of evidence from the text to demonstrate what the text says.
- (7.2) I can find a theme or central idea in a text.
- (7.2) I can determine how a theme and central idea are developed over the course of a text.
- (7.2) I can provide an objective summary of the text.
- (7.3) I can analyze how particular elements of a story shape the characters or plot.
- (7.3) I can analyze how a change in one element shapes another.
- (7.3) I can analyze how elements of a story or drama interact.
- (7.9) I can compare and contrast real history with a fictionalized account.

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
So Far From the Bamboo Grove Summative Assessment	Teacher Answer Key	
Cold read-Barrio Boy	Barrio Boy Rubric	
	OTHER EVIDENCE:	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

GRADE: 7UNIT TITLE: Environment Lit CirclesSEQUENCE/LENGTH OF UNIT 4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

FOCUS Standards

CCSS.ELA-LITERACY.RL.7.2--Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3--Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4--Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;

CCSS.ELA-LITERACY.RL.7.6--Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.10--By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.SL.7.1.A--Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B--Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C--Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D--Acknowledge new information expressed by others and, when warranted, modify their own views.

Transfer

Students will be able to independently use their learning to collaboratively read a book with a small group, participate in student lead discussions and produce a multimedia project on their book.

Meaning

UNDERSTANDINGS

Students will understand that...

1. All stories have themes.
2. To understand a story, you must actively read with certain goals in mind.
3. To be a good discussion participant, one must be prepared

ESSENTIAL QUESTIONS

How can I be prepared for a group discussion?

How can I respectfully disagree with people in my group?

How does an author develop a theme in a book?

Acquisition

Students will know...

1. How to find a theme and support it with evidence.
2. How to determine how different story elements interact with one another and shape a story.
3. How to determine the meaning of unknown words.
4. How to compare and contrast the different point of views within a story.
5. How to come to a discussion prepared.
6. How to be a worthwhile member of a discussion.

Students will be skilled at...

1. Different aspects of literary analysis
2. Being an active participant in a discussion.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Book Trailer presentation	PERFORMANCE TASK(S): Book Trailer rubric
Cold read-Barrio Boy	Barrio Boy assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

GRADE: 7

UNIT TITLE: Argument/Persuasive Writing Unit

SEQUENCE/LENGTH OF UNIT 3 weeks

Stage 1 Desired Results

<p>ESTABLISHED GOALS (CCSS) CCSS. W.7.4--Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS.W.7.1.a--Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.W.7.1.b--Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.W.7.1.a--Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.W.7.1.e--Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.7.1.c--Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>CCSS.L.7.1--Demonstrate command of the conventions of standard English grammar and usage.</p>	Transfer	
	<i>Students will be able to independently use their learning to organize an argumentative essay, cite evidence that supports their claim, refute evidence that disproves their claim and follow standard English conventions.</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. An essay must follow a logical format in order for it to make sense to the reader. 2. Claims must be supported with textual evidence. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How can I form an opinion that is based on evidence? 2. How can evidence support my opinion? 3. How can I disprove evidence that goes against my opinion? 4. How do I read an article to ensure I am understanding everything?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. How to introduce a claim. 2. How to support that claim with textual evidence that is cited appropriately. 3. How to acknowledge opposing claims and refute them. 4. How to provide an effective closing statement. 5. How to use words and clauses to show relationships. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Putting together an argument outline 2. Finding effective evidence to support claims.

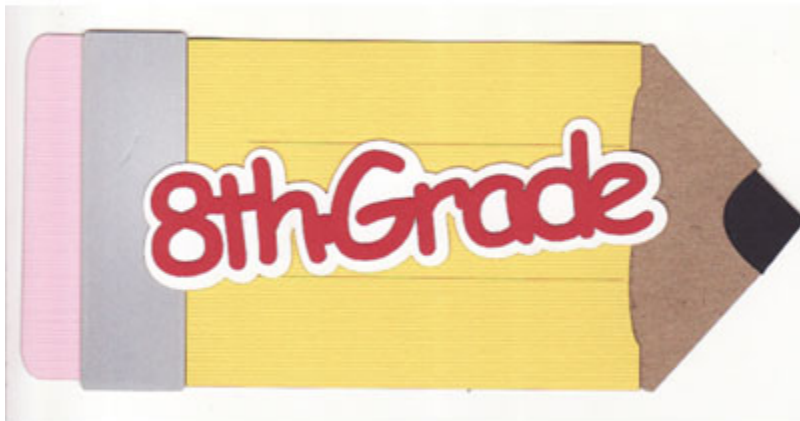
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Argument Essay Rubric	PERFORMANCE TASK(S): Argument Essay
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

8th Grade Curriculum



Reading: Literature

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
R.L.8.1 Cite the <u>textual evidence that most strongly supports an analysis</u> of what the text says explicitly as well as inferences drawn from the text.	Q1 F	Q1 F		Q2 R		Q2 R				Q3 R		Q4 R
R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, <u>including its relationship to the characters, setting, and plot</u> ; provide an objective summary of the text.	Q1 F	Q1 F				Q2 R	Q2 R			Q3 R		Q4 R
R.L.8.3 <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>	Q1 F	Q1 F		Q2 R		Q2 R				Q3 R		Q4 R
R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <u>analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u>	Q1 F	Q1 F		Q2 R		Q2 F				Q3 R		Q4 R
R.L.8.5 <u>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style</u>		Q1 I		Q2 R			Q2 I			Q3 F		Q4 R
R.L.8.6 Analyze <u>how differences in the points of view of the characters and the audience or reader</u> (e.g., created through the use of dramatic irony) <u>create such effects as suspense or humor.</u>	Q1 F	Q1 F		Q2 R		Q2 R				Q3 R		Q4 R
R.L.8.7 <u>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</u>				Q2 I			Q2 I			Q3 F		
R.L.8.9 <u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u>				Q2 F			Q2 I	Q2				
R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band <u>independently and proficiently.</u>	Q1 F	Q1 R		Q2 R		Q2 R				Q3 R		Q4 R

Reading: Informational Text

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
R.I.8.1 Cite the <u>textual evidence that most strongly supports an analysis</u> of what the text says explicitly as well as inferences drawn from the text.	Q1 F		Q2 F		Q2 F				Q3 R	Q3 R		Q4 R
R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, <u>including its relationship to supporting ideas</u> ; provide an objective summary of the text.	Q1 F		Q2 F		Q2/3 F				Q3 R	Q3 R		Q4 R
R.I.8.3 <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events</u> (e.g., through comparisons, analogies, or categories).			Q2 F		Q2/3 F				Q3 R	Q3 R		
R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <u>including analogies or allusions to other texts</u> .			Q2 F		Q2/3 F				Q3 R	Q3 R		Q4 R
R.I.8.5 <u>Analyze in detail the structure</u> of a specific paragraph in a text, <u>including the role of particular sentences in developing and refining a key concept</u> .					Q2/3 I					Q3 R		Q4 R
R.I.8.6 Determine an author's point of view or purpose in a text and <u>analyze how the author acknowledges and responds to conflicting evidence or viewpoints</u> .			Q2 F		Q2/3 I							Q4 R
R.I.8.7 <u>Evaluate the advantages and disadvantages of using different mediums</u> (e.g., print or digital text, video, multimedia) <u>to present a particular topic or idea</u> .										Q3 R		Q4 R
R.I.8.8 <u>Delineate and evaluate the argument and specific claims in a text</u> , assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u> .			Q2 F		Q2/3 F				Q3 R	Q3 R		Q4 R
R.I.8.9 <u>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</u> .			Q2 I							Q3 F		Q4 R
R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the <u>high end of the grades 6–8 text complexity band independently and proficiently</u> .	Q1 F		Q2 F		Q2/3 F				Q3 R	Q3 R		Q4 R

Writing Standards

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.			Q2 F									Q4 F
W.8.1.A Introduce claim(s), <u>acknowledge and distinguish the claim(s) from alternate or opposing claims</u> , and organize the reasons and evidence logically.			Q2 F									Q4 F
W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			Q2 F									Q4 F
W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims, reasons, and evidence</u> .			Q2 F									Q4 F
W.8.1.D Establish and maintain a formal style.			Q2 F									
W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.			Q2 F									Q4 F
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Q1 I	Q1 I		Q2 F	Q2 R					Q3 R		
W.8.2.A Introduce a topic clearly, previewing what is to follow; <u>organize ideas, concepts, and information into broader categories</u> ; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Q1 I	Q1 I		Q2 F	Q2 R					Q3 R		
W.8.2.B Develop the topic with relevant, <u>well-chosen facts</u> , definitions, concrete details, quotations, or other information and examples.	Q1 I	Q1 I		Q2 F	Q2 F	Q2 F				Q3 R		
W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Q1 I	Q1 I		Q2 F	Q2 R					Q3 R		
W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.					Q2 R					Q3 R		
W.8.2.E Establish and maintain a formal style.					Q2 R					Q3 R		
W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.	Q1 I	Q1 I		Q2 F	Q2 R					Q3 R		
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				Q2 F					Q3 R			
W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				Q2 F					Q3 R			
W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and <u>reflection</u> , to develop experiences, events, and/or characters.				Q2 F					Q3 R			
W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events</u> .				Q2 F					Q3 R			
W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.				Q2 F					Q3 R			
W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.				Q2 F					Q3 R			

Writing Standards continued

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</u>	Q1 I	Q1 F	Q2 F	Q2 F	Q2 R	Q2 F	Q2 F		Q3 R	Q3 R		Q4 R
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <u>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</u>			Q2 F		Q2 R				Q3 R			Q4 R
W.8.6 Use technology, including the Internet, to produce and publish writing and <u>present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others.			Q2 F							Q3 F		
W.8.7 Conduct short research projects to answer a question <u>(including a self-generated question)</u> , drawing on several sources and generating additional related, focused questions that <u>allow for multiple avenues of exploration</u> .			Q2 F		Q2 F							Q4 R
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			Q2 F		Q2 F				Q3 R			Q4 R
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			Q2 F		Q2 F					Q3 R		Q4 R
W.8.9.A Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., <u>“Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”</u>).							Q2 F					
W.8.9.B Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., <u>“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”</u>).			Q2 F		Q2 F							
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				Q2 F					Q3 F			

Speaking and Listening

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <u>grade 8 topics, texts, and issues</u> , building on others' ideas and expressing their own clearly.	Q1 I									Q3 R		Q4 R
SL.8.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Q1 I									Q3 R		
SL.8.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Q1 I									Q3 R		
SL.8.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.										Q3 R		
SL.8.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Q1 I									Q3 R		
SL.8.2 <u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u>		Q2 I								Q3 F		Q4 R
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced.</u>		Q2 I								Q3 F		Q4 R
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details;</u> use appropriate eye contact, adequate volume, and clear pronunciation.		Q2 F								Q3 F		Q4 R
SL.8.5 <u>Integrate</u> multimedia and visual displays into presentations <u>to clarify information, strengthen claims and evidence, and add interest.</u>				Q2 R	Q2 F					Q3 F	Q1 I	
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)					Q2 F							

Language Standards

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									Q3 R	Q3 R	Q3 F	Q4 R
L.8.1.A <u>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</u>											Q3 F	
L.8.1.B <u>Form and use verbs in the active and passive voice.</u>											Q3 F	
L.8.1.C <u>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</u>											Q3 F	
L.8.1.D <u>Recognize and correct inappropriate shifts in verb voice and mood.*</u>											Q3 F	
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				Q2 R	Q2/3				Q3 R	Q3 R	Q1 Q2 Q3 Q4 R	Q4 R
L.8.2.A Use punctuation (comma, ellipsis, dash) <u>to indicate a pause or break.</u>				Q2 R	Q2/3 F				Q3 R		Q3 R	
				Q2 I					Q3 R		Q3 F	
L.8.2.C Spell correctly				Q2	Q2/3 R				Q3 R		Q1- 4F	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.				Q2 F	Q2/3 F					Q3 R	Q3	Q4 R
L.8.3.A <u>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</u> (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).											Q3	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	Q1 R	Q1 I		Q2 F	Q2/3 F	Q2 F				Q3 R		Q4 R
L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Q1 R	Q1 I		Q2 F	Q2/3 F	Q2 F				Q3 R		Q4 R
L.8.4.B Use common, <u>grade-appropriate Greek or Latin affixes and roots</u> as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).										Q3 R		Q4 R
L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Q1 R	Q1 I		Q2 F	Q2/3 F	Q2 F				Q3 R		
L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Q1 R	Q1 I		Q2 F	Q2/3 F	Q2 F				Q3 R		
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Q1 R	Q1 I		Q2 R					Q3 R	Q3 R		

Language Standards continued

	Touching Spirit Bear	Thank You M'am	Campaign Speech	Poe	NHD	Ransom of Red Chief	The Lorax	Poetry	Narrative	Holocaust	Language Usage	Civil War
L.8.5.A Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context.	Q1 F	Q1 I		Q2 R		Q2 F						
L.8.5.B Use the relationship between particular words to better understand each of the words.	Q1 F	Q1 I		Q2 R		Q2 F						
L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	Q1 F	Q1 I		Q2 R		Q2 F						
L.8.6 Acquire and use accurately <i>grade-appropriate general academic and domain-specific words and phrases</i> ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Q1 I	Q2 F		Q2/3 R	Q2 I				Q3 R		Q4 R

GRADE: Grade 8

UNIT TITLE: Touching Spirit Bear

SEQUENCE/LENGTH OF UNIT 3-4 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (F)

R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (F)

R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (F)

R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (F)

R.L.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (F)

R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

R.I.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (F)

R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (F)

R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant

Transfer

Students will be able to independently use their learning to...

Use structures of a novel to understand development of plot and characterization, vocabulary in context, point of view, and story elements. Understand how the author uses specific word choice to affect these elements.

Analyze text and determine the purpose and benefit of using figurative language and text structures to make text more interesting and their role in the development of plot and characters.

See the connection of informational text to literary text. Recognize how informational text can lead to greater understanding.

Begin to understand the parameters of collaborative discussion.

Meaning

UNDERSTANDINGS

Students will understand that...

- Authors use word choice to affect the development of a story.
- The pieces of a novel come together to create a unified work.
- Authors use figurative language to develop and enhance text.
- Discussion aids the broader understanding of the novel.
- Nonfiction relates to and aids understanding of literary work.

ESSENTIAL QUESTIONS

- How do authors use word choice to affect the development of the story elements?
- How do the pieces of a novel come together to create a unified work?
- How do authors use figurative language to develop and enhance text?
- How does discussion aid the broader understanding of the novel?
- How can nonfiction relate to and aid understanding of literary work?

	Acquisition	
<p>content.</p> <p>W.8.2.A Introduce a topic clearly, previewing what is to follow.(I)</p> <p>W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (I)</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (I)</p> <p>W.8.2.F Provide a concluding statement that follows from and supports the information or explanation presented. (I)</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</u> (I)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (I)</p> <p>W.8.10 Write routinely over extended time frames for research, reflection, and revision and shorter time frames, (I)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <u>grade 8 topics, texts, and issues</u>, building on others’ ideas and expressing their own clearly. (I)</p> <p>SL.8.1A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (I)</p> <p>SL.8.1B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (I)</p> <p>SL.8.1D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (I)</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (R)</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (R)</p> <p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (R)</p> <p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (R)</p> <p><u>L.8.5. Demonstrate understanding of figurative language,</u></p>	<p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> • Elements of a novel – story map • Types of figurative language • Story elements (point of view, etc.) • Discussion etiquette • How the information in one work supports another text 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying how word choice has impacted the development of story elements. • Recognizing how the pieces of a novel come together to create a unified work. • Identifying and analyzing the use of figurative language as it enhances text. • Discussing the basic and broader elements of literature in a respectful way in order to aid their understanding of the text. • Ascertaining the usefulness of nonfiction as supporting information to enhance the understanding of fiction.

<p>word relationships, and nuances in word meanings. (F)</p> <p>L.8.5.A Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context., (F)</p> <p>L.8.5.B Use the relationship between particular words to better understand each of the words. (F)</p> <p>L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). (I)</p>		
Stage 2 - Evidence		
Eval Criteria – Balanced Assessment Pieces	Assessment Evidence	
<p>Key</p> <p>Key</p> <p>Key</p>	<p>PERFORMANCE TASK(S): (Summative – F)</p> <p>Characterization Quiz (Cole Matthews chart)</p> <p>Part I test</p> <p>Final test</p>	
<p>Key</p> <p>Key</p> <p>Exemplar/Rubric</p> <p>Key</p> <p>Key</p>	<p>OTHER EVIDENCE: (Formative – I)</p> <p>Listening Guide/Notetaking sheet (for Part I)</p> <p>Reading Guide (for Part II)</p> <p>Constructed Response</p> <p>Spirit Bear Informational Text (Nat’l Geographic article)</p> <p>Story Map</p>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

28 WU - Pronouns - students responsible for swapping out nouns with pronouns - can use list - continue to review last two weeks TSB - Ch.1 & 2 Listening Guide	29 DEAR Day TSB - Ch.3 Characterization Quiz Listening Guide/Story Map	30 WU - Pronouns - students responsible for swapping out nouns with pronouns - can use list - continue to review last two weeks TSB - Ch. 4 & 5		
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October 2015

Monday	Tuesday	Wednesday	Thursday	Friday
			1 SUMMATIVE - Helping Verbs Quiz WU - Pronouns - students find pronouns in the sentences presented TSB - Ch. 6	2 WU - Pronouns - students find pronouns in the sentences presented TSB - Ch.7 & 8
5 WU - Pronouns TSB - Ch. 9 & 10	6 LMC Day H & M WU - Pronouns TSB - Ch. 11	7 LMC Day S WU - Pronouns TSB - Ch. 12	8 STAR Testing Work on blue packet and story map after test	9 TSB - Ch. 13 Review - Story Map/Blue Packet

12 SUMMATIVE - TSB 1	13 DEAR Day WU - Pronouns Spirit Bear article and questions Needed a second day to finish the outline and writing the constructed response	14 ER Edit Constructed Response	15 WU - Pronouns - students responsible for finding listed above (what and why) - use sentence jargon (subj., verb, etc.) when explaining Intro second half of TSB and begin reading independently SB - Ch. 14-16	16 Formative - Pronouns SB - Discuss - Ch. 14-16 Read - Ch. 17-18
19 Small group - Pronouns SB - Discuss - Ch. 17-18 Read - Ch. 19 - 23 - parts of chapters summarized in pink packet	20 LMC Day H & M Small group - Pronouns SB - Discuss - Ch. 19-23 Read - Ch. 24 - 26 - parts of chapters summarized in pink packet Story Map and lessons (Google doc)	21 LMC Day S Small group - test PN SB - Discuss - Ch. 24 - 26 Read - Ch. 27 - 28 Story Map and lessons (Google doc)	22 SB - Discuss - Ch. 27 - 28 Prepare review questions on pink sheet	23 SB - Review Review questions Complete story map
26 Summative TEST - Spirit Bear Final	27 DEAR Day Nonfiction article - finish	28 Scary Story Fluency CR Slides	29 Scary Story Fluency Stations on CR CR stations -rationale, thoughtfulness, quotations, ellipses Poe video - Safari Montage	30 Scary Story Fluency Poe vocab sheet Listen to Tell-Tale Heart (13 min 10 sec) *iPad app finish watching Poe video with extra time

GRADE: Grade 8

UNIT TITLE: Short Stories Unit—Thank You M'am, etc.

SEQUENCE/LENGTH OF UNIT 3-4 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS

R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (F/R)

R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (F/R)

R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (F/R)

R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (F/R)

R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (I)

R.L.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (F/R)

R.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (I)

R.L.8.9 Analyze how a modern work of fiction draws on

Transfer

Students will be able to independently use their learning to...

Summarize content of a story.

Figure out the meaning of vocabulary using context clues and reference materials including figurative language.

Analyze text and determine the purpose and benefit of using figurative language and text structures to make text more interesting and their role in the development of plot and characters. Compare and contrast how different texts and/or media use these elements for the same story.

Determine how the structure of text affects the story.

Meaning

UNDERSTANDINGS

Students will understand that...

Summarizing is finding the main idea and supporting details of a text and writing it in their own words.

Their interpretation of the text has to be supported by text evidence.

Words have different meanings depending upon how they are used in the text, and students have to use context clues to figure out the meaning.

Finding synonyms for words they are already familiar with at a higher level through text is ideal.

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

Why is summarizing an important skill to have?

How do you acquire new language from reading text?

How do the author and reader interact through the text?

How does a text need to be presented in different ways to benefit the structure in which it is presented?

<p><u>themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u> (I)</p> <p>R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band <u>independently and proficiently.</u> (R)</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (I)</p> <p>W.8.2.A Introduce a topic clearly, previewing what is to follow(I)</p> <p>W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (I/F)</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (I)</p> <p>W.8.2.F Provide a concluding statement that follows from and supports the information or explanation presented. (I)</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</u> (F/R)</p> <p>W.8.9.A Apply <u>grade 8 Reading standards</u> to literary nonfiction (<u>e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”</u>). (F)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (F)</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases</p>	<p>Authors want to evoke different emotions from the reader through descriptions and text structure.</p> <p>The information/story changes depending upon the structure of the genre in which it is presented.</p>	
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> • How to figure out and/or find the main idea • How to find the detail that support that main idea • That words have multiple meanings both explicit and implicit • How to discern the meaning of a word from context • How to match the perceived definition of a word to one in the dictionary • How figurative language is used to cause effect on the reader • Components of different text structures in literature and how they affect the material 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Write a summary with supporting evidence from the text • Figure out meaning of words, explicit or connotative, using context clues and check the concluded meaning with reference books • Determine mood and tone and identify how the author creates each and the effect on the reader • Utilize the requirements of a specific genre to explain how the information/story is presented

<p>based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (I/F)</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (I/F)</p> <p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (I/F)</p> <p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (I/F)</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (I/F)</p> <p>L.8.5.A Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context.</p> <p>L.8.5.B Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>L.8.6 Acquire and use accurately <i>grade-appropriate general academic and domain-specific words and phrases</i>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (I)</p>		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p><u>Thank You M'am&poem</u></p> <p>Key</p> <p><u>Ransom of Red Chief</u></p> <p>Short answer – guiding questions</p>	<p>PERFORMANCE TASK(S): Summative</p> <p><u>Thank You M'am &poem</u></p> <p>Characterization drawing based on chart</p> <p><u>Ransom of Red Chief</u></p> <p>Comprehension questions</p>
<p><u>Thank You M'am/Mother to Son/Still I Rise</u></p> <p>Key</p> <p>Constructed response checklist/rubric</p> <p>Bloom's chart & Key</p>	<p>OTHER EVIDENCE: Formative</p> <p><u>Thank You M'am/Mother to Son/Still I Rise</u></p> <p>Character chart</p> <p>Constructed response questions – Thank You M'am</p> <p>Bloom's Taxonomy – rate questions (from story) – Thank You M'am</p>

Poem discussion key/observation Discussion <u>Frost</u> Discussion checklist <u>The Lorax</u> Notes from movies – paper divided into the four requirements <u>Autumntime</u> Drawing to represent common theme	Poem discussion questions – Mother to Son Theme questions – all 3 <u>Frost</u> Figurative language, mood/tone/theme, form presentation & discussion <u>The Lorax</u> Notes/chart explaining the change in characters, plot, theme, setting from the short movie (1972 Youtube) to the long version (Disney) <u>Autumntime</u> Drawing to represent common theme
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Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

Thank You M'am/Mother to Son

14 WU - Critical thinking - how know noun, verb, pred. noun (in prep phrase and alone), SoB verbs, and helping verbs - students responsible for figuring out part of speech based on where word is SUMMATIVE QUIZ - Fig language Langston Hughes - video 6m11s and discuss the video - read in green lit book about him if time Character Chart - intro	15 DEAR Day WU - Critical thinking - how know noun, verb, pred. noun (in prep phrase and alone), SoB verbs, and helping verbs - students responsible for figuring out part of speech based on where word is Character Chart - intro or review Langston Hughes - Listen to and clarify - Thank You Ma'am 9m12s (20 min) Comp Q - rate ?'s with Bloom and length of ans.	16 WU - Students given a word - build sentence for noun and for verb Langston Hughes - characterization chart - fill in for Roger, assign chart for Mrs. LBWJ - Mrs. Jones chart done before class out - chart and picture due 9/18	17 WU - Review for noun/verb/preposition quiz Fluency - set up and read reading fluency reading - use What is Fluency Langston Hughes - LBWJ - cons reps. as a whole class working through the process of outlining, finding text, transitions, rationale, etc. - (Like <u>Boy</u> last winter)	18 Langston Hughes - LBWJ chart and picture due - share with inside/outside circle Continue LBWJ - cons reps. as a whole class working through the process of outlining, finding text, transitions, rationale, etc. - (Like <u>Boy</u> last winter)
21 WU - N,V,Prep, Helping Verbs Fluency - L. Hughes Langston Hughes - Mother to Son - possibly have kids listen to YouTube and compare readers (mood & tone)	22 LMC WU - N,V,Prep, Helping Verbs Fluency - L. Hughes Maya Angelou - introduce her "Still I Rise" - listen to Maya and watch YouTube of dance to the poem	23 WU - N,V,Prep, Helping Verbs Fluency - L. Hughes Common Theme Poem - as individuals or groups - share at the end of class - discuss possible themes first (mood & tone)	24 WU - N,V,Prep, Helping Verbs - students responsible for writing sentences with nouns and a verb - one action and one SoB - switch with partner and then switch noun with pronoun	25 Chromebooks SUMMATIVE QUIZ - Find noun and verb in sentence - chart with word/type/how know - SoB summative & helping as formative TSB - Ch.1 Listening Guide

Frost Poetry

Day 1 – In small groups, read poem and begin identification of figurative language elements and mood/tone/theme

Day 2 – Present poems and share information

The Lorax

11 Intro - PP parag 1 & 2 In individual classrooms - overview of paper (3-5 min) Explain 1 & 2 Work time for composing Self - revising and editing with Grid It sheet	12 LMC Database research H and M (30 min) Sent. Types - combining sentences - warm up and wksht Continue working on process paper	13 ER LMC Database research 8S Continue working on process paper	14 Sent. Types - combining sentences - warm up and wksht NHD - Set up The Lorax - powerpoint and information sheet	15 Due - PP parag 1 & 2 Sentence Types - go over the worksheet and then complete the test Watch Lorax 1972 version (25 min)
18 If not already done, go through rubric for annotations and comments made on formative Intro - Thesis Work on thesis sheet	19 DEAR Day STAR TESTING	20 Career Fair Start The Lorax - new version Conferencing thesis statements	21 Continue The Lorax - new version Conferencing thesis statements	22 END of Second Quarter Due - Rough Thesis - if confrence finished Finish The Lorax - new version Conferencing thesis statements

Ransom of Red Chief

18 LMC Day 5 (SS taking) Ransom of Red Chief - read story - start as whole class and then finish on own	19 Ransom - formative questions and Bloom's - rate and answer the questions as a class Write the answers to the questions as "rationale" for cr - #2 and 3	20 Direct and Indirect Objects - Summative Ransom of Red Chief - work day to complete the summative questions -
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Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (F)

L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.B Form and use verbs in the active and passive voice.

L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (R)

L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.B Use an ellipsis to indicate an omission. (F)

L.8.2.C Spell correctly

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (F)

L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (I/F/R)

L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (I)

Transfer

Students will be able to independently use their learning to...

Write or speak using appropriate verb forms, voice, and mood and demonstrate command of grade level conventions.

Begin to understand purpose and effective use of figurative language in literature. Begin to identify figurative language when used by the author.

*Meaning***UNDERSTANDINGS**

Students will understand that...

- Verbs take different forms in order to change function, voice, and mood
- Appropriate use of capitalization, punctuation, and spelling are vital to overall understanding of writing

ESSENTIAL QUESTIONS

- What are the different forms that verbs take to express changes in function, voice, or mood?
- When is it appropriate to use commas, ellipsis, dashes, etc. in writing?
- How do I make sure that my spelling is correct?

Acquisition

Students will know... (facts, need to know to be able to do the skills)

- the general and specific function of verbals
- the difference between active and passive voice, when each is appropriate, and how to use them to achieve a particular effect
- the ways to identify and apply the 5 verb moods
- identify and correct shifts in voice and mood
- use punctuation correctly
- spell correctly and edit for spelling errors
- use grade-appropriate language and vocabulary in writing

Students will be skilled at...

- identifying verbals and selecting the appropriate verbal for particular writing situations
- identifying active and passive voice in writing and selecting the voice type that matches their writing purpose
- identifying the verb mood and selecting the correct mood form for a particular writing piece
- Edit their own writing to correct shifts in voice or mood
- Edit writing for conventions and spelling
- Selecting grade-appropriate and content related vocabulary to enhance their writing

Stage 2 - Evidence

Eval Criteria – Balanced Assessment Pieces	Assessment Evidence
Key Key Key Key Key Key Expectation Checklist	PERFORMANCE TASK(S): (Summative – F) Sentence Types Test Direct/Indirect Object Test Active/Passive Voice Test Verbals Test Verb Mood Test Figurative language test Figurative language presentation
Key and Discussion Key and Discussion Key and Discussion Key and Discussion Key and Discussion Key and Discussion	OTHER EVIDENCE: (Formative – I) Sentence Types (Simple, Compound, Complex, Compound-Complex) Practice Direct/Indirect Object Practice Active/Passive Voice Practice Verbals Packet Verb Mood Packet Figurative Language Packet

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Content presented as Warm-Ups and Mini-Lessons throughout the school year.
 Content is assessed at the end of each sub-standard section.

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.I.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (F)

R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (F)

R.I.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (F)

R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (F)

R.I.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (F)

R.I.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (F)

R.I.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (I)

R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (F)

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. (F)

W.8.1.A Introduce claim(s), acknowledge and distinguish the

Transfer

Students will be able to independently use their learning to...

Write and present ideas in a argumentative manner that are sound and well organized.

Evaluate information given in speech format.

Identify and present counter-claims.

Adapt language to fit different audiences.

Meaning

UNDERSTANDINGS

Students will understand that...

- Speeches have a purpose.
- What you say influences others.
- Most information is presented with bias.
- Not all information presented as fact is fact.
- Multiple texts may offer conflicting information on the same subject.
- Research can help find valid sources that support an argument.
- Taking notes, eliminating extra information and synthesizing ideas is important in preparing and presenting persuasive speeches.
- Effective listening skills are important.

ESSENTIAL QUESTIONS

- How do you know if the information you are receiving, in any format, is accurate?
- How do you persuade people to agree with you about an issue?
- How can you use conflicting information to aid your understanding of a subject?
- How do you conduct research to include valid sources that support an argument?
- How do you take notes, eliminate extra information, synthesize ideas, and prepare and present persuasive speeches?
- How do you effectively listen to a speech in order to determine the speaker's purpose and message?

Acquisition

Students will know... (facts, need to know to be able to do the skills)

- Speech structure – beginning, middle,

Students will be skilled at...

- Writing an introduction that matches the audience

<p><u>claim(s) from alternate or opposing claims</u>, and organize the reasons and evidence logically.</p> <p>W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u>, <u>reasons</u>, and <u>evidence</u>.</p> <p>W.8.1.D Establish and maintain a formal style.</p> <p>W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (F)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by following the writing process. (F)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and <u>present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others. (F)</p> <p>W.8.7 Conduct short research projects to answer a question (<u>including a self-generated question</u>), drawing on several sources and generating additional related, focused questions that <u>allow for multiple avenues of exploration</u>. (F)</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (F)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (F)</p> <p>W.8.9.B Apply <u>grade 8 Reading standards</u> to literary nonfiction</p> <p>W.8.10 Write routinely over extended time frames for research, reflection, and revision and shorter time frames, (F)</p> <p>SL.8.2 <u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the</u></p>	<p>end</p> <ul style="list-style-type: none"> • Literary elements of speech writing – what they are and how/when to use them • Bias – know it and can evaluate text for it to get accurate information • Propaganda – I can identify information as propaganda instead of fact • Research should include valid sources in order to support an argument. • How to take notes, expunge extraneous information, synthesize ideas in written format, and prepare and present persuasive speeches. • Effective listening strategies and skills. 	<ul style="list-style-type: none"> • Delivering organized information in a persuasive fashion • Analyze bias and propaganda in information in print and in speeches • Identifying theme in a speech • Identify and employ techniques used in delivering speeches • Identifying when texts provide conflicting information. • Conducting research to include valid sources that support an argument. • Taking notes, eliminating extra information, synthesizing ideas, and preparing and presenting persuasive speeches. • Effective listening so as to determine a speaker’s purpose and message.
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<p><u>motives (e.g., social, commercial, political) behind its presentation.</u> (I)</p> <p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced.</u> (I)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details;</u> use appropriate eye contact, adequate volume, and clear pronunciation. (F)</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) (F)</p> <p>L.8.6 Acquire and use accurately <u>grade-appropriate general academic and domain-specific words and phrases;</u> gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (F)</p>		
Stage 2 - Evidence		
Eval Criteria – Balanced Assessment Pieces	Assessment Evidence	
Argumentative speech rubric	PERFORMANCE TASK(S): (Summative – F) Campaign speech	
Outline Argumentative speech rubric Listening rubric Cloze activity – listening guide for Obama, Palin, and Bush Sr. Rubric or checklist	OTHER EVIDENCE: (Formative – I) Outline for the speech Small group presentation – evaluation of speaker (speaking rubric) and of the listener (listening rubric) Listening Guide for campaign speeches Notes summary sheet	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

December 2015

Monday	Tuesday	Wednesday	Thursday	Friday
November 30 Introduce campaign/argumentative speech - use the PP on the shared drive N -LMC	1 LMC Day H & M & S Continue campaign speeches Bias	2 Intro note sheet and look at website - procon.org	3 Note sheet done - Google doc shared with students	4 Work on pink outline sheets - Due filled in on Monday 12/7

- Presentations - 8th grade Obama's speech - techniques				
7 Introduce outline or continue working on the outline	8 DEAR Day Continue outlining and begin transferring speech to notecard - Review rubric for students	9 ER Continue writing speech and working through what to include Start practicing and timing presentation	10 campaign speech work time	11 Practice speech in small groups - presenter, evaluator, listening eval. Start speeches
14 Present speeches	15 LMC Day H, M, & S Present speeches	16 CR Review - Yellow Face review presentation - Google slide	17 CR - Winter benchmark	18 SEEDS Presentation Finish CR winter benchmark Extension activity

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (R)

R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (R)

R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (F)

R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (F)

R.L.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (F)

R.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (I)

R.L.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (F)

R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (R)

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (F)

W.8.2.A Introduce a topic clearly, previewing what is to follow(F)

W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (F)

W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (F)

W.8.2.F Provide a concluding statement that follows from and supports the information or explanation presented. (F)

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-

Transfer

Students will be able to independently use their learning to...

Analyze text and determine the purpose and benefit of using figurative language and text structures to make text more interesting and their role in the development of plot and characters. Compare and contrast how different texts use these elements.

Purposefully and effectively using figurative language, poetry elements, and narrative style in their own writing.

Gain an understanding of classic literature and its influence on current text through allusions, etc.

Determine meaning of unfamiliar words, phrases, and allusions by using a variety of strategies and reference materials.

Meaning

UNDERSTANDINGS

Students will understand that...

- Literary elements and figurative language such as rhyme, meter, stanza, allusion, etc. add to the meaning of poems
- Word choice in dialogue and incidents reveal characterization, move action forward, and provoke decisions
- Mood and tone are different and that each lends a unique aspect to text or other media
- Reading can provide knowledge of patterns that can be used in your own writing

ESSENTIAL QUESTIONS

- How do authors use figurative language to develop and enhance text and develop mood and tone?
- Why is knowing about classic literature and the structures used in it important?
- How does a text need to be presented in different ways to benefit the media in which it is presented?
- How do you use other writing to develop your own?

	Acquisition	
<p>structured event sequences. (F)</p> <p>W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events</u>.</p> <p>W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (F)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (F)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (R)</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (R)</p> <p>L.8.2.A Use punctuation (comma, ellipsis, dash) <u>to indicate a pause or break</u>.</p> <p>L.8.2.B <u>Use an ellipsis to indicate an omission. (I)</u></p> <p>L.8.2.C Spell correctly</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (F)</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (F)</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (F)</p> <p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (F)</p> <p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (F)</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (R)</p> <p>L.8.5.A Interpret figures of speech (e.g. <u>verbal irony, puns</u>) in context.</p> <p>L.8.5.B Use the relationship between particular words to better understand each of the words</p> <p>L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <u>bullheaded, willful, firm, persistent, resolute</u>).</p>	<p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> Poetry elements – know what it is and apply to a piece of literature Figurative language (mood vs. tone, parody/satire, poetic word choice) Compare and contrast text and media 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Know, identify, analyze, and apply the use of figurative language Evaluate the author's word choice and plot development and find the evidence to support that understanding Determine mood and tone and identify how the author creates each Utilize the requirements of a specific genre to generate a writing sample that shows mastery of the concept

Stage 2 - Evidence

Eval. Criteria – Balanced Assessment Pieces	Assessment Evidence
Key Exemplar Key Key Parody rubric	PERFORMANCE TASK(S): (Summative) Comprehension questions w/ Bloom's Taxonomy rating – Tell-Tale Heart Constructed Response – Tell-Tale Heart Raven figurative language chart Comprehension questions - Raven Parody
Key Key Key	OTHER EVIDENCE: (Formative) Tell-Tale Heart vocabulary sheet Mood & Tone Tell-Tale Heart Poe comparison chart – Tell-Tale Heart & Raven

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

26 Summative TEST - Spirit Bear Final	27 DEAR Day Nonfiction article - finish	28 Scary Story Fluency CR Slides	29 Scary Story Fluency Stations on CR CR stations -rationale, thoughtfulness, quotations, ellipses Poe video - Safari Montage	30 Scary Story Fluency Poe vocab sheet Listen to Tell-Tale Heart (13 min 10 sec) *iPad app finish watching Poe video with extra time	9 Direct and Indirect Objects Read The Raven	10 DEAR Day Direct Objects - formative Poe Raven comp. questions start - fig. lang. sheet	11 ER Poe Introduce parody	12 Direct Objects work time parody - specific underlining on the copy on the back Finish up - Question remediation or extension	13 Direct Objects - possibly introduce indirect objects Parody work time comparison chart - done when had time
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November 2015

Monday	Tuesday	Wednesday	Thursday	Friday
2 Direct and Indirect Objects CR Wrap up stations Poe Teach rating questions for Bloom and then answer questions Tell-Tale Qu 1-3	3 LMC Day H & M & S NHD kickoff Direct and Indirect Objects Poe Chromebooks Students finish working on questions. Due at the end of the hour.	4 Direct and Indirect Objects Poe Mood Sheet for Tell-Tale Heart - review mood - time to work - discuss sheet Introduce Raven and	5 END of First Quarter Direct and Indirect Objects Poe	6 No School

			groups (met with TTH kids)	
16 Parody presentations comparison chart - done how fit according to tcher Simpson's Raven - done when/if had time	17 LMC Day H & M (SS taking) Finish Poe activities	18 LMC Day S (SS taking) Ransom of Red Chief - read story - start as whole class and then finish on own	19 Ransom - formative questions and Bloom's - rate and answer the questions as a class Write the answers to the questions as "rationale" for cr - #2 and 3	20 Direct and Indirect Objects - Summative Ransom of Red Chief - work day to complete the summative questions -

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.I.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (F)

R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (F)

R.I.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (F)

R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (R)

R.I.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (I)

R.I.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (I)

R.I.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (F)

R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (F)

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and

Transfer

Students will be able to independently use their learning to...

Research a topic using primary and secondary sources documents of a variety of media types.

Read, summarize, interpret, cite, compare, and analyze their research to gain an understanding of central ideas, supporting details, connecting evidence, and related vocabulary.

Evaluate sources for reliability, point of view, bias, conflicting viewpoints, and irrelevant evidence.

Analyze role of sentences and paragraphs in developing concepts.

Present research findings using appropriate public speaking format and style.

Synthesize research into an overarching thesis statement that guides writing and presentation.

Describe process and research in an informative text that is organized and well-developed and clearly conveys main ideas and analysis of topic through topic-specific vocabulary and phrasing.

Draft, edit, revise, and publish an informative text that is clear, coherent and appropriate to task, purpose, and audience.

Meaning

UNDERSTANDINGS

Students will understand that...

- Comprehensive research requires the use of primary and secondary sources representing a variety of media types.
- Research necessitates interpretation, evaluation, and analysis of sources as well as comprehension of topic-specific, academic vocabulary
- Evaluation of sources is vital to the success of research
- Particular sentences and paragraphs play a role in developing concepts
- Presentation of information requires a speaker to use a format and style that match the audience and purpose

ESSENTIAL QUESTIONS

- What is the difference between primary and secondary sources?
- What are the different media types that should be used in order to gain well-balanced research?
- What are the most effective methods of evaluating sources?
- How do particular sentences or paragraphs develop the concept of a text?
- What type of format is important for this presentation, and what are the important elements of speaking style?
- What is a thesis statement, and why is it important to my research and presentation?
- What are the elements that create a clear, cohesive, well-developed text?

<p>spelling when writing. L.8.2.A Use punctuation (comma, ellipsis, dash) <u>to indicate a pause or break.</u> (F) L.8.2.C Spell correctly (R) L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (F) L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (F) L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (F) L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (F) L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (F)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details</u>; use appropriate eye contact, adequate volume, and clear pronunciation. (F) SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (F) L.8.6 Acquire and use accurately <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (R)</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (R) W.8.2.A Introduce a topic clearly, previewing what is to follow; <u>organize ideas, concepts, and information into broader categories</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to</p>	<ul style="list-style-type: none"> • A thesis statement synthesizes research and guides research and writing • Research writing needs to be clear and cohesive, well-developed, and use topic-specific vocabulary • Research writing should convey central ideas and analysis • Writers should use the writing process 	<ul style="list-style-type: none"> • What are the important topic-specific vocabulary words/phrases that should be used in this text? • What are the central ideas of my research, and how do I use my opinion along with textual evidence to analyze the information and create my own understanding?
Acquisition		
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details</u>; use appropriate eye contact, adequate volume, and clear pronunciation. (F) SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (F) L.8.6 Acquire and use accurately <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (R)</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (R) W.8.2.A Introduce a topic clearly, previewing what is to follow; <u>organize ideas, concepts, and information into broader categories</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to</p>	<p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> • The difference between primary and secondary sources • Different media types and how to locate them • Definitions for and ways to evaluate for: reliability, point of view, bias, conflicting viewpoints, and irrelevant evidence • The role of particular sentences or paragraphs in developing the concepts of a text • Formal and informal presentation types • Elements of speaking style: rate, volume, eye contact, pronunciation • Definition of a thesis statement and its purpose • Know the elements of a clear, cohesive, well-developed text • How to identify important topic-specific vocabulary for understanding and use in writing 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Differentiating between primary and secondary sources • Locating different media types in order to represent a wide variety of perspectives • Evaluating research sources • Looking at the role of sentences and paragraphs in developing concepts and using that to enrich their overall understanding of the source • Formal presentation style • Writing a thesis statement and using it to guide research and writing • Writing text that is clear, coherent, well-developed, and uses topic-specific vocabulary • Including central ideas and analysis in writing • Using the writing process to enhance writing

<p>aiding comprehension. (R)</p> <p>W.8.2.B Develop the topic with relevant, <u>well-chosen facts</u>, definitions, concrete details, quotations, or other information and examples. (F)</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (F)</p> <p>W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. (R)</p> <p>W.8.2.E Establish and maintain a formal style. (F)</p> <p>W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented. (R)</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (R)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (R)</p> <p>W.8.7 Conduct short research projects to answer a question (<u>including self-generated question</u>), drawing on several sources and generating additional related, focused questions that <u>allow for multiple avenues of exploration</u>. (F)</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (F)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (F)</p> <p>W.8.9.B Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., “<u>Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>”). (F)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (R)</p>	<ul style="list-style-type: none"> • Central ideas and supporting details – determine and use • The elements of the writing process 	
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Stage 2 - Evidence

Eval Criteria – Balanced Assessment Pieces	Assessment Evidence
Rubric & Expectation Checklist Rubric Rubric & Expectation Checklist	PERFORMANCE TASK(S): (Summative – F) Annotated Bibliography - final Thesis Statement - final Process Paper - final * Additional summative pieces are part of the Social Studies curriculum.
Exemplar Exemplar Expectation list/Samples Expectation list/Exemplar Expectation list/Exemplar Expectation list/Exemplar	OTHER EVIDENCE: (Formative – I) Story Map/Keyword Document Note-taking Guide – multiple versions (print, digital, cloud) Bibliography & Annotations – initial Process Paper Paragraphs 1 & 2 - initial Thesis Statement – initial Process Paper Paragraphs 3 & 4 – initial * Additional formative pieces are part of the Social Studies curriculum.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

These tasks take place over the course of 4 months (November-February). Please check the NHD calendar on the MS website for current pacing and instruction.

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.I.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (R)

R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (R)

R.I.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (R)

R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (R)

R.I.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (R)

R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (R)

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (R)

W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing

Transfer

Students will be able to independently use their learning to...

Identify and use a variety of sentence types and lengths.

Peer and self edit writing.

Write a narrative that shows development of events through well-structured event sequences and use of relevant descriptive details.

Establish and maintain consistent point of view.

Use dialogue, ellipses, and dashes correctly and effectively in their writing.

Use precise words and phrases and sensory language to capture readers' interest.

Include historical data to make the narrative text more authentic.

Create a conclusion that shows reflection on theme and brings closure to story.

Demonstrate clear organization and appropriate narrative style.

Meaning

UNDERSTANDINGS

Students will understand that...

- There are different types of writing styles, and that the structure of a narrative style is unique.
- Narrative style includes techniques such as dialogue, reflection, point of view, event sequencing, and theme development.
- Using a variety of sentence types and structures makes writing more effective.

ESSENTIAL QUESTIONS

- How is being able to express thoughts in a narrative format important?
- How do narrative techniques such as dialogue, reflection, point of view, event sequencing, and theme help to enhance writing?
- How does using a variety of sentence types and structures make writing more effective?

<p><i>types are defined in standards 1–3 above.)</i> (R)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (<i>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.</i>) (R)</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (R)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (R)</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (F)</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (R)</p> <p>L.8.2.A Use punctuation (comma, ellipsis, dash) <i>to indicate a pause or break.</i></p> <p>L.8.2.B <i>Use an ellipsis to indicate an omission.</i> (F)</p> <p>L.8.2.C Spell correctly</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (R)</p>	<p>Acquisition</p> <p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> • The structure and techniques used to create a narrative that is interesting to the reader. • The difference between 1st, 2nd, and 3rd person point of view • The correct structure of dialogue for use in a narrative • Effective conclusion strategies • Rules of punctuation and spelling and how to peer and self edit • The difference between simple, compound, and complex sentences and how to use a variety in writing to create interest 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Writing a story that has a beginning, middle, and end that unfolds naturally and logically. • Making the story interesting and the reader will know who is telling the story. • Using dialogue correctly to develop experiences, events, and/or characters. • Making my story interesting by using relevant descriptive details and sensory language. • Writing an ending that summarizes my theme or moral to the story. • Punctuating and spelling correctly after using the writing process. • Using a variety of sentences to make my writing interesting.
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Stage 2 - Evidence

Eval Criteria – Balanced Assessment Pieces	Assessment Evidence
Writing rubric	PERFORMANCE TASK(S): (Summative – F) Holocaust Narrative
Key Completed Map	OTHER EVIDENCE: (Formative – I) Notes – Historical Background, Hiding Article, USHMM Website Story Map/Outline

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day 1 & 2 – Stations to review dialogue, sentence fluency, point of view

Day 2 – Introduce Holiday Story guidelines – work time

Day 3 – Compose Holiday Story – computer time

Day 4 – Peer edit worksheet; make corrections

GRADE: Grade 8

UNIT TITLE: Holocaust Unit

SEQUENCE/LENGTH OF UNIT 4 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (R)

R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (R)

R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (R)

R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (R)

R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (F)

R.L.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (R)

R.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (F)

R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (R)

R.I.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (R)

R.I.8.2 Determine a central idea of a text and analyze its

Transfer

Students will be able to independently use their learning to...

Synthesize the major elements of reading (literary and informational text), writing, listening/speaking, and language to gain a greater knowledge of their interrelatability while simultaneously gathering a broader understanding of the Holocaust period.

Meaning

UNDERSTANDINGS

Students will understand that...

- An overall understanding of a topic can be gained by taking information from multiple sources and a variety of media types.
- The delivery of information from different types of media impacts the way in which information is received.
- Discussion of a topic and allowing others to express different opinions deepens your own understanding of a topic.
- It is important to evaluate the presentation of information to determine its message, purpose, and legitimacy.

ESSENTIAL QUESTIONS

- How do you take information from multiple sources and a variety of media and put them together to create an overall understanding of a topic?
- How does the delivery of information from different media impact the way in which the information is received?
- How can the discussion of a topic and the expression of different opinions deepen the understanding of the topic?
- How do you evaluate the presentation of information to determine message, purpose, and legitimacy?

	Acquisition	
<p>development over the course of the text, <u>including its relationship to supporting ideas</u>; provide an objective summary of the text. (R)</p> <p>R.I.8.3 <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events</u> (e.g., through comparisons, analogies, or categories). (R)</p> <p>R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <u>including analogies or allusions to other texts</u>. (R)</p> <p>R.I.8.5 <u>Analyze in detail the structure</u> of a specific paragraph in a text, <u>including the role of particular sentences in developing and refining a key concept</u>. (R)</p> <p>R.I.8.7 <u>Evaluate the advantages and disadvantages of using different mediums</u> (e.g., print or digital text, video, multimedia) <u>to present a particular topic or idea</u>. (R)</p> <p>R.I.8.8 <u>Delineate and evaluate the argument and specific claims in a text</u>, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>. (R)</p> <p>R.I.8.9 <u>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</u>. (F)</p> <p>R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the <u>high end of the grades 6–8 text complexity band independently and proficiently</u>. (R)</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (R)</p> <p>W.8.2.A Introduce a topic clearly, previewing what is to follow; <u>organize ideas, concepts, and information into broader categories</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (R)</p> <p>W.8.2.B Develop the topic with relevant, <u>well-chosen facts</u>, definitions, concrete details, quotations, or other information and examples. (R)</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (R)</p> <p>W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented. (R)</p>	<p><i>Students will know... (facts, need to know to be able to do the skills)</i></p> <ul style="list-style-type: none"> • How to read a variety of text material and incorporate vocabulary acquisition. • Different genres: play, fiction, nonfiction, diary, propaganda, law, video, documentary, etc. • Bias and stereotyping • Discussion procedure and etiquette • How to take notes, expunge extraneous information, synthesize ideas in written and spoken formats, and collaborate with peers. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing information from a variety of sources and media types and putting them together to form an overall understanding of a topic. • Tying together fiction and nonfiction. • Gaining information from different media types and knowing how that delivery affects their understanding. • Collegial discussion. • Evaluating presentation of information to determine message, purpose, and legitimacy.

<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</u>(R)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and <u>present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others. (F)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (R)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (R)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <u>grade 8 topics, texts, and issues</u>, building on others’ ideas and expressing their own clearly. (F/R)</p> <p>SL.8.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.C Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2 <u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u> (F)</p> <p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced.</u> (F)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details;</u></p>		
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<p>use appropriate eye contact, adequate volume, and clear pronunciation. (F)</p> <p>SL.8.5 <u>Integrate</u> multimedia and visual displays into presentations <u>to clarify information, strengthen claims and evidence, and add interest.</u> (F)</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (R)</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (R)</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (R)</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (F/R)</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.B Use common, <u>grade-appropriate Greek or Latin affixes and roots</u> as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (R)</p> <p>L.8.6 Acquire and use accurately <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (R)</p>		
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Stage 2 - Evidence

Eval Criteria – Balanced Assessment Pieces	Assessment Evidence
Key Key and constructed response rubric Key Key Constructed response rubric Key Rubric Rubric	PERFORMANCE TASK(S): (Summative) Holocaust vocabulary quiz Nazi propaganda All But My Life memoir questions Anne Frank Diary Entry – summary and questions Constructed Response Boy in the Striped Pajamas or All But My Life Literature Circle discussion packet - final Literature Circle listening - final Literature Circle Presentation
Discussion & Key Key Discussion & Key Discussion Discussion rubric Key Key Rubric	OTHER EVIDENCE: (Formative) Stereotyping notes and quiz (different media) Evaluating different media – Historical Context Nuremberg Laws All But My Life documentary discussion questions Hiding Article discussion Anne Frank Purpose & Motive chart Literature Circle discussion packet - initial Literature Circle listening - initial

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Stage 1 Desired Results

<p>R.L.8.1 Cite the <u>textual evidence that most strongly supports an analysis</u> of what the text says explicitly as well as inferences drawn from the text. (R)</p> <p>R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, <u>including its relationship to the characters, setting, and plot</u>; provide an objective summary of the text. (R)</p> <p>R.L.8.3 <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u> (R)</p> <p>R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <u>analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u> (R)</p> <p>R.L.8.5 <u>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>(R)</p> <p>R.L.8.6 Analyze <u>how differences in the points of view of the characters and the audience or reader</u> (e.g., created through the use of dramatic irony) <u>create such effects as suspense or humor.</u>(R)</p> <p>R.L.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band <u>independently and proficiently.</u></p> <p>R.I.8.1 Cite the <u>textual evidence that most strongly supports an analysis</u> of what the text says explicitly as well as inferences drawn from the text. (R)</p> <p>R.I.8.2 Determine a central idea of a text and analyze its development over the course of the text, <u>including its relationship to supporting ideas</u>; provide an objective summary of the text. (R)</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Synthesize the major elements of reading (literary and informational text), writing, listening/speaking, and language to gain a greater knowledge of their interconnectedness while simultaneously gathering a broader understanding of the Civil War period.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> An author's tone and purpose can communicate a mood that influences an understanding of the topic. An overall understanding of a topic can be gained by taking information from multiple sources and a variety of media types. It is important to evaluate the presentation of information to determine its message and purpose. It is imperative to distinguish between pertinent and superfluous information. Discerning a speaker/author's purpose, evaluating whether they successfully conveyed the purpose, and determining which text evidence supports that conclusion is important. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How does the author's tone and purpose communicate a mood that influences an understanding of the topic? How do you take information from multiple sources and a variety of media and put them together to create an overall understanding of a topic? How do you evaluate the presentation of information to determine message and purpose? How do you distinguish between pertinent and superfluous information? How do you discern a speaker/author's purpose, evaluate whether the speaker/author successfully conveyed the purpose, and determine which text evidence supports that conclusion?
	Acquisition	
	<i>Students will know... (facts, need to know to be able to do the skills)</i> <ul style="list-style-type: none"> How an author's tone and purpose can assist in an understanding of the topic. How to read a variety of text material and incorporate vocabulary acquisition. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Interpreting an author's tone and purpose to assist in an understanding of the topic. Analyzing information from a variety of sources and media types and putting them together to form an overall understanding of a topic.

<p>R.I.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <u>including analogies or allusions to other texts</u>.(R)</p> <p>R.I.8.5 <u>Analyze in detail the structure</u> of a specific paragraph in a text, <u>including the role of particular sentences in developing and refining a key concept</u>.(R)</p> <p>R.I.8.6 Determine an author's point of view or purpose in a text and <u>analyze how the author acknowledges and responds to conflicting evidence or viewpoints</u>.(R)</p> <p>R.I.8.7 <u>Evaluate the advantages and disadvantages of using different mediums</u> (e.g., print or digital text, video, multimedia) <u>to present a particular topic or idea</u>.(R)</p> <p>R.I.8.8 <u>Delineate and evaluate the argument and specific claims in a text</u>, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>. (R)</p> <p>R.I.8.9 <u>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</u>. (F)</p> <p>R.I.8.10 By the end of the year, read and comprehend literary nonfiction at the <u>high end of the grades 6–8 text complexity band independently and proficiently</u>. (R)</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence. (F)</p> <p>W.8.1.A Introduce claim(s), <u>acknowledge and distinguish the claim(s) from alternate or opposing claims</u>, and organize the reasons and evidence logically.</p> <p>W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims, reasons, and evidence</u>.</p> <p>W.8.1.E Provide a concluding statement or section that</p>	<ul style="list-style-type: none"> • Different genres: historical fiction, journal article, video, documentary, poetry, etc. • How to take notes, purge superfluous information, synthesize ideas in written and spoken formats, and collaborate with peers. • How to discern a speaker/author's purpose, determine speaker/author's success, and cite supporting textual evidence. 	<ul style="list-style-type: none"> • Tying together fiction and nonfiction. • Gaining information from different media types and knowing how that delivery affects their understanding. • Evaluating presentation of information to determine message and purpose. • Distinguished between pertinent and superfluous information. • Discerning a speaker/author's purpose, evaluating whether the speaker/author successfully conveyed the purpose, and determining which text evidence supports the conclusion.
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<p>follows from and supports the argument presented.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>(Grade-specific expectations for writing (R)</u></p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <u>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.) (R)</u></p> <p>W.8.7 Conduct short research projects to answer a question <u>(including a self-generated question)</u>, drawing on several sources and generating additional related, focused questions that <u>allow for multiple avenues of exploration.</u> (R)</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (R)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (R)</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (R)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 8 topics, texts, and issues</u>, building on others’ ideas and expressing their own clearly. (R)</p> <p>SL.8.2 <u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the motives (e.g., social, commercial, political) behind</u></p>		
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<p><u>its presentation.</u> (R)</p> <p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced.</u> (R)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details;</u> use appropriate eye contact, adequate volume, and clear pronunciation. (R)</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (R)</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (R)</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (R)</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (R)</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (R)</p> <p>L.8.4.B Use common, <u>grade-appropriate Greek or Latin affixes and roots</u> as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). (R)</p> <p>L.8.6 Acquire and use accurately <u>grade-appropriate general academic and domain-specific words and phrases;</u> gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (R)</p>		
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Stage 2 - Evidence

Eval Criteria – Balanced Assessment Pieces	Assessment Evidence
Rubric/Checklist Exemplar Key Rubric/Checklist	PERFORMANCE TASK(S): (Summative – F) Comprehension Questions - <u>Gettysburg</u> , <u>O Captain</u> Non-fiction Civil War journal article summaries <u>Battleground</u> questions Call to Action Speech
Key Key Exemplar Key Expectations Checklist/Rubric Discussion	OTHER EVIDENCE: (Formative) Video Quiz – Harriet Tubman Discussion questions – Harriet Tubman Summarization exercise – Harriet Tubman Summary/Tone/Mood/Theme worksheet – Gettysburg, O Captain Call to Action speeches chart ACT Prep Writing Prompt - Battleground

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

4 8th Badger Test Harriet Tubman	5 8th Badger Test Harriet Tubman Read story	6 Mid term Grades due Harriet Tubman	7	8 Read and analyze Gettysburg Address -
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video (21min) & quiz <i>formative</i>	questions 9 & 10 prep and discuss in class	discussion & summarizing - <i>formative</i> by checking key and self-evaluating	Finish Summarizing/ Gettysburg video (5min 5:55sec) Review mood/tone connotation/denotation	tone, mood, theme with supporting text - <i>formative</i>
11 Aimsweb H Walt Whitman video O Captain, My Captain - tone, mood, theme with supporting text - <i>formative</i> Comprehension Questions - multiple choice/short answer format	12 Aimsweb M Lincoln Monument Washington - assessment - summative - Read this year Collect comprehension questions - multiple choice/short answer - summative Video about women in Civil War (4min 15sec) Intro Battleground - listen to the first pages to get started	13 ER Aimsweb S Finish Battleground Answer a prompt about reaction to trauma - prep for ACT - <i>formative</i>	14 Civil War Nonfiction Read and take notes from the article assigned Write summary for homework	15 Civil War Nonfiction Group with different articles and discuss summaries of the article Edit and rewrite summary Final Draft Due on Monday - <i>summative</i>
18 Call to Action Speeches Intro/PP	19 Call to Action Speeches Research Lin-Red-Raper-yellow McAndrews-Brown	20 Call to Action Speeches Write Lin-Red-Raper-yellow McAndrews-Brown	21 Call to Action Speeches Presentations - <i>summative</i>	22 Immigration Day

9th Grade Curriculum



9th Grade Scope and Sequence

Grade 9 Literature	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.R.L.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	F			F
CCSS.R.L.9-10.2 Determine a theme or central idea of a text and analyze <u>in detail</u> its development over the course of the text, <u>including how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	F			F
CCSS.R.L.9-10.3 <u>Analyze how complex characters</u> (e.g., those with multiple or conflicting motivations) <u>develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u>	F			F
CCSS.R.L.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; <u>analyze the cumulative impact of</u> specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).				F
CCSS.R.L.9-10.5 <u>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.</u>	I			I
CCSS.R.L.9-10.6 <u>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.</u>				I
CCSS.R.L.9-10.7 <u>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</u> (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).				
CCSS R.L.9-10.8 Not Applicable in literature				
CCSS.R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				I

CCSS.R.L.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</u>	F			R
Grade 9 Informational	Unit:	Unit:	Unit:	Unit:
CCSS.R.I.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		F	R	R
CCSS.R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.		I	F	
CCSS.R.I.9-10.3 <u>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u>		I	F	
CCSS.R.I.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze the cumulative impact of specific word choices on meaning and tone</u> (e.g., how the language of a court opinion differs from that of a newspaper).		I		
CCSS.R.I.9-10.5 Analyze in detail <u>how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</u> (e.g., a section or chapter).			F	
CCSS.R.I.9-10.6 Determine an author's point of view or purpose in a text and analyze <u>how an author uses rhetoric to advance that point of view or purpose.</u>			I	
CCSS.R.I.9-10.7 <u>Analyze various accounts of a subject told in different mediums</u> (e.g., a person's life story in both print and multimedia), determining which details are <u>emphasized in each account.</u>		I	I	
CCSS.R.I.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the <u>reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>			F	
CCSS.R.I.9-10.9 Analyze <u>seminal U.S. documents of historical and literary significance</u> (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), <u>including how they address related themes and concepts.</u>				

Grades 9-Informational	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.R.1.9-10.10 By the end of grade 9, <u>read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</u>		F	F	R
Grade 9 Language	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	F	F	F	F
CCSS.L.9-10.1.a Use parallel structure.*				I
CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				F
CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F	F	F	F
CCSS.L.9-10.2.a <u>Use a semicolon</u> (and perhaps a conjunctive adverb) <u>to link two or more closely related independent clauses.</u>				R
CCSS.L.9-10.2.b Use a colon to introduce a list or quotation.				
CCSS.L.9-10.2.c Spell correctly.	F	F	F	F
CCSS.L.9-10.3 <u>Apply</u> knowledge of language <u>to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</u> more fully when reading or listening.	I	I	F	F
CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual</u> (e.g., MLA Handbook, Turabian’s Manual for Writers) <u>appropriate for the discipline and writing type.</u>	I	F	R	F
CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 9–10 reading and content</u> , choosing flexibly from a range of strategies.	R	R	R	R

CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	R	R	R	R
CCSS.L.9-10.4.b <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</u> (e.g., analyze, analysis, analytical; advocate, advocacy).				
Grade 9 Language	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology</u> .	R		R	R
CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	R		R	R
CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R	R		F
CCSS.L.9-10.5.a Interpret figures of speech (e.g., <u>satire, sarcasm</u>) in context and <u>analyze their role in the text</u> .		I		
CCSS.9-10.L.5.b <u>Analyze nuances in the meaning of words with similar denotations.</u>				
CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level; demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	F	F	R	R
Grade 9 Writing	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.W.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient evidence</u> .			F	F
CCSS.W.9-10.1.a <u>Introduce precise claim(s)</u> , distinguish the claim(s) from alternate or opposing claims, and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</u> .			F	
CCSS.W.9-10.1.b <u>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.</u>			F	

CCSS.W.9-10.1.c Use words, phrases, and clauses <u>to link the major sections of the text</u> , create cohesion, and clarify the relationships between claim(s) and reasons, <u>between reasons and evidence, and between claim(s) and counterclaims.</u>			F	
CCSS.W.9-10.1.d Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>			F	
CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.			F	F
CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.	F	F		F
CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u> ; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	F		F	
CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic.</u>	F	F	F	F
CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u> , create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.	F	F	F	F
Grade 9 Writing	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic.</u>	F	F	F	R
CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>	F	F	F	
CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic.</u>)	F	F	F	
CCSS.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
CCSS.W.9-10.3.a Engage and orient the reader by <u>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.</u>				

CCSS.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and <u>multiple plot lines</u> , to develop experiences, events, and/or characters.				
CCSS.W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				
CCSS.9-10.W.3.d Use precise words and phrases, <u>telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>				
CCSS.9-10.W.3.e Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative.</u>				
Grade 9 Writing	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	F	F	F	F
CCSS.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</u>	F	F		F
CCSS.9-10.W.6 Use technology, including the Internet, to produce, publish, and <u>update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</u>				
CCSS.W.9-10.7 Conduct short <u>as well as more sustained research projects to answer a question</u> (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u>			F	
CCSS.W.9-10.8 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.			F	
CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	F	F	F	

Grade 9 Writing	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.W.9-10.9.a <u>Apply grades 9–10</u> Reading standards to literature(e.g., “Analyze how an <u>author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</u> ”).	F			F
CCSS.W.9-10.9.b <u>Apply grades 9–10</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u> ”).		F	F	
CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	F	F	F	F
Grade 9 Speaking & Listening	Unit: Q1 Short Stories	Unit: Q2 Literary Non-Fiction	Unit: Q3 Argumentation	Unit:Q4 Romeo & Juliet
CCSS.SL.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 9–10</u> topics, texts, and issues, building on others’ ideas and expressing their own clearly <u>and persuasively</u> .	R	R	R	R
CCSS.SL.9-10.2 <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <u>evaluating the credibility and accuracy of each source</u> .			F	I
CCSS.SL.9-10.3 <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</u> .			F	
CCSS.SL.9-10.4 <u>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u> .				
CCSS.SL.9-10.5 <u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</u> .				
CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	R	R		R

GRADE: 9UNIT TITLE: Short StorySEQUENCE/LENGTH OF UNIT 9 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Introduce CCSS.R.L.9-10.5 <u>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.</u></p> <p>CCSS.L.9-10.3 <u>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <p>CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</u></p> <p>Focus CCSS.R.L.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.R.L.9-10.2 Determine a theme or central idea of a text and analyze <u>in detail</u> its development over the course of the text, <u>including how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text.</p>	Transfer	
	Students will be able to independently use their learning to... Comprehend, analyze, and appreciate short stories.	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that... Authors use literary elements to create purpose.</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>What makes a good short story? How do short stories show us who we are?</p>
	Acquisition	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <p>Literature I know textual evidence supports analysis. I know textual evidence is used to infer. I know what it means to infer. I know the definition of theme. I know how themes are developed. I know complex characters. I know how characters develop. I know how character development influences theme, plot, and other characters. I know how word choice affects meaning.</p> <p>Writing I know informative writing, I know the organization of Melcon witing. I know how topics are developed. I know the purpose of transitions inwriting, I know transition words and phrases. I know formal word choice. I know various approaches to the writing process.</p>	<p>Students will be skilled at (DO)...</p> <p>Literature I can cite strong and thorough textual evidence that supports my inferences and analysis. I can determine a theme. I can analyze in detail the development of the theme including how it is shaped. I can analyze the development of major characters. I can analyze the impact of word choice on the meaning.</p> <p>Language I can spell correctly, I can demonstrate independence in gathering vocabulary knowledge.</p> <p>Writing I can write an informative piece which examines and conveys complex ideas/information through effective selection, organization, and analysis of content.</p>

<p>CCSS.R.L.9-10.3 <u>Analyze how complex characters</u> (e.g., those with multiple or conflicting motivations) <u>develop over the course of a text, interact with other characters, and advance the plot or develop the theme</u>.</p> <p>CCSS.R.L.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently</u>.</p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level; demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p>		<p>I can use well-chosen and relevant facts, definitions, details, and quotations or other examples to develop the topic.</p> <p>I can use appropriate, varied transitions to create cohesion and clarify relationships.</p> <p>I can use precise language and vocabulary to manage the complexity of the topic.</p> <p>I can establish and maintain a formal style and objective tone.</p> <p>I can provide a concluding statement or section that supports the information presented.</p> <p>I can produce clear, coherent writing in which the development, organization and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.</p> <p>I can focus on addressing a specific purpose and audience in my writing.</p> <p>I can use evidence from literature to support analysis, reflection, and research in my writing.</p> <p>I can write for a range of time, tasks, purposes, and audiences.</p>
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<p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic</u>.</p> <p>CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>.</p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented <u>(e.g., articulating implications or the significance of the topic)</u>.</p> <p>CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.9-10.W.5 Develop and strengthen writing as needed by planning, revising,</p>		
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<p>editing, rewriting, or trying a new approach, <u>focusing on addressing what is most significant for a specific purpose and audience.</u> <u>(Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)</u></p> <p>CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.W.9-10.9.a <u>Apply grades 9–10</u> Reading standards to literature(e.g., “Analyze how an <u>author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</u>”).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Reinforce</p> <p>CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 9–10 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise</p>		
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<p>meaning, its part of speech, <u>or its etymology</u>. CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.SL.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 9–10</u> topics, texts, and issues, building on others’ ideas and expressing their own clearly <u>and persuasively</u>. CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
A. Unit Test - Wife’s Story	OTHER EVIDENCE: A. Copy of unit test

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

Read several short stories (“The Most Dangerous Game,” “The Sniper,” “The Scarlet Ibis,” “The Princess in the Tin Box”) and practice identifying how the various literary elements appear in the story. Students also write several analytical paragraphs in order to prepare them for the written part of the final.

GRADE: 9

UNIT TITLE: Non-Fiction

SEQUENCE/LENGTH OF UNIT 9 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (CCSS)</p> <p>Introduce</p> <p>CCSS.R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text.</p> <p>CCSS.R.I.9-10.3 <u>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u></p> <p>CCSS.R.I.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze the cumulative impact of specific word choices on meaning and tone</u> (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.R.I.9-10.7 <u>Analyze various accounts of a subject told in different mediums</u> (e.g., a person’s life story in both print and multimedia), determining which details are <u>emphasized in each account.</u></p> <p>CCSS.L.9-10.3 <u>Apply</u> knowledge of language <u>to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</u> more fully when reading or listening.</p> <p>CCSS.L.9-10.5.a Interpret figures of speech (e.g., <u>satire, sarcasm</u>) in context and <u>analyze their role in the text.</u></p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Comprehend complex, non-fiction texts and analyze these texts for meaning.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People respond differently to challenging situations. • Violence does not appear out of nowhere. There are recognizable stages that violent escalations go through. • The tone of a text can greatly impact the text’s meaning. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do tensions escalate? • What can I do to defuse tension and prevent future violence? • How do I face challenging situations? • How do I effectively craft a formal analytical paper? • How does someone’s tone affect his/her meaning?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The steps of how violence escalates. • The roles needed to work effectively in groups. • The types of questions and responses that promote active discussion within a group. • The definition of tone. • Six strategies they can use to determine the tone of a piece. • The characteristics of a well-crafted thesis. • The parts of a well-crafted paper. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Summarizing events in the text. • Identifying and explaining the meaning of key passages in their text. • Analyzing the effect of word choice and tone on the passage. • Connecting the meaning of the text to their own experiences, current events, and history. • Recognizing the steps of escalation in their texts, history, current events, and their own experiences. • Participating effectively in collaborative

<p>Focus</p> <p>CCSS.R.I.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.R.I.9-10.10 By the end of grade 9, <u>read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</u></p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual</u> (e.g., MLA Handbook, Turabian’s Manual for Writers) <u>appropriate for the discipline and writing type.</u></p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level; demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details, quotations, or other information and examples <u>appropriate to the audience’s knowledge of the topic.</u></p> <p>CCSS.W.9-10.2.c Use appropriate and varied</p>		<p>discussions.</p> <ul style="list-style-type: none"> • Explaining their opinions effectively using textual evidence and inferences (verbally and in written form) • Responding to claims made by their peers using textual evidence and inferences. • Determining the meaning of unfamiliar words using context clues from the text. • Determining the tone of a piece using context clues. • Using tone in their own work to convey emotion and meaning. • Crafting a thorough thesis statement that provides direction. • Writing a complete analytical paper (Introductory paragraph, body paragraphs, conclusion). • Introducing quotations with sufficient background information for the reader. • Explaining thoroughly how evidence from the text proves their thesis. • Organizing evidence to have the greatest impact on the reader. • Providing complex, appropriate transitions that direct the reader. • Editing their work so it conforms to MLA style. • Using rich vocabulary to convey specific ideas to readers. • Editing papers for standard English punctuation, spelling, and capitalization.
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<p>transitions <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic.</u></p> <p>CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic).</u></p> <p>CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</u></p> <p>CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.W.9-10.9.b <u>Apply grades 9–10</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
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<p>Reinforced</p> <p>CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.SL.9-10.1 <i>Initiate and participate effectively</i> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i> topics, texts, and issues, building on others’ ideas and expressing their own clearly <i>and persuasively</i>.</p> <p>CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Analytical Essay	PERFORMANCE TASK(S): Literature Circle Essay

Stage 3 – Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Students are assigned a novel and a literature circle group based on their current reading level. To prepare them for the texts (which all describe the experiences of a person surviving a genocide), students complete a scavenger hunt to gather information about the country and cultures involved in their texts. We also read short articles on genocides, analyzing the common and disparate aspects of these events and applying them to the Tower of Violence (steps of escalating tension that can lead to genocide). We refer back to these steps throughout the text. Students complete Literature Circle sheets and journal entries as they read their texts. Students also take part collaborative discussions with their literature circle groups to help them understand the novels more deeply. They also are given a tracking sheet to help them collect evidence from the novel that will help them with their final essay. We draft most of the essay together in-class, piece by piece, to ensure that all students know the parts of a high-quality paper.</p>

GRADE: 9UNIT TITLE: Argumentation UntSEQUENCE/LENGTH OF UNIT 9 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Introduce CCSS.R.I.9-10.6 Determine an author's point of view or purpose in a text and analyze <u>how an author uses rhetoric to advance that point of view or purpose.</u> CCSS.R.I.9-10.7 <u>Analyze various accounts of a subject told in different mediums</u> (e.g., a person's life story in both print and multimedia), determining which details are <u>emphasized in each account.</u></p> <p>Focus CCSS.R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text. CCSS.R.I.9-10.3 <u>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u> CCSS.R.I.9-10.5 Analyze in detail <u>how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</u> (e.g., a section or chapter). CCSS.R.I.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the <u>reasoning is</u></p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Provide compelling, effective arguments verbally and in written form.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Ethos, pathos, and logos are essential elements of argumentation. The parts of an argument (Claim, evidence, warrant, counterclaim, rebuttal) help create more effective arguments.</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) How do others (parents, teachers, advertisers, politicians) try to persuade me? How can I effectively and thoroughly persuade other people?</p>
	Acquisition	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • There is a difference between argumentation and persuasion. • What ethos, pathos, and logos are. • What a counterclaim and rebuttal are and why counterclaims and rebuttals are important to an argument. • The difference between claim/reasons, evidence, and warrants. • What a logical fallacy is. • The most common types of logical fallacies. • The parts of a verbal and written citation. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Identifying ethos, pathos, and logos in advertisements and in the arguments of others. • Identifying and addressing poorly constructed arguments in advertisements and in the arguments of others. • Using ethos, pathos, and logos effectively in argumentation. • Identifying claims, reasons, evidence, warrants, counterclaims, and rebuttals in advertisements and in the arguments of others. • Crafting counterclaims that address the most important concerns of audience members who disagree with them. • Addressing the concerns of the counterclaim

<p><u>valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u></p> <p>CCSS.R.I.9-10.10 By the end of grade 9, <u>read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</u></p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.3 <u>Apply</u> knowledge of language <u>to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</u> more fully when reading or listening.</p> <p>CCSS.W.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient evidence</u>.</p> <p>CCSS.W.9-10.1.a <u>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.</u></p> <p>CCSS.W.9-10.1.b <u>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.</u></p> <p>CCSS.W.9-10.1.c Use words, phrases, and clauses <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships between claim(s) and reasons, <u>between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p>CCSS.W.9-10.1.d Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>		<p>with a strong, relevant rebuttal.</p> <ul style="list-style-type: none"> • Constructing well-worded, specific, arguable claims. • Using a combination of reasons, evidence, and warrants to thoroughly prove their claim. • Using appropriate transitions for their purpose (i.e. introducing a counterclaim, adding new evidence, etc...) • Using audience appropriate word choice to create a formal, respectful tone. • Ordering their arguments to have maximum impact on audience. • Identifying fallacious reasoning in advertisements and the arguments of others. • Eliminating fallacious reasoning from their own arguments. • Researching a persuasive topic, identifying the strongest pieces of evidence from a credible text. • Citing evidence appropriately during verbal and written arguments. • Accurately paraphrase evidence from a text.
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<p>information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic</u>.</p> <p>CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>.</p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>).</p> <p>CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.W.9-10.7 Conduct short <u>as well as more sustained research projects to answer a question</u> (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</u>.</p> <p>CCSS.W.9-10.8 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.</p> <p>CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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<p>CCSS.W.9-10.9.b <u>Apply grades 9–10</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.SL.9-10.2 <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <u>evaluating the credibility and accuracy of each source</u>.</p> <p>CCSS.SL.9-10.3 <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</u>.</p> <p>Reinforce</p> <p>CCSS.R.I.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual</u> (e.g., MLA Handbook, Turabian’s Manual for Writers) <u>appropriate for the discipline and writing type</u>.</p> <p>CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 9–10 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology</u>.</p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic</p>		
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and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level</u> ; <u>demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression CCSS.SL.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 9–10</u> topics, texts, and issues, building on others' ideas and expressing their own clearly <u>and persuasively</u> .		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Timed Writing: Argumentation on Persuasive Research Topic	PERFORMANCE TASK(S): Timed Writing

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

We start the unit by having students debate a topic in groups. During that debate, we walk them through all the major parts of an argument (claim, reasons, evidence, warrants, counterclaim, and rebuttal). We reinforce these parts by analyzing several argumentative and persuasive texts throughout the unit. We teach ethos, pathos, and logos by looking at how advertisements are trying to persuade us to believe their claim and/or buy their product. To prove their knowledge of these elements, students create an advertisement in small groups and analyze a print advertisement. To teach logical fallacies, we show students several examples of different types of fallacious reasoning and have them explain why each fallacy is not logical. Students pull all these skills together through a class debate on a persuasive topic that these groups research together in class. Various short written argumentative paragraphs also prepare them for the timed writing final.

GRADE: 9UNIT TITLE: Romeo & JulietSEQUENCE/LENGTH OF UNIT 9 weeks**Stage 1 Desired Results**

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Introduce

CCSS.R.L.9-10.5 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.

CCSS.R.L.9-10.6 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.

CCSS.R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.L.9-10.5.a Interpret figures of speech (e.g., satire, sarcasm) in context and

Transfer

Students will be able to independently use their learning to...
appreciate the power of language

Meaning**UNDERSTANDINGS**

Students will understand that...

- I understand authors use literary techniques to develop and enhance theme
- I understand audience-specific word choice and organization in writing are necessary to convey purpose
- I understand standard conventions and styles of writing
- I understand that different writing styles require different approaches (formal or informal)

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*) - How is Shakespeare still relevant today?
-What is the power of language?
-What makes or breaks relationships?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Literature

- I know textual evidence supports analysis

Students will be skilled at (DO)...

Literature

- I can cite strong and thorough textual evidence that supports my inferences

<p>analyze their role in the text.</p> <p>CCSS.SL.9-10.2 <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <u>evaluating the credibility and accuracy of each source</u>.</p> <p>Focus</p> <p>CCSS.R.L.9-10.1 <u>Cite strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.R.L.9-10.2 Determine a theme or central idea of a text and analyze <u>in detail</u> its development over the course of the text, <u>including how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text.</p> <p>CCSS.R.L.9-10.3 <u>Analyze how complex characters</u> (e.g., those with multiple or conflicting motivations) <u>develop over the course of a text, interact with other characters, and advance the plot or develop the theme</u>.</p> <p>CCSS.R.L.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; <u>analyze the cumulative impact of specific word choices on meaning and tone</u> (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.1.b <u>Use various types of phrases</u> (noun, verb, adjectival, adverbial, participial, prepositional, absolute) <u>and</u></p>	<p>-I know textual evidence is used to infer</p> <p>-I know what it means to infer</p> <p>-I know the definition of theme</p> <p>-I know how themes are developed</p> <p>-I know complex characters</p> <p>-I know how characters develop</p> <p>-I know how character development influences theme, plot, and other characters</p> <p>-I know the difference between figurative and connotative</p> <p>-I know tone</p> <p>-I know how word choice affects meaning and tone</p> <p>Language</p> <p>-I know the various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</p> <p>-I know the proper use of a colon.</p> <p>-I know the basics of MLA format.</p> <p>-I know the various figures of speech.</p> <p>Writing</p> <p>-I know that evidence is valid if it is relevant</p>	<p>and analysis</p> <p>-I can determine the themes of Romeo & Juliet</p> <p>-I can analyze in detail the development of the themes throughout Romeo & Juliet, including how they are shaped</p> <p>- I can give an objective summary of selected scenes from RJ</p> <p>-I can analyze the development of major characters</p> <p>- I can determine the figurative and connotative meaning of words and phrases based on how they are used in RJ.</p> <p>-I can analyze the impact word choice on the meaning or tone of RJ.</p> <p>Language</p> <p>- I can apply standard conventions.</p> <p>- I can use various types of phrases and clauses to convey meaning and add variety to my writing.</p> <p>-I can use a colon to introduce a list or quotation.</p> <p>-I can spell correctly.</p> <p>-I can use an appropriate style manual to write and edit my work.</p> <p>-I can interpret figures of speech in context.</p> <p>-I can analyze the role of a figure of speech in a specific text.</p> <p>- I can demonstrate independence in gathering vocabulary knowledge.</p>
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<p><u>clauses</u> (independent, dependent; noun, relative, adverbial) <u>to convey specific meanings and add variety and interest to writing or presentations.</u></p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.3 <u>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <p>CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual</u> (e.g., MLA Handbook, Turabian's Manual for Writers) <u>appropriate for the discipline and writing type.</u></p> <p>CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.W.9-10.1 Write arguments to support claims in an <u>analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient evidence.</u></p> <p>CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details,</p>	<p>and sufficient.</p> <ul style="list-style-type: none"> -I know the purpose of a concluding statement. -I know informative writing. -I know the organization of compare contrast writing. -I know how topics are developed. -I know the purpose of transitions in writing. -I know compare –contrast transition words and phrases. -I know formal word choice. -I know various approaches to the writing process. <p>I know the purpose of a “hook”.</p> <p>I can engage my audience with a “hook”.</p> <p>I know the purpose of a thesis statement.</p> <p>I can construct a complex thesis statement.</p>	<p>Writing</p> <ul style="list-style-type: none"> -I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content - I can use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic - I can use appropriate, varied transitions to create cohesion and clarify relationships -I can use precise language and vocabulary to manage the complexity of the topic, - I can establish and maintain a formal style and objective tone - I can provide a concluding statement or section that supports the information presented. -I can I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences. -I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches. - I can focus on addressing a specific purpose and audience in my writing. -I can I can use evidence from literature to support analysis, reflection, and research in my writing. -I can use evidence from informational
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quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.9-10.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CCSS.W.9-10.9.a Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Review

CCSS.R.L.9-10.10 By the end of grade 9,

text to support analysis, reflection, and research in

my writing.

-I can write for a range of time, tasks, purposes, and audiences.

read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

CCSS.R.I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.I.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

CCSS.L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

<p>of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology</u>.</p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level</u>; <u>demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CCSS.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.SL.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <u>on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</u></p> <p>CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Figurative Language Assessment with Cold Reading from <i>A Midsummer Night’s Dream</i>	PERFORMANCE TASK(S): Copy of Test	

Analytical Paragraph	Copy of Test
Stage 3 – Learning Plan <i>Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?</i>	
<i>Summary of Key Learning Events and Instruction</i> As we read Romeo and Juliet, we frequently stop have students identify figurative language and to discuss figurative language use in the text. Students track examples on their own note sheets. We also have them complete unit assessments that help them practice formal writing, track how the topics of love and hate are present in the text, and scaffold our essential question: “What makes or breaks relationships?” Addressing these topics will help prepare them for the topic of the analytical paragraph on their final test.	

10th Grade Curriculum



10th Grade Scope and Sequence

Grade 10 Literature	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.R.L.9-10.1 Cite <i>strong and thorough</i> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	F	F				F
CCSS.R.L.9-10.2 Determine a theme or central idea of a text and analyze <i>in detail</i> its development over the course of the text, <i>including how it emerges and is shaped and refined by specific details</i> ; provide an objective summary of the text.	F	F				F
CCSS.R.L.9-10.3 <i>Analyze how complex characters</i> (e.g., those with multiple or conflicting motivations) <i>develop over the course of a text, interact with other characters, and advance the plot or develop the theme</i> .	F	F				F
CCSS.R.L.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; <i>analyze the cumulative impact of</i> specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		R				
CCSS.R.L.9-10.5 <i>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.</i>	I	F				
CCSS.R.L.9-10.6 <i>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.</i>						
CCSS.R.L.9-10.7 <i>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</i> (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).						
CCSS R.L.9-10.8 Not Applicable in literature						

Grades 10-Literature	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		I				
CCSS.R.L.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</u>		R				
Grade 10 Informational	Unit:	Unit:	Unit:	Unit:	Unit:	Unit:
CCSS.R.I.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		R			F	
CCSS.R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.						
CCSS.R.I.9-10.3 <u>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u>						
CCSS.R.I.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze the cumulative impact of specific word choices on meaning and tone</u> (e.g., how the language of a court opinion differs from that of a newspaper).						
CCSS.R.I.9-10.5 Analyze in detail <u>how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</u> (e.g., a section or chapter).					F	
CCSS.R.I.9-10.6 Determine an author's point of view or purpose in a text and analyze <u>how an author uses rhetoric to advance that point of view or purpose.</u>						
CCSS.R.I.9-10.7 <u>Analyze various accounts of a subject told in different mediums</u> (e.g., a person's life story in both print and multimedia), determining which details are <u>emphasized in each account.</u>						
CCSS.R.I.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the <u>reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>					F	

CCSS.R.I.9-10.9 Analyze <u>seminal U.S. documents of historical and literary significance</u> (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), <u>including how they address related themes and concepts.</u>						
Grades 10-Informational	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.R.I.9-10.10 By the end of grade 9, <u>read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</u>		R				
Grade 10 Language	Unit:	Unit:	Unit:	Unit:	Unit:	Unit:
CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	F	F	F	F	F	F
CCSS.L.9-10.1.a Use parallel structure.*	R		F		F	F
CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		F	F	I	F	F
CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F	F	F	F	F	F
CCSS.L.9-10.2.a <u>Use a semicolon</u> (and perhaps a conjunctive adverb) <u>to link two or more closely related independent clauses.</u>	R	R		R	F	F
CCSS.L.9-10.2.b Use a colon to introduce a list or quotation.	I					
CCSS.L.9-10.2.c Spell correctly.	F	F		F	F	F
CCSS.L.9-10.3 <u>Apply</u> knowledge of language <u>to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</u> more fully when reading or listening.		F			F	F
CCSS.L.9-10.3.a <u>Write and edit work so that it conforms to the guidelines in a style manual</u> (e.g., MLA Handbook, Turabian's Manual for Writers) <u>appropriate for the discipline and writing type.</u>	F	F		F	F	F
CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 9–10 reading and content</u> , choosing flexibly from a range of strategies.		R				

CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		R	F			
CCSS.L.9-10.4.b <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</u> (e.g., analyze, analysis, analytical; advocate, advocacy).		R				
Grade 10 Language	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology</u> .		R	R	R		F
CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		R	R	R		F
CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		R				
CCSS.L.9-10.5.a Interpret figures of speech (e.g., <u>satire, sarcasm</u>) in context and <u>analyze their role in the text</u> .		F				
CCSS.9-10.L.5.b <u>Analyze nuances in the meaning of words with similar denotations</u> .			F	I		
CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening <u>at the college and career readiness level; demonstrate independence</u> in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	F	R		F		F
Grade 10 Writing	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.W.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient evidence</u> .		F			F	F
CCSS.W.9-10.1.a <u>Introduce precise claim(s)</u> , distinguish the claim(s) from alternate or opposing claims, and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</u> .					F	F

Grade 10 Writing	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.W.9-10.1.b <u>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.</u>					F	
CCSS.W.9-10.1.c Use words, phrases, and clauses <u>to link the major sections of the text</u> , create cohesion, and clarify the relationships between claim(s) and reasons, <u>between reasons and evidence, and between claim(s) and counterclaims.</u>					F	
CCSS.W.9-10.1.d Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>		F			F	
CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.		F			F	F
CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.	F			F		
CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u> ; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	F		F	F		
CCSS.W.9-10.2.b Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, <u>extended</u> definitions, <u>concrete</u> details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic.</u>						F
CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u> , create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.	F		F	F		F
CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic.</u>	F		F	F		F
CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>			F	F		F
CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>).			F	F		

Grade 10 Writing	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
CCSS.W.9-10.3.a Engage and orient the reader by <u>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.</u>						
CCSS.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and <u>multiple plot lines</u> , to develop experiences, events, and/or characters.						
CCSS.W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.						
CCSS.9-10.W.3.d Use precise words and phrases, <u>telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>						
CCSS.9-10.W.3.e Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative.</u>						
CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	F	F			F	F
CCSS.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</u>	F	F	F	F	F	F
CCSS.9-10.W.6 Use technology, including the Internet, to produce, publish, and <u>update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</u>	F				F	
CCSS.W.9-10.7 Conduct short <u>as well as more sustained research projects to answer a question</u> (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u>					F	

Grade 10 Writing	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.W.9-10.8 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.					F	
CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	F	F			F	F
CCSS.W.9-10.9.a <u>Apply grades 9–10</u> Reading standards to literature(e.g., “Analyze how an <u>author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</u> ”).		F				
CCSS.W.9-10.9.b <u>Apply grades 9–10</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u> ”).						
CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	R	F	R	R	F	F
Grade 10 Speaking & Listening	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.SL.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 9–10</u> topics, texts, and issues, building on others’ ideas and expressing their own clearly <u>and persuasively</u> .		R				F
CCSS.SL.9-10.2 <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <u>evaluating the credibility and accuracy of each source</u> .						
CCSS.SL.9-10.3 <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</u> .		I				

Grade 10 Speaking & Listening	Unit: Independent Novel	Unit: Julius Caesar	Unit: Expository Wtg	Unit: Literary Elements	Unit: Persuasive Unit	Unit: Justice Unit
CCSS.SL.9-10.4 <u><i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></u>						
CCSS.SL.9-10.5 <u><i>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i></u>						
CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		R				

GRADE: 10

UNIT TITLE: Literary Elements

SEQUENCE/LENGTH OF UNIT 2 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Focus

Language

CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.L.9-10.2.c Spell correctly.

CCSS.L.9-10.3.a **Write and edit work so that it conforms to the guidelines in a style manual** (e.g., MLA Handbook, Turabian's Manual for Writers) **appropriate for the discipline and writing type.**

CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening **at the college and career readiness level; demonstrate independence** in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CCSS.W.9-10.2 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.

CCSS.W.9-10.2.a 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.

Transfer

Students will be able to independently use their learning to...

Analyze their own real world decisions

Meaning

UNDERSTANDINGS

Students will understand that...

I understand audience-specific word choice and organization in writing are necessary to convey purpose

I understand correct paragraph structure

I understand the importance of literary elements in a piece of literature

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

How do I know if my behavior is ethical?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Literature

I know what an inference is.

I know basic MLA format and style.

I know what a theme is.

I know the difference between analysis and summary.

I know that author's use various strategies to develop characters.

I know that authors use techniques to create various moods.

Students will be skilled at (DO)...

Literature

1 I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.

2 I can determine the theme of a text.

2 I can analyze the development of the theme throughout a text, including how it is shaped

by specific details/events.

2 I can give an objective summary of a text.

3 I can analyze how complex characters develop through the text, interact with other

characters, advance the plot, or develop the theme.

Language

2c I can spell correctly

3a I can use an appropriate style manual to write and edit my work.

6 I can use vocabulary appropriate to ninth

<p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic</u>.</p> <p>CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>.</p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>).</p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>).</p> <p>CCSS.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</u></p> <p>Introduce</p> <p>CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and</p>	<p>Language</p> <p>I know the basics of MLA</p> <p>I know what a context clue is.</p> <p>I know where to find vocabulary resources.</p> <p>I know the meaning of literary elements: setting, character – protagonist, antagonist, dynamic, static, character motivation, foils), plot, point of view, foreshadowing, figurative language, irony(situational, dramatic, verbal), symbolism, theme,</p> <p>Writing</p> <p>I know what formal academic style is</p> <p>I know the purpose of transitions in writing</p> <p>I know that evidence is valid if it is relevant and sufficient.</p> <p>I know formal word choice.</p> <p>I know various approaches to the writing process.</p> <p>I know the MEL-Con paragraph format</p>	<p>and tenth grade topics.</p> <p>6 I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.</p> <p>Writing</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,</p> <p>a - introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful,</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions to create cohesion and clarify relationships,</p> <p>d - use precise language and vocabulary to manage the complexity of the topic,</p> <p>e - establish and maintain a formal style and objective tone, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.</p> <p>5 I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.</p> <p>5 I can focus on addressing a specific</p>
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<p>clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.9-10.L.5.b <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p>Reinforce</p> <p>CCSS.L.9-10.2.a <u>Use a semicolon</u> (and perhaps a conjunctive adverb) <u>to link two or more closely related independent clauses.</u></p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology.</u></p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>purpose and audience in my writing.</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): The Lottery Mel-Con Paragraph-Symbolism
Rubric	The Possibility of Evil Mel-Con Paragraph-Character Analysis
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 10UNIT TITLE: Expository Writing UnitSEQUENCE/LENGTH OF UNIT 2 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Focus</p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.1.a Use parallel structure.*</p> <p>CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.9-10.L.5.b <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <p>Analyze choices in their past as they pertain to their future.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>I understand how to use specific examples to support ideas.</p> <p>I understand the process of writing and editing an essay</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>What events/people have shaped who I am?</p> <p>How have influences in my life shaped my goals for the future?</p> <p>What strategies will I implement to reach my goal?</p>
	Acquisition	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <p>Language</p> <p>I know what parallel structure is</p> <p>I know types of phrases</p> <p>I know the basics of MLA</p> <p>I know the figures of speech</p> <p>Writing</p> <p>I know the purpose of an introduction</p> <p>I know what a MEL-Con paragraph looks like</p> <p>I know what an objective tone is</p> <p>I know what formal academic style is</p> <p>I know the purpose of a conclusion</p> <p>I know the purpose of transitions in writing</p> <p>I know formal word choice.</p> <p>I know various approaches to the writing process.</p>	<p>Students will be skilled at (DO)...</p> <p>Language</p> <p>1a I can use parallel structure.</p> <p>1b I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.</p> <p>2c I can spell correctly.</p> <p>3a I can use an appropriate style manual to write and edit my work.</p> <p>5b I can analyze nuances in the meaning of words with similar denotations (meanings).</p> <p>6 I can use vocabulary appropriate to ninth and tenth grade topics.</p> <p>6 I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.</p> <p>Writing</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,</p> <p>a - introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful,</p>

<p>CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic.</u></p> <p>CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented <u>(e.g., articulating implications or the significance of the topic).</u></p> <p>CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented <u>(e.g., articulating implications or the significance of the topic).</u></p> <p>CCSS.9-10.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>Introduce</p> <p>Reinforce</p> <p>CCSS.L.9-10.2.a <u>Use a semicolon</u> (and perhaps a conjunctive adverb) <u>to link two or more closely related independent clauses.</u></p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology.</u></p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions to create cohesion and clarify relationships,</p> <p>d - use precise language and vocabulary to manage the complexity of the topic,</p> <p>e - establish and maintain a formal style and objective tone, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.</p> <p>5 I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.</p> <p>5 I can focus on addressing a specific purpose and audience in my writing.</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Expository Essay Rubric-Most Influential Person Essay
Rubric	Goals Paragraph in Mel-con format
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 10

UNIT TITLE: Novel UnitSEQUENCE/LENGTH OF UNIT 2 Weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Focus</p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.1.a Use parallel structure.*</p> <p>CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.9-10.L.5.b <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p>CCSS.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.a Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions <u>to link the major sections of the text</u>, create cohesion, and</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <p>Analyze choices in their past as they pertain to their future.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>I understand how to use specific examples to support ideas.</p> <p>I understand the process of writing and editing an essay</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>What events/people have shaped who I am?</p> <p>How have influences in my life shaped my goals for the future?</p> <p>What strategies will I implement to reach my goal?</p>
	Acquisition	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <p>Language</p> <p>I know what parallel structure is</p> <p>I know types of phrases</p> <p>I know the basics of MLA</p> <p>I know the figures of speech</p> <p>Writing</p> <p>I know the purpose of an introduction</p> <p>I know what a MEL-Con paragraph looks like</p> <p>I know what an objective tone is</p> <p>I know what formal academic style is</p> <p>I know the purpose of a conclusion</p> <p>I know the purpose of transitions in writing</p> <p>I know formal word choice.</p> <p>I know various approaches to the writing process.</p>	<p>Students will be skilled at (DO)...</p> <p>Language</p> <p>1a I can use parallel structure.</p> <p>1b I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.</p> <p>2c I can spell correctly.</p> <p>3a I can use an appropriate style manual to write and edit my work.</p> <p>5b I can analyze nuances in the meaning of words with similar denotations (meanings).</p> <p>6 I can use vocabulary appropriate to ninth and tenth grade topics.</p> <p>6 I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.</p> <p>Writing</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,</p> <p>a - introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful,</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions to create cohesion and clarify relationships,</p>

<p>clarify the relationships among <u>complex</u> ideas and concepts. CCSS.W.9-10.2.d Use precise language and <u>domain-specific vocabulary to manage the complexity of the topic.</u> CCSS.W.9-10.2.e Establish and maintain a <u>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u> CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). CCSS.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). CCSS.9-10.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>Introduce</p> <p>Reinforce CCSS.L.9-10.2.a <u>Use a semicolon</u> (and perhaps a conjunctive adverb) <u>to link two or more closely related independent clauses.</u></p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, <u>or its etymology.</u> CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,</p>		<p>d - use precise language and vocabulary to manage the complexity of the topic, e - establish and maintain a formal style and objective tone, and f - provide a concluding statement or section that supports the information presented.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences. 5 I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches. 5 I can focus on addressing a specific purpose and audience in my writing.</p>
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purposes, and audiences.			
<p style="text-align: center;">Stage 2 - Evidence</p> <p><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p>			
Evaluative Criteria		Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Expository Essay Rubric-Most Influential Person Essay		
Rubric	Goals Paragraph in Mel-con format		
	OTHER EVIDENCE:		
<p style="text-align: center;">Stage 3 – Learning Plan</p> <p><i>Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?</i></p>			
Summary of Key Learning Events and Instruction			

GRADE: 10

UNIT TITLE: Julius Caesar

SEQUENCE/LENGTH OF UNIT 4 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (<i>Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?</i>)</p> <p>Introduce CCSS.R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Focus CCSS.R.L.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.R.L.9-10.2 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; provide an objective summary of the text. CCSS.R.L.9-10.3 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.</p> <p>CCSS.R.L.9-10.5 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.</p>	Transfer	
	Students will be able to independently use their learning to... Analyze their own real world decisions.	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> -I understand authors use literary techniques to develop and enhance theme -I understand how to support my position using various arguments -I understand audience-specific word choice and organization in writing are necessary to convey purpose 	<p>ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>) - How is Shakespeare still relevant today?</p> <ul style="list-style-type: none"> - How do I know if I am making the right decisions? -How do we judge what is right or wrong?
	Acquisition	
	<p>Students will KNOW... (<i>Including Tier II and Tier III vocabulary</i>)</p> <p>Literature</p> <ul style="list-style-type: none"> I know what an inference is. I know basic MLA format and style. I know what a theme is. I know the difference between analysis and summary. I know that author’s use various strategies to develop characters. I know that authors use techniques to create various moods. 	<p>Students will be skilled at (DO)...</p> <p>Literature</p> <ul style="list-style-type: none"> I can cite strong and thorough textual evidence that supports my inferences and analysis I can determine the theme of a text. I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events. I can give an objective summary of a text. I can analyze how complex characters develop through the text, interact with other characters, advance the plot, or develop the theme. I can analyze how an author’s choices about text structure, event order, and time manipulation, create effects such as mystery, tension, or surprise.

<p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p>CCSS.L.9-10.5.a Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p>CCSS.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Informational</p> <p>Language</p> <p>I know types of phrases</p> <p>I know types of clauses</p> <p>I know the basics of MLA</p> <p>I know the figures of speech</p> <p>Writing</p> <p>I know what an argument, claim, and evidence are.</p> <p>I know what an objective tone is</p> <p>I know what formal academic style is</p> <p>I know the purpose of a conclusion</p> <p>I know the purpose of transitions in writing</p> <p>I know the organization of a position paper</p> <p>I know that evidence is valid if it is relevant and sufficient.</p> <p>I know formal word choice.</p> <p>I know various approaches to the writing process.</p> <p>Speaking and Listening</p> <p>None</p>	<p>Informational</p> <p>Language</p> <p>I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.</p> <p>I can spell correctly</p> <p>I can use an appropriate style manual to write and edit my work.</p> <p>I can interpret figures of speech in context.</p> <p>I can analyze the role of a figure of speech in a specific text.</p> <p>Writing</p> <p>I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence.</p> <p>I can establish and maintain a formal style and objective tone</p> <p>I can provide a concluding statement or section that flows from the presented argument.</p> <p>I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.</p> <p>I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.</p> <p>I can focus on addressing a specific purpose and audience in my writing.</p> <p>I can use evidence from literature to support analysis, reflection, and research in my writing.</p> <p>I can write for a range of time, tasks, purposes, and audiences.</p> <p>Speaking and Listening</p>
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<p>CCSS.9-10.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)</p> <p>CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.W.9-10.9.a Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Reinforce</p> <p>CCSS.R.L.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.R.L.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of</p>		
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<p>the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CCSS.R.I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.R.I.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CCSS.L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>CCSS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word</p>		
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<p>meanings.</p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CCSS.SL.9-10.1 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.</p> <p>CCSS.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Julius Caesar Essay
Teacher Key	Julius Caesar Final Assessment (MC/short answer/theme analysis)
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 10UNIT TITLE: Justice UnitSEQUENCE/LENGTH OF UNIT 4 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (CCSS)</p> <p>Grade 10 Literature</p> <p>CCSS.R.L.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.R.L.9-10.2 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; provide an objective summary of the text.</p> <p>CCSS.R.L.9-10.3 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.</p> <p>Grade 10 Language</p> <p>CCSS.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.9-10.1.a Use parallel structure.*</p> <p>CCSS.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connect issues of justice with real world situations.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>I understand that justice/injustice is prevalent in the world around us.</p> <p>I understand that stereotypes, biases, and prejudices can alter our perspective and shape our justice system.</p> <p>I understand that authors use theme to affect change in society.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How does the study of justice raise questions and influence our thinking?</p> <p>How does <u>To Kill a Mockingbird</u> illustrate prominent themes in society?</p> <p>How are biases and prejudices harmful to society?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>I know that textual evidence supports thorough analysis of the text.</p> <p>I know theme is developed throughout the text.</p> <p>I know character development, motivation, and plot establish theme.</p> <p>I know appropriate punctuation.</p> <p>I know sentence structure is essential to cohesive writing.</p> <p>I know where to locate and use a dictionary</p> <p>I know sentence types and how to punctuate.</p>	<p><i>Students will be skilled at...</i></p> <p>Reading</p> <p>Literature:</p> <p>1 I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.</p> <p>2 I can determine the theme of a text. RL 2-1</p> <p>2 I can analyze the development of the theme throughout a text, including how it is shaped RL 2-2 by specific details/events.</p> <p>I can analyze how complex characters develop through the text, interact with other RL 3-1characters, advance the plot, or develop the theme.</p> <p>Language</p> <p>1a I can use parallel structure. L 1a-1</p> <p>1b I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.</p> <p>2c I can spell correctly. L 2c-1</p> <p>3a I can use an appropriate style manual to write and edit</p>

<p>related independent clauses. CCSS.L.9-10.2.c Spell correctly.</p> <p>CCSS.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p>CCSS.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CCSS.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>Grade 10 Writing</p> <p>CCSS.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes</p>	<p>I know that writing with a purpose and understanding audience is important.</p> <p>I know to support claims with strong evidence when writing.</p> <p>I know precise language.</p> <p>I know formal style and objective tone.</p>	<p>my work. L 3a-1</p> <p>4c I can use reference materials to determine pronunciation, meaning, part of speech, or L 4c-1 etymology of a word.</p> <p>4d I can verify what I think a word means by looking it up. L 4d-1</p> <p>6 I can use vocabulary appropriate to ninth and tenth grade topics.</p> <p>6 I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.</p> <p>Writing</p> <p>1 I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence, where I:</p> <p>e - provide a concluding statement or section that flows from the presented argument.</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions to create cohesion and clarify relationships,</p> <p>d - use precise language and vocabulary to manage the complexity of the topic,</p> <p>e - establish and maintain a formal style and objective tone.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are W 4-1 appropriate for ninth and tenth grade tasks, purposes, and audiences.</p> <p>5 I can develop and strengthen my writing by planning,</p>
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<p>clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.9-10.2.b 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.</p> <p>CCSS.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.9-10.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>CCSS.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Grade 10 Writing</p>	<p>I know that organization is writing is important.</p> <p>I know the importance of revision in writing.</p> <p>I know the purpose of referring to text for support.</p> <p>I know that questioning and discussion of material is important to understanding text.</p>	<p>revising, editing, and/or trying new W 5-1 approaches.</p> <p>5 I can focus on addressing a specific purpose and audience in my writing. W 5-2</p> <p>9a I can use evidence from literature to support analysis, reflection, and research in my writing. W 9a-1</p> <p>9b I can use evidence from informational text to support analysis, reflection, and research in W9b-1 my writing.</p> <p>10 I can write for a range of time, tasks, purposes, and audiences. W 10-1</p> <p>1a I can prepare for a class discussion and participate by referring to my findings during discussion.</p> <p>1c I can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others.</p> <p>1d I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and justify or change my own views in light of new ideas and information.</p>
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<p>CCSS.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Grade 10 Speaking & Listening</p> <p>CCSS.SL.9-10.1 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</p>		
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): To Kill a Mockingbird Essay-theme analysis
Teacher Key	To Kill a Mockingbird Final Test (Multiple choice/analogies/character development)
Rubric	Fly on the Wall Writing Assignment
Rubric	Mockingbird Vocabulary Test
Rubric	Short Story Reaction Essay
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

11th Grade Curriculum



11th Grade Scope and Sequence

Grade 11 Reading: Literature	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u>	F	F		F	F	F	F
CCSS.R.L.11-12.2 Determine <u>two or more themes or central ideas</u> of a text and analyze their development over the course of the text, <u>including how they interact and build on one another to produce a complex account</u> ; provide an objective summary of the text.	F	F		F	F	F	F
CCSS.R.L.11-12.3 Analyze the impact of <u>the author's choices regarding how to develop and relate elements of a story or drama</u> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	F	R		F	F	F	F
CCSS.R.L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u>	F	F			F	F	F
CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure <u>specific parts of a text</u> (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) <u>contribute to its overall structure and meaning as well as its aesthetic impact.</u>	F	F		F	F	F	F
CCSS.R.L.11-12.6 <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>	F	F		F	F	F	

Grade 11 Reading: Literature	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.R.L.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	F						
8. Not applicable in literature							
CCSS.R.L.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	F	F		F	F	F	F
CCSS.R.L.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</u>	F	R		F	F	F	F
Grade 11 Reading: Informational	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.R.I.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u>	F	F		F			F
CCSS.R.I.11-12.2 Determine <u>two or more</u> central ideas of a text and analyze their development over the course of the text, <u>including how they interact and build on one another to provide a complex analysis</u> ; provide an objective summary of the text.	F	F					F
CCSS.R.I.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	F	F		F			F

Grade 11 Reading: Informational	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.R.I.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze how an author uses and refines the meaning of a key term or terms over the course of a text</u> (e.g., how Madison defines faction in Federalist No. 10).	F	R					F
CCSS.R.I.11-12.5 Analyze and <u>evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>	F	R					F
CCSS.R.I.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, <u>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>	F	F				F	F
CCSS.R.I.11-12.7 <u>Integrate and evaluate multiple sources of information presented in different media or formats</u> (e.g., visually, quantitatively) <u>as well as in words in order to address a question or solve a problem.</u>		F				F	F
CCSS.R.I.11-12.8 Delineate and evaluate <u>the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning</u> (e.g., in U.S. Supreme Court majority opinions and dissents) <u>and the premises, purposes, and arguments in works of public advocacy</u> (e.g., The Federalist, presidential addresses).		F					
CCSS.R.I.11-12.9 Analyze <u>seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance</u> (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) <u>for their themes, purposes, and rhetorical features.</u>		F					
CCSS.R.I.11-12.10 By the end of grade 11, <u>read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</u> <u>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u>	F	F		F	F	F	F

Grade 11 Reading: Language	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	F	F	F	F	F	F	
CCSS.L.11-12.1.a <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u>	F	F	F				F
CCSS.L.11-12.1.b <u>Resolve issues of complex or contested usage, consulting references</u> (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	R	R	F			R	R
CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	R	R	F	F	R	F	R
CCSS.L.11-12.2.a <u>Observe hyphenation conventions.</u>	R	R	R		R		R
CCSS.L.11-12.2.b Spell correctly.	R	R	F		R		R
CCSS.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		F	F				F
CCSS.L.11-12.3.a <u>Vary syntax for effect, consulting references</u> (e.g., Tufte's Artful Sentences) <u>for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u>		F	F			F	
CCSS.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 11–12 reading and content</u> , choosing flexibly from a range of strategies.	R	R	F		F	F	R
CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	R	R	F	F			F

Grade 11 Language	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).							
CCSS.L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, <u>or its standard usage</u> .	R	R			F		R
CCSS.L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	R	R	F		F		R
CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	F	F	F		F		F
CCSS.L.11-12.5.a Interpret figures of speech (e.g., <u>hyperbole</u> , <u>paradox</u>) in context and analyze their role in the text.	R	F			F		
CC.11-12.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.					F		
CCSS.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	F	F					F
Grade 11 Writing	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F	F		F		F	F
CCSS.W.11-12.1.a Introduce precise, <u>knowledgeable claim(s)</u> , <u>establish the significance of the claim(s)</u> , distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences claim(s)</u> , counterclaims, reasons, and evidence.		F		F		F	

Grade 11 Writing	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.W.11-12.1.b Develop claim(s) and counterclaims fairly and <u>thoroughly</u> , supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <u>values, and possible biases</u> .		F					
CCSS.W.11-12.1.c Use words, phrases, and clauses <u>as well as varied syntax</u> 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.		F	F	F	F	F	
CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	F	F	F	F	F	F
CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.	F	F		F		F	F
CCSS.W.11-12.2 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.		F				F	F
CCSS.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u> ; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		F					
CCSS.W.11-12.2.b Develop the topic <u>thoroughly by selecting the most significant and relevant</u> facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	F	F		F	F	F	F
CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	F	F		F	F	F	F
CCSS.W.11-12.2.d Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.		R				F	

Grade 11 Writing	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	F		F	F	F	F
CCSS.W.11-12.2.f 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).	F	F		F	F	F	F
CCSS.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				F			
CCSS.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and <i>its significance</i> , establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	R	F				F	
CCSS.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				F		F	
CCSS.11-12.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and <i>build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</i> .		F					
CCSS.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	R	F		F			
CCSS.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, <i>observed</i> , or resolved over the course of the narrative.		F				F	
CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	F	F		F		F	F

Grade 11 Writing	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.W.11-12.5 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. (<u>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.</u>)		F				F	
CCSS.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in <u>response to ongoing feedback, including new arguments or information.</u>		F					F
CCSS.W.11-12.7 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.		F				F	
CCSS.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.		F				F	
CCSS.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		F				F	
CCSS.W.11-12.9.a <u>Apply grades 11–12</u> Reading standards to literature (e.g., <u>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”</u>).	R	F	F	F	F	F	F

Grade 11 Writing	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.W.11-12.9.b <u>Apply grades 11–12</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate <u>the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)]</u> ”).		F					
CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		F	F	F		F	F
Grade 11 Speaking & Listening	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 11–12</u> topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	R			F			R
CCSS.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems</u> , evaluating the credibility and accuracy of each source and <u>noting any discrepancies among the data</u> .				F			
CCSS.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <u>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</u> .							

Grade 11 Speaking & Listening	Unit: Puritan Experience	Unit: Age of Reason	Unit: ACT Prep	Unit: Contemporary Literature	Unit: Gatsby Unit	Unit: Realism Unit	Unit: Romanticism/ Transcendentalism
CCSS.SL.11-12.4 Present information, findings, and supporting evidence, <u>conveying a clear and distinct perspective</u> , such that listeners can follow the line of reasoning, <u>alternative or opposing perspectives are addressed</u> , and the organization, development, substance, and style are appropriate to purpose, audience, and <u>a range of formal and informal tasks</u> .							
CCSS.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	R			F			F
CCSS.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.							F

GRADE: 11UNIT TITLE: Age of Reason Language 11 and Honors Language 11SEQUENCE/LENGTH OF UNIT 3 Weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (CCSS)</p> <p>REINFORCED: WRITING</p> <p>CCSS.W.11-12.2.d Use precise language, domain-specific vocabulary, <i>and techniques such as metaphor, simile, and analogy</i> to manage the complexity of the topic.</p> <p>REINFORCED: Speaking and LISTENING</p> <p>REINFORCED: LANGUAGE</p> <p>CCSS.L.11-12.1.b <i>Resolve issues of complex or contested usage, consulting references</i> (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) <i>as needed</i>.</p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.11-12.2.a <i>Observe hyphenation conventions.</i></p> <p>CCSS.L.11-12.2.b Spell correctly.</p> <p>CCSS.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, <i>or its standard usage</i>.</p> <p>CCSS.L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Write a persuasive argument</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Rhetorical devices persuade audiences 2. Documentation helps avoid plagiarism 3. Revolution is necessary for change 4. Research process is essential in supporting claims 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is persuasion and how does it impact us as readers and writers 2. What are rhetorical devices and how are they used to persuade a variety of audiences 3. How does MLA documentation help to avoid plagiarism 4. What are the causes of revolution 5. How does revolution impact society today 6. How does one use research to support claims
	Acquisition	
	<p><i>Students will know...</i></p> <p>Reading Literature</p> <p>I know thematic development.</p> <p>I know textual evidences supports inferences and analysis.</p> <p>I know texts have ambiguity.</p> <p>I know an objective summary.</p> <p>I know the difference between the use of figurative and connotative language</p> <p>I know the impact of word choice on text</p> <p>I know specific parts of a text relate to structure and meaning.</p> <p>I know what point of view is and how it is reflected in various works.</p> <p>I know that two or more texts from different time periods have similar themes and topics.</p>	<p><i>Students will be skilled at (DO)...</i></p> <p>Reading Literature</p> <p>1 I can cite strong and thorough textual evidence that supports my inferences and analysis Literature of the text.</p> <p>1 I can determine where a text leaves matters uncertain. RL 1-2</p> <p>2 I can determine two or more themes of a text. RL 2-1</p> <p>2 I can analyze the development of the theme throughout a text, including how they interact or build upon each other. RL 2-2</p> <p>2 I can give an objective summary of a text. RL 2-3</p> <p>4 I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. RL 4-1</p> <p>4 I can analyze the impact word choice on the meaning or tone of a text. RL 4-2</p> <p>5 I can analyze how an author's choices about the structure of specific parts of a text relate to the overall structure and meaning. RL 5-1</p> <p>6 I can analyze a point of view or cultural</p>

<p>REINFORCED: Informational CCSS.R.I.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze how an author uses and refines the meaning of a key term or terms over the course of a text</u> (e.g., how Madison defines faction in Federalist No. 10). CCSS.R.I.11-12.5 Analyze and <u>evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u></p> <p>REINFORCED: Literature CCSS.R.L.11-12.3 Analyze the impact of <u>the author's choices regarding how to develop and relate elements of a story or drama</u> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.R.L.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p>FOCUSED: Literature CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u> CCSS.R.L.11-12.2 Determine <u>two or more themes or central ideas</u> of a text and analyze their development over the course of the text, <u>including how they interact and build on one another to produce a complex account</u>; provide an objective summary of the text. CCSS.R.L.11-12.4 Determine the meaning of words and</p>	<p>I know textual evidence supports analysis. I know ambiguity exists within certain texts. I know text may have more than one idea. I know central idea interact and build upon each other. I know to summarize using the text. I know point of view. I know clues for determining the author's purpose. I know style. I know to solving problems can be done through a variety of media. I know the impact of legal reasoning. I know the components of legal reasoning. I know the elements of public advocacy. I know what theme and purpose are and how to identify them. I know the following rhetorical features: appeals, repetition, parallelism, and elevated language. I know the function of rhetorical features and how they work. I know comprehension skill of a higher level text. Language I know usage. I know convention of language.</p>	<p>experience as reflected in a work from outside the US RL 6-1 9 I can demonstrate knowledge of 18th, 19th, and 20th century American literature by comparing how two or more texts from the same period treat similar themes/topics. RL 9-1</p> <p>Informational Reading 1 I can cite strong and thorough textual evidence that supports my inferences and analysis Informational of the text. RI 1-1 1 I can determine where a text leaves matters uncertain. RI 1-2 2 I can determine two or more ideas of a text. RI 2-1 2 I can analyze the development of central ideas throughout a text, including how they interact or build upon each other. RI 2-2 2 I can give an objective summary of the text. RI 2-3 6 I can determine the author's point of view in a text. RI 6-1 6 I can determine the author's purpose for writing a text. RI 6-2 6 I can analyze how style and content contribute to the power, persuasiveness, and beauty of a text. RI 6-3 7 I can address a question or solve a problem by integrating and evaluating multiples sources of information that are presented in various media. RI 7-1 8 I can delineate and evaluate the reasoning in seminal US texts, including application of constitutional principles and legal reasoning. RI 8-1 8 I can evaluate the premises, purposes, and arguments in works of public advocacy. RI 8-2 9 I can analyze 17th, 18th, and 19th century foundational US documents for their themes, purposes, and rhetorical features. RI 9-1 10 I can read and comprehend informational text appropriate for the grade 11-12 grade span. RI 10-1</p> <p>LANGUAGE 1a I can apply the understanding that usage is a matter of convention and can change over time. L1a-1 1b I can use a reference book to resolve issues of contested usage. L 1b-1 3a I can apply an understanding of syntax in writing, speaking, listening, and reading. L 3a-1 5a I can interpret figures of speech in context. L 5a-1 5a I can analyze the role of a figure of speech in a specific text. L 5a-2 6 I can use vocabulary appropriate to eleventh and twelfth</p>
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<p>phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u></p> <p>CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.R.L.11-12.6 <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u></p> <p>CCSS.R.L.11-12.9 <u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</u></p> <p>FOCUSED: Informational Texts</p> <p>CCSS.R.I.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u></p> <p>CCSS.R.I.11-12.2 Determine <u>two or more</u> central ideas of a text and analyze their development over the course of the text, <u>including how they interact and build on one another to provide a complex analysis</u>; provide an objective summary of the text.</p> <p>CCSS.R.I.11-12.3 <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p>CCSS.R.I.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, <u>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u></p> <p>CCSS.R.I.11-12.7 <u>Integrate and evaluate multiple sources of</u></p>	<p>I know usage and convention change over time.</p> <p>I know reference books answer questions about usage.</p> <p>I know syntax.</p> <p>I know basic figures of speech: metaphor, simile, personification, hyperbole, understatement, paradox, oxymoron, euphemisms, clichés, analogies, and idioms.</p> <p>I know elevated and loaded language.</p> <p>I know thesaurus.</p> <p>Writing</p> <p>I know the basics of Argumentative Writing.</p> <p>a-i know logical sequence of claims</p> <p>b-i know audience bias and counter claims</p> <p>c-I know transitions</p> <p>c- I know transition create cohesion</p> <p>d-i know formal style of writing</p> <p>d-i know objective tone</p> <p>e-i know concluding statements</p> <p>2. I know the basics of Informative Writing.</p> <p>a-i know introductions</p> <p>a-i know appropriate use of graphics and multimedia.</p> <p>b.- I know to develop topic using: facts, definitions, details, and quotations.</p> <p>3.I know Narrative Writing real or imagined: problem, point of view, narrator, character, and plot.</p> <p>I know dialogue</p> <p>I know sub plot</p> <p>I know development of characters</p> <p>I know tone</p> <p>I know images convey a vivid picture.</p> <p>I know age appropriate writing.</p>	<p>grade topics.</p> <p>6 I can use resources to gather word knowledge when needing a word important for comprehension and/or expression. L6-2</p> <p>WRITING</p> <p>1 I can write arguments to support claims of substantive topics or texts, using valid W 1-1 reasoning, relevant, and sufficient evidence, where I:</p> <p>a - introduce precise, knowledgeable claims, establish the significance of claims, distinguish my claims from opposing claims, and create an organization that logically sequences claims, counterclaims, and evidence,</p> <p>b - develop claims/counterclaims fairly and thoroughly, supplying evidence for and pointing out strengths and limitations of both sides in a manner that anticipates audience's knowledge and possible biases,</p> <p>c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships,</p> <p>d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and</p> <p>e - provide a concluding statement or section that flows from the presented argument.</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,</p> <p>a - introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful,</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships,</p> <p>d - use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic,</p> <p>e - establish and maintain a formal style and objective tone while attending to the conventions of the discipline, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>3 I can write a narrative to develop real or imagined events, using effective technique, details, and well-structured sequence, where I:</p> <p>a - set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression of events,</p> <p>b - use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events, experiences, and characters,</p>
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<p><u>information presented in different media or formats</u> (e.g., visually, quantitatively) <u>as well as in words in order to address a question or solve a problem.</u></p> <p>CCSS.R.I.11-12.8 Delineate and evaluate <u>the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning</u> (e.g., in U.S. Supreme Court majority opinions and dissents) <u>and the premises, purposes, and arguments in works of public advocacy</u> (e.g., The Federalist, presidential addresses).</p> <p>CCSS.R.I.11-12.9 Analyze <u>seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance</u> (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) <u>for their themes, purposes, and rhetorical features.</u></p> <p>CCSS.R.I.11-12.10 By the end of grade 11, <u>read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p>FOCUSED: LANGUAGE</p> <p>CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.11-12.1.a <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u></p> <p>CCSS.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.L.11-12.3.a <u>Vary syntax for effect, consulting references</u> (e.g., Tufte’s Artful Sentences) <u>for guidance as</u></p>	<p>I know process of writing</p> <p>I know planning of writing</p> <p>I know revision</p> <p>I know editing</p> <p>I know technology in writing.</p> <p>I know basic research skills</p> <p>I know scope of assignment</p> <p>I know to identify what is important in text and make those connections across a variety of text.</p> <p>I know plagiarism.</p> <p>I know information is integrated into a text</p> <p>I know MLA citation</p> <p>I know evidence supports analysis</p> <p>I know time limitations in writing</p> <p>I know various purpose of writing</p> <p>I know writing has a variety of formats</p> <p>I know writing has a variety of audiences</p>	<p>c - use a variety of techniques to sequence events so they build on one another, create a coherent whole and build toward a particular tone and outcome,</p> <p>d - use precise words and phrases and sensory details and language to convey a vivid picture of experiences, events, settings, or characters, and</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are appropriate for eleventh and twelfth grade tasks, purposes, and audiences. W4-1</p> <p>5 I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches. W 5-1</p> <p>5 I can focus on addressing the most specific needs for a purpose and audience. W 5-2</p> <p>6 I can use technology to produce, publish, and update my own work, and shared writing projects. W 6-1</p> <p>7 I can conduct short or sustained research projects, that answer a specific question or solve a problem. W 7-1</p> <p>7 I can narrow or broaden my search when appropriate. W 7-2</p> <p>7 I can synthesize multiple sources on a subject and demonstrate the subject under investigation. W 7-3</p> <p>8 I can gather information from multiple sources (print and digital) and assess strengths and limitations of each source in terms of the task, purpose, and audience. W 8-1</p> <p>8 I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism. W 8-2</p> <p>8 I can follow a standard format for citation in my work. W 8-3</p> <p>9a I can use evidence from literature to support analysis, reflection, and research in my writing. W 9a-1</p> <p>9b I can use evidence from informational text to support analysis, reflection, and research in my writing. W9b-1</p> <p>10 I can write for a range of time, tasks, purposes, and audiences. W 10-1</p>
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needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INTRODUCED: LANGUAGE

FOCUSED: Writing

CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.W.11-12.1.c Use words, phrases, and clauses as well as varied syntax 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.

CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and

<p>conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.11-12.2 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.</p> <p>CCSS.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.11-12.2.b Develop the topic <u>thoroughly by selecting the most significant and relevant</u> facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and <u>its significance</u>, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.11-12.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a</p>		
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coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CCSS.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.W.11-12.7 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.

CCSS.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on

<p><u>any one source</u> and following a standard format for citation.</p> <p>CCSS.W.11-12.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.W.11-12.9.a <u>Apply grades 11–12</u> Reading standards to literature (e.g., <i>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”</i>).</p> <p>CCSS.W11-12.9.b <u>Apply grades 11–12</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate <u>the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”</u>).</p> <p>CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Declaration of Independence Final Assigment	
	OTHER EVIDENCE:	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		

GRADE: 11UNIT TITLE: Puritan ExperienceSEQUENCE/LENGTH OF UNIT 3 weeks**Stage 1 Desired Results**

ESTABLISHED GOALS (*Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?*)

REINFORCED: WRITING

CCSS.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.W.11-12.9.a **Apply grades 11–12**

Reading standards to literature (e.g.,

“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

REINFORCED: Speaking and LISTENING

CCSS.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Transfer

Students will be able to independently use their learning to...

Gain an understanding of how fear leads to mass hysteria.

Meaning**UNDERSTANDINGS**

Students will understand that...

1. The role an authors tone plays in fiction and non-fiction writing
2. The importance of the process of essay writing
3. The puritan experiences influenced lives then and now
4. The role McCarthyism played in history and the making of The Crucible

ESSENTIAL QUESTIONS

1. What are the basic elements of Essay Test writing
2. How does one recognize tone in both fiction and non fiction
3. What are the basic principles of the Puritan experience?
4. What are the parallels between McCarthyism and Salem Witch Trials?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Literature

-I know how an author develops themes
I know an objective summary
I know literary techniques and how they affect the impact of a work of literature.
I know the difference between the use of figurative and connotative language.
I know tone and how it is developed.
I know structure has impact.
I know irony, sarcasm, and satire.
I know different versions interpret text differently.
I know foundational works (17th C. themes and topics)

Students will be skilled at (DO)...

Literature

I can cite strong and thorough textual evidence that supports my inferences and analysis.

- 1 I can determine where a text leaves matters uncertain.
- 2 I can determine two or more themes of a text.
- 2 I can analyze the development of the theme throughout a text, including how they interact or build upon each other.
- 2 I can give an objective summary of a text.
- 3 I can analyze the impact of the author’s choice on how he/she develops and relates RL 3-1 elements of the story (plot, characters, setting, etc.).
- 4 I can determine the figurative and connotative meaning of words and phrases and how they are used in a text.
- 4 I can analyze the impact word choice on the meaning or tone of a text.
- 5 I can analyze how an author’s choices about the

<p>REINFORCED: LANGUAGE CCSS.L.11-12.1.b <u>Resolve issues of complex or contested usage, consulting references</u> (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) <u>as needed.</u> CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.L.11-12.2.a <u>Observe hyphenation conventions.</u> CCSS.L.11-12.2.b Spell correctly. CCSS.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 11–12 reading and content</u>, choosing flexibly from a range of strategies. CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, <u>or its standard usage.</u> CCSS.L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.L.11-12.5.a Interpret figures of speech (e.g., <u>hyperbole, paradox</u>) in context and analyze their role in the text.</p>	<p>Reading Informational I know inferences lead to analysis I know central ideas develop over a text I know non fictional accounts of the same event may vary. I know how authors choose words deliberately. I know effective structure makes point clear.</p> <p>Language I know conventions of standard English grammar and usage exist.</p> <p>I know figurative language. I know word relationships and nuances.</p> <p>Writing I know sufficient evidence is necessary to support a claim. I know formal word choice. I know the purpose of a conclusion. I know some facts are relevant and some are not. I know formal style and objective tone are significant. I know tasks serve different purposes and audiences. I know technology allows for information necessary to produce a published work.</p> <p>Speaking & Listening I know strategic use of media adds interest.</p>	<p>structure of specific parts of a text relate to the overall structure and meaning. 7 I can analyze a point of view or cultural experience as reflected in a work from outside the US. 6 I can analyze how understanding the point of view of some texts requires distinguishing what is directly stated from what is meant (satire, sarcasm, irony, understatement, etc.). 8 <u>Not applicable to literature.</u> 9 I can demonstrate knowledge of 18th, 19th, and 20th century American literature by comparing how two or more texts from the same period treat similar themes/topics. 10 I can read and comprehend literature at the eleven-twelve grade span; reading literature appropriate to my grade level and skill.</p> <p>Reading Informational I can cite strong and thorough textual evidence that supports my inferences and analysis RI 1-1 Informational of the text. Text 2 I can determine a central idea in a text, and analyze how its development and how it emerges and is shaped through details. 2 I can give an objective summary of the text. 3 I can analyze how an author unfolds an analysis or series of events. 4 I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 9 or 10 text. 4 I can analyze the impact of word choice on the meaning or tone of the text. 5 I can analyze how an author’s ideas or claims are developed or refined by specific parts of the text. 6 I can determine the author’s point of view in a text.</p>
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<p>FOCUSED: Literature</p> <p>CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u></p> <p>CCSS.R.L.11-12.2 Determine <u>two or more themes or central ideas</u> of a text and analyze their development over the course of the text, <u>including how they interact and build on one another to produce a complex account;</u> provide an objective summary of the text.</p> <p>CCSS.R.L.11-12.3 Analyze the impact of <u>the author's choices regarding how to develop and relate elements of a story or drama</u> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.R.L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u></p> <p>CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure <u>specific parts of a text</u> (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) <u>contribute to its overall structure and meaning as well as its aesthetic impact.</u></p> <p>CCSS.R.L.11-12.6 <u>Analyze a case in which</u></p>		<p>6 I can determine the author's purpose for writing a text.</p> <p>6 I can analyze how an author uses rhetoric to advance his point of view or purpose.</p> <p>I can read and comprehend informational text appropriate for the grade 9-10 grade span.</p> <p>Language</p> <p>I can use vocabulary appropriate to eleventh and twelfth grade topics. L 6-1</p> <p>6 I can use resources to gather word knowledge when needing a word important for L 6-2 comprehension and/or expression.</p> <p>Writing</p> <p>I can write arguments to support claims of substantive topics or texts, using valid W 1-1 reasoning, relevant, and sufficient evidence,</p> <p>d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and</p> <p>e - provide a concluding statement or section that flows from the presented argument.</p> <p>11-12.2 b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships.</p> <p>11-12. e - establish and maintain a formal style and objective tone while attending to the conventions of the discipline, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>11-12.4</p> <p>I can produce clear, coherent writing in which the development, organization, and style are W 4-1 appropriate for eleventh and twelfth grade tasks, purposes, and audiences.</p>
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<p><u>grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u></p> <p>CCSS.R.L.11-12.7 <u>Analyze multiple interpretations of a story, drama, or poem</u> (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CCSS.R.L.11-12.9 <u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</u></p> <p>CCSS.R.L.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p>FOCUSED: Informational Texts</p> <p>CCSS.R.I.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u></p> <p>CCSS.R.I.11-12.2 Determine <u>two or more</u> central ideas of a text and analyze their development over the course of the text, <u>including how they interact and build on one</u></p>		<p>11-12.6 I can use technology to produce, publish, and update my own work, and shared writing W 6-1 projects.</p> <p>Speaking & Listening</p> <p>11-12.5 I can strategically use digital media to enhance understandings and add interest.</p>
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<p><u>another to provide a complex analysis;</u> provide an objective summary of the text. CCSS.R.I.11-12.3 <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u> CCSS.R.I.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze how an author uses and refines the meaning of a key term or terms over the course of a text</u> (e.g., how Madison defines faction in Federalist No. 10). CCSS.R.I.11-12.5 Analyze and <u>evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u> CCSS.R.I.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, <u>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u> CCSS.R.I.11-12.10 By the end of grade 11, <u>read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u> FOCUSED: LANGUAGE CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INTRODUCED: LANGUAGE</p>		
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<p>CCSS.L.11-12.1.a <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u></p> <p>CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>WRITING: FOCUSED</p> <p>CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.11-12.2.b Develop the topic <u>thoroughly by selecting the most significant and relevant</u> facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and</p>		
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<p>clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Teacher answer key	PERFORMANCE TASK(S): Crucible Test (fill in the blank, short answers)
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 11UNIT TITLE: ACT PREPSEQUENCE/LENGTH OF UNIT Ongoing

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Focus</p> <p>LANGUAGE</p> <p>CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.11-12.1.a <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u></p> <p>CCSS.L.11-12.1.b <u>Resolve issues of complex or contested usage, consulting references</u> (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) <u>as needed.</u></p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.11-12.2.b Spell correctly.</p> <p>CCSS.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.L.11-12.3.a <u>Vary syntax for effect, consulting references</u> (e.g., Tufte's Artful Sentences) <u>for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u></p> <p>CCSS.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases <u>based on grades 11–12 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Transfer	
	Students will be able to independently use their learning to... Complete the ACT Test proficiently	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ol style="list-style-type: none"> 1. The knowledge of grammar, mechanics and usage help me understand the application of language skills. 2. Focus on developing a central idea from a given prompt helps direct the essay. 3. Concise language and rhetorical skills are required in a timed writing. 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ol style="list-style-type: none"> 1. How the ACT assess knowledge of grammar, mechanics, and usage? 2. How does the ACT assess timed writing skills? 3. How as a writer do I determine concise language and rhetorical skills? 4. How as a writer do I focus on a central idea from a given prompt?
	Acquisition	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <p>Language</p> <p>I know the ACT Test assesses word choice</p> <p>I know the ACT Test assesses grammar</p> <p>I know the ACT Test assesses usage</p> <p>I know the ACT Test assesses elimination of redundancy</p> <p>I know the ACT Test assesses the use of concise language</p> <p>I know the ACT Test assesses rhetoric</p> <p>Writing</p> <p>I know timed writing requires time management</p> <p>I know timed writing requires focused response on a central idea of the prompt</p>	<p>Language 1a I can apply the understanding that usage is a matter of convention and can change over L 1a-1 time.</p> <p>2a I can use hyphens correctly. L 2a-1</p> <p>2b I can spell correctly. L 2b-1</p> <p>3a I can apply an understanding of syntax in writing, speaking, listening, and reading. L 3a-1</p> <p>4a I can use context clues to figure out word meanings. L 4a-1</p> <p>4b I can identify and use patterns of word changes that indicate meaning/part of speech. L 4b-1</p> <p>5a I can interpret figures of speech in context. L 5a-1</p> <p>5a I can analyze the role of a figure of speech in a specific text. L 5a-2</p> <p>5b I can analyze nuances in the meaning of words with similar denotations (meanings). L 5b-1</p> <p>6 I can use vocabulary appropriate to eleventh and twelfth-h grade topics. L 6-1</p> <p>6 I can use resources to gather word knowledge when needing a word important for L 6-2</p> <p><u>comprehension and/or expression.</u></p>

<p>CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>WRITING</p> <p>CCSS.W.11-12.1.c Use words, phrases, and clauses <u>as well as varied syntax</u> 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.</p> <p>CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.9.a <u>Apply grades 11–12</u> Reading standards to literature (e.g., <u>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”</u>).</p> <p>CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Introduce</p> <p>Review</p> <p>CCSS.L.11-12.2.a <u>Observe hyphenation conventions</u>.</p>		
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Sentence Construction Teacher Answer key	PERFORMANCE TASK(S): Sentence Construction Test (short answer, circle, define)
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 11UNIT TITLE: Contemporary Literature/Independent ReadingSEQUENCE/LENGTH OF UNIT 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

CCSS.R.L.11-12.2 Determine **two or more themes or central ideas** of a text and analyze their development over the course of the text, **including how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

CCSS.R.L.11-12.3 Analyze the impact of **the author's choices regarding how to develop and relate elements of a story or drama** (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure **specific parts of a text** (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) **contribute to its overall structure and meaning as well as its aesthetic impact.**

CCSS.R.L.11-12.6 **Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**

CCSS.R.L.11-12.9 **Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**

Transfer

Students will be able to independently use their learning to...

Analyze a novel and its value to understanding the impact of the culture.

Meaning

UNDERSTANDINGS

Students will understand that...

I understand social issues are presented in works of fiction?

I understand cultural norms of the time period depicted in a novel.

I understand the role of group discussion in clarifying an author's theme.

I understand the necessary elements to present novel themes to the class.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

How does an author's work reflect the social issues of the time period?

How are cultural trends apparent in novels?

How does group discussion clarify an author's literary message?

How do presentations best convey the novel's themes?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

I know textual evidence supports analysis

I know evidence can support inferences.

I know a theme is developed throughout a text

I know elements of a story reflects theme.

I know words have different meanings in varying contexts.

I know word choice influences tone.

I know structure communicates author's purpose.

I know cultural experiences are reflected in text.

Students will be skilled at (DO)...

Reading Literature: 1 I can cite strong and thorough textual evidence that supports my inferences and analysis RL 1-1 of the text.

1 I can determine where a text leaves matters uncertain. RL 1-2

2 I can determine two or more themes of a text. RL 2-1

2 I can analyze the development of the theme throughout a text, including how they RL 2-2 interact or build upon each other.

2 I can give an objective summary of a text. RL 2-3

3 I can analyze the impact of the author's choice on how he/she develops and relates RL 3-1 elements of the story (plot, characters, setting, etc.).

5 I can analyze how an author's choices about the structure of specific parts of a text relate RL 5-1

<p>CCS.R.L.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, <u>in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p>CCSS.R.I.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u></p> <p>CCSS.R.I.11-12.3 <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p>CCSS.R.I.11-12.10 By the end of grade 11, <u>read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p><u>READING LANGUAGE</u></p> <p>CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>WRITING</u></p> <p>CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>I know point of view affects author’s purpose.</p>	<p>to the overall structure and meaning.</p> <p>7 I can analyze how understanding the point of view of some texts requires distinguishing RL 7-1 what is directly stated from what is meant (satire, sarcasm, irony, understatement, etc.).</p> <p>9 I can demonstrate knowledge of 18th, 19th, and 20th century American literature by RL 9-1 comparing how two or more texts from the same period treat similar themes/topics.</p> <p>10 I can read and comprehend literature at the 11-12 grade span: reading literature appropriate to my grade level and skill.</p> <p>Reading: 1 I can cite strong and thorough textual evidence that supports my inferences and analysis RI 1-1</p> <p>Informational of the text.</p> <p>Text 1 I can determine where a text leaves matters uncertain. RI 1-2</p> <p>2 I can determine two or more ideas of a text. RI 2-1</p> <p>2 I can analyze the development of central ideas throughout a text, including how they RI 2-2 interact or build upon each other.</p> <p>2 I can give an objective summary of the text. RI 2-3</p> <p>3 I can analyze a complex set of ideas or sequence and explain how they interact or develop RI 3-1 throughout the text.</p> <p>10 I can read and comprehend informational text appropriate for the grade 11-12 grade span. RI 10-1</p> <p>Language 1a I can apply the understanding that usage is a matter of convention and can change over L 1a-1 time.</p> <p>4a I can use context clues to figure out word meanings. L 4a-1</p> <p>Writing 1 I can write arguments to support claims</p>
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<p>CCSS.W.11-12.1.a Introduce precise, <u>knowledgeable claim(s)</u>, <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences claim(s)</u>, counterclaims, reasons, and evidence.</p> <p>CCSS.W.11-12.1.b Develop claim(s) and counterclaims fairly and <u>thoroughly</u>, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, <u>values, and possible biases</u>.</p> <p>CCSS.W.11-12.1.c Use words, phrases, and clauses <u>as well as varied syntax</u> 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.</p> <p>CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.11-12.2 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.</p> <p>Grade 11 Writing</p> <p>CCSS.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.W.11-12.2.b Develop the topic <u>thoroughly by selecting the most significant and relevant</u> facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>I know effective arguments require valid claims, logical sequence, and counterclaims.</p>	<p>SL 1a-1 Listening discussion. 1b I can work with my peers to have a civil, democratic discussion. SL 1b-1 1c I can propel a conversation by posing and responding to questions that probe reasoning SL 1c-1 and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives. 1d I can respond thoughtfully to diverse perspectives, synthesize comments, claims, and SL 1d-1 evidence on all sides of an issue, resolve contradictions when possible, and determine when additional information is needed. 2 I can integrate multiple sources of information to make informed decisions and solve SL 2-1 problems while evaluating the credibility and accuracy of each source. 5 I can strategically use digital media to enhance understandings and add interest. SL 5-1</p>
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<p>CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.d Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.W.11-12.9.a <u>Apply grades 11–12</u> Reading standards to literature (e.g., <u>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”</u>).</p>	<p>I know evidence supports analysis in writing</p> <p>I know preparation is necessary for meaningful class discussion.</p> <p>I know various perspectives require active listening and responding in a discussion.</p> <p>I know point of view determines an author’s purpose.</p>	
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<p>CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CCSS.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 11–12</u> topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems</u>, evaluating the credibility and accuracy of each source and <u>noting any discrepancies among the data</u>.</p> <p>CCSS.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>I know tone is affected by elements of presentation.</p> <p>I know digital media enhances a variety of multimedia presentations.</p> <p>I know presentation varies by audience and purpose.</p>	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Summative Assessment - Group Project Choice – Newspaper, TV news broadcast	Summative assessment is written project or film project with noteworthy additions from novel.
Formative Assessments – Group discussion guides with literary circle assignments for each students	Literature Circle Assignments/Tasks/Group Discussions.

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

Students will choose the novel that most interests them. They have tasks assigned that include research on the historical aspects of the work, the setting, the author and the events that influenced the author during his/her lifetime. The differentiation comes in the final project as students choose which project they are interested in and capable of completing in the time given.

GRADE: 11

UNIT TITLE: Great Gatsby

SEQUENCE/LENGTH OF UNIT 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Focus

Reading Literature

CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.R.L.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.R.L.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.R.L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.R.L.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.R.L.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from

Transfer

Students will be able to independently use their learning to...

"So we beat on, boats against the current, borne back ceaselessly into the past." - Fitzgerald

Meaning

UNDERSTANDINGS

Students will understand that...

1. Fitzgerald's use of literary elements develops timeless themes.
2. Point of view directs audience understanding of a work.
3. Command of figurative and literal language shapes narrative.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

1. How does Fitzgerald's writing display contrasts of class, the pursuit of the American Dream, and reality versus illusion?
2. How do sophisticated word choice, imagery, and literary elements shape a narrative?
3. How are literary elements such as symbolism, setting, point of view, conflict, tone, and characterization used to develop timeless themes?
4. How is the role of the narrator essential to an understanding of the author's message?

Acquisition

Students will KNOW...
(Including Tier II and Tier III vocabulary)

Students will KNOW...
(Including Tier II and Tier III vocabulary)

I know textual evidence supports analysis
I know evidence can support inferences.
I know a theme is developed throughout a text
I know elements of a story reflects theme.

1 I can cite strong and thorough textual evidence that supports my inferences and analysis RL 1-1 Literature of the text.
1 I can determine where a text leaves matters uncertain. RL 1-2
2 I can determine two or more themes of a text. RL 2-1
2 I can analyze the development of the theme throughout a text, including how they RL 2-2 interact or build upon each other.
2 I can give an objective summary of a text. RL 2-3
3 I can analyze the impact of the author's choice on how he/she develops and relates RL 3-1 elements of the story (plot, characters, setting, etc.).
4 I can determine the figurative and connotative meaning of words and phrases based on RL 4-1 how they are used in a text.
4 I can analyze the impact word choice on the meaning or tone of a text. RL 4-2
5 I can analyze how an author's choices about the structure of specific parts of a text relate RL 5-1 to the overall structure and meaning.
6 I can analyze a point of view or cultural experience as reflected in a

<p>the same period treat similar themes or topics. CCSS.R.L.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>Reading Informational CCSS.R.I.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>Reading Language CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. CCSS.L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CCSS.L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC.11-12.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.</p> <p>Writing CCSS.W.11-12.1.c Use words, phrases, and clauses as well as</p>	<p>I know words have different meanings in varying contexts. I know word choice influences tone. I know structure communicates author’s purpose. I know cultural experiences are reflected in text.</p> <p>I know point of view affects author’s purpose.</p> <p>I know convention affects clarity of ideas</p> <p>I know that word choice affects mood and tone of The Great Gatsby</p> <p>I know effective arguments require valid claims, logical sequence, and counterclaims.</p>	<p>work from outside the RL 6-1 US. 9 I can demonstrate knowledge of 18th, 19th, and 20th century American literature by RL 9-1 comparing how two or more texts from the same period treat similar themes/topics. 10 I can read and comprehend literature at the eleven-twelve grade span; reading literature RL 10-1 appropriate to my grade level and skill.</p> <p>INFORMATIONAL TEXT: 10 I can read and comprehend informational text appropriate for the grade 11-12 grade span. RI 10-1 Language 1 I can demonstrate a command of the convention of standard grammar and usage. 3a I can apply an understanding of syntax in writing, speaking, listening, and reading. L 3a-1 4 I can determine the meaning of words and phrases through a range of strategies 4a I can use context clues to figure out word meanings. L 4a-1 4b I can identify and use patterns of word changes that indicate meaning/part of speech. L 4b-1 4c I can use reference materials to determine pronunciation, meaning, part of speech, L 4c-1 etymology, or standard usage of a word. 4d I can verify what I think a word means by looking it up. L 4d-1 5b I can analyze nuances in the meaning of words with similar denotations (meanings). L 5b-1 6 I can use vocabulary appropriate to eleventh and twelve-h grade topics. L 6-1 6 I can use resources to gather word knowledge when needing a word important for L 6-2 comprehension and/or expression.</p> <p>Writing 1 c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships, d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and 2. b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic, c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships, e - establish and maintain a formal style and objective tone while</p>
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<p>varied syntax 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.</p> <p>CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CCSS.W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.9.a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>Introduce</p> <p>Reinforced</p> <p>Reading Language</p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.11-12.2.a Observe hyphenation conventions.</p> <p>CCSS.L.11-12.2.b Spell correctly.</p>	<p>I know evidence supports analysis in writing</p> <p>I know preparation is necessary for meaningful class discussion.</p> <p>I know various perspectives require active listening and responding in a discussion.</p> <p>I know point of view determines an author’s purpose.</p> <p>I know tone is affected by elements of presentation.</p> <p>I know digital media enhances a variety of multimedia presentations.</p> <p>I know presentation varies by audience and purpose</p>	<p>attending to the conventions of the discipline, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>9a I can use evidence from literature to support analysis, reflection, and research in my writing.</p> <p>10 I can write for a range of time, tasks, purposes, and audiences. W 10-1</p> <p>Speaking & Listening</p> <p>1a I can prepare for a class discussion and participate by referring to my findings during SL 1a-1 Discussion.</p> <p>C.I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives. SL 1c-1</p> <p>1d I can respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence on all sides of an issue, resolve contradictions when possible, and determine when additional information is needed. SL 1d-1</p> <p>3 I can evaluate a speaker’s point of view, reasoning, or use of evidence/rhetoric. SL 3-1</p> <p>3 I can address the stance, premises, links, word choice, points of emphasis, and tone of a presentation. SL 3-2</p> <p>5 I can strategically use digital media to enhance understandings and add interest. SL 5-1</p> <p>6 I can adapt my speech to a variety of tasks and contexts. SL 6-1</p> <p>6 I can demonstrate a command of formal English when appropriate. SL 6-2</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

GRADE: 11UNIT TITLE: RealismSEQUENCE/LENGTH OF UNIT 4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Focus

Reading Literature

CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.R.L.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.R.L.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.R.L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.R.L.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.R.L.11-12.10 By the end of grade 11, read and

Transfer

Students will be able to independently use their learning to...

An author's writings reflects life in the United States.

Meaning**UNDERSTANDINGS**

Students will understand that...

1. Life experiences are reflected in literature
2. The importance of literary elements in literary writing
3. Reliable outside sources are necessary to validate a writer's purpose
4. Fine tuning writing skills clarify communication
5. Satire is a form of persuasion

ESSENTIAL QUESTIONS (*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

1. How do authors reflect life during this time period?
2. How does the expansion of the United States influence writing- including local color, regionalism, nationalism, and naturalism.
3. How story elements are used in narrative writing
4. How do reliable outside sources validate a writer's purpose?
5. How do revisions skills help clarify communication?
6. How is satire used as a form of persuasion?

Acquisition

Students will KNOW...

(Including Tier II and Tier III vocabulary)

I know textual evidence supports analysis
I know evidence can support inferences.

I know a theme is developed

Reading: 1 I can cite strong and thorough textual evidence that supports my inferences and analysis RL 1-1
Literature of the text.

1 I can determine where a text leaves matters uncertain. RL 1-2

2 I can determine two or more themes of a text. RL 2-1

2 I can analyze the development of the theme throughout a text, including how they RL 2-2

<p>comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>CCSS.R.L.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Reading Informational Texts</p> <p>CCSS.R.I.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>CCSS.R.I.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.R.I.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>LANGUAGE</p> <p>CCSS.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts</p>	<p>throughout a text</p> <p>I know elements of a story reflects theme.</p> <p>I know words have different meanings in varying contexts.</p> <p>I know word choice influences tone.</p> <p>I know structure communicates author’s purpose.</p> <p>I know cultural experiences are reflected in text.</p>	<p>interact or build upon each other.</p> <p>2 I can give an objective summary of a text. RL 2-3</p> <p>3 I can analyze the impact of the author’s choice on how he/she develops and relates RL 3-1 elements of the story (plot, characters, setting, etc.).</p> <p>4 I can determine the figurative and connotative meaning of words and phrases based on RL 4-1 how they are used in a text.</p> <p>4 I can analyze the impact word choice on the meaning or tone of a text. RL 4-2</p> <p>5 I can analyze how an author’s choices about the structure of specific parts of a text relate RL 5-1 to the overall structure and meaning.</p> <p>6 I can analyze a point of view or cultural experience as reflected in a work from outside the RL 6-1 US.</p> <p>9 I can demonstrate knowledge of 18th, 19th, and 20th century American literature by RL 9-1 comparing how two or more texts from the same period treat similar themes/topics.</p> <p>10 I can read and comprehend literature at the eleven-twelve grade span; reading literature RL 10-1 appropriate to my grade level and skill.</p> <p>Reading Informational Text:</p> <p>6 I can determine the author’s point of view in a text. RI 6-1</p> <p>6 I can determine the author’s purpose for writing a text. RI 6-2</p> <p>6 I can analyze how style and content contribute to the power, persuasiveness, and</p>
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<p>when reading. CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Writing CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.W.11-12.1.c Use words, phrases, and clauses as well as varied syntax 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. CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented. CCSS.W.11-12.2 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. CCSS.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>I know point of view is affects author's purpose.</p> <p>I know convention affects clarity of ideas</p>	<p>beauty of RI 6-3 a text. 10 I can read and comprehend informational text appropriate for the grade 11-12 grade span. RI 10-1</p> <p>Language 1. I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1A. I can apply the understanding that usage is a matter of convention and can change overtime. 2. I can demonstrate command of the conventions of standard English grammar and usage when writing. 3.a I can apply an understanding of syntax. 4a. I can use context as the clue to the meaning of a word or phrase. 4d. I can determine the meaning of a word through context and through the use of a dictionary. 6. I can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Writing: 1 I can write arguments to support claims of substantive topics or texts, using valid W 1-1 reasoning, relevant, and sufficient evidence, where I: a - introduce precise, knowledgeable claims, establish the significance of claims, distinguish</p>
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<p>CCSS.W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>CCSS.W.11-12.7 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.</p>	<p>I know effective arguments require valid claims, logical sequence, and counterclaims.</p>	<p>my claims from opposing claims, and create an organization that logically sequences claims, counterclaims, and evidence,</p> <p>c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships,</p> <p>d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and</p> <p>e - provide a concluding statement or section that flows from the presented argument.</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information W 2-1 through effective selection, organization, and analysis of content; where I,</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships,</p> <p>d - use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic,</p> <p>e - establish and maintain a formal style and objective tone while attending to the conventions of the discipline, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>3 I can write a narrative to develop real or imagined events, using effective technique, details, W 3-1 and well-structured sequence, where I:</p> <p>a - set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression</p>
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<p>CCSS.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.W.11-12.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.W.11-12.9.a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Introduce</p> <p>Reinforced Language</p> <p>CCSS.L.11-12.2.b Spell correctly.</p>	<p>I know narrative writing employs sensory language(Local Color L11)</p> <p>I know the basics of narrative writing.</p> <p>I know the process of writing-including revising and editing.</p> <p>I know outside sources fit the task, purpose and audience.</p> <p>I know formal style and objective tone in writing.</p> <p>I know the purpose of a concluding statement and transitions.</p> <p>I know informative writing conveys ideas/information.</p>	<p>of events,</p> <p>d - use precise words and phrases and sensory details and language to convey a vivid picture of experiences, events, settings, or characters, and</p> <p>e - provide a conclusion that follows the form and reflects on the narrated events.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are W 4-1 appropriate for eleventh and twel-h grade tasks, purposes, and audiences.</p> <p>5 I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.</p> <p>5 I can focus on addressing the most specific needs for a purpose and audience. W 5-2 projects.</p> <p>7 I can conduct short or sustained research projects, that answer a specific question or solve W 7-1 a problem.</p> <p>7 I can narrow or broaden my search when appropriate. W 7-2</p> <p>7 I can synthesize multiple sources on a subject and demonstrate the subject under W 7-3 investigation.</p> <p>8 I can gather information from multiple sources (print and digital) and assess strengths and W 8-1 limitations of each source in terms of the task, purpose, and audience.</p> <p>8 I can integrate information into a text while maintaining flow of ideas and avoiding W 8-2 plagiarism.</p> <p>8 I can follow a standard format for citation in my work. W 8-3</p> <p>9a I can use evidence from literature to support analysis, reflection, and research in my writing. W 9a-1</p>
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	<p>I know technology is used in writing. I know evidence supports writing.</p> <p>I know digital media enhances presentation. I know presentation varies by audience and purpose.</p>	<p>10 I can write for a range of time, tasks, purposes, and audiences. W 10-1</p> <p>Speaking and Listening</p> <p>1a I can prepare for a class discussion and participate by referring to my findings during SL 1a-1 Listening discussion.</p> <p>1b I can work with my peers to have a civil, democratic discussion. SL 1b-1</p> <p>1c I can propel a conversation by posing and responding to questions that probe reasoning SL 1c-1 and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives.</p> <p>1d I can respond thoughtfully to diverse perspectives, synthesize comments, claims, and SL 1d-1 evidence on all sides of an issue, resolve contradictions when possible, and determine when additional information is needed.</p> <p>2 I can integrate multiple sources of information to make informed decisions and solve SL 2-1 problems while evaluating the credibility and accuracy of each source.</p> <p>3 I can evaluate a speaker's point of view, reasoning, or use of evidence/rhetoric. SL 3-1</p> <p>3 I can address the stance, premises, links, word choice, points of emphasis, and tone of a SL 3-2 presentation.</p> <p>4 I can present information, findings, and supporting evidence with a distinct perspective SL 4-1 showing alternate viewpoints in a way that listeners can follow the line of reasoning.</p> <p>4 I can present information where the organization, development, substance and style are appropriate for the audience and a range of tasks.</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Huck Finn Essay
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

Stage 1 Desired Results

ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Focus

Reading

CCSS.R.L.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

CCSS.R.L.11-12.2 Determine **two or more themes or central ideas** of a text and analyze their development over the course of the text, **including how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

CCSS.R.L.11-12.3 Analyze the impact of **the author's choices regarding how to develop and relate elements of a story or drama** (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.R.L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

CCSS.R.L.11-12.5 Analyze how an author's choices concerning how to structure **specific parts of a text** (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) **contribute to its overall structure and meaning as well as its aesthetic impact.**

CCSS.R.L.11-12.9 **Demonstrate knowledge of eighteenth-**

Transfer

Students will be able to independently use their learning to...

Writing, fiction and non-fiction, reflects the cultural paradigms including reactions and rejections of past cultures.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Romanticism is an era of reaction and rejection to previous eras.
2. The genres of fiction and poetry are new means of reaction and rejection in American Literature.
3. An author's life influences his or her writing.
4. Fiction and non-fiction differ in tone, style, and purpose.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

1. How does Romantic writing illustrate a reaction to Puritanism and the Age of Reason?
2. How does Romantic writing reflect a rejection of Puritanism and the Age of Reason?
3. How does non-fiction differ from fiction in tone, purpose, and style?
4. How does an author's life influence his or her writing?
5. How is the genre of poetry a means of reaction/rejection?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

I know textual evidence supports analysis
I know evidence can support inferences.
I know a theme is developed throughout a text
I know elements of a story reflects theme.

Students will be skilled at (DO)...

Literature

1 I can cite strong and thorough textual evidence that supports my inferences and analysis RL 1-1 of the text.
1 I can determine where a text leaves matters uncertain. RL 1-2
2 I can determine two or more themes of a text. RL 2-1
2 I can analyze the development of the theme

<p>CCSS.R.I.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, <u>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u></p> <p>CCSS.R.I.11-12.7 <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p>CCSS.R.I.11-12.10 By the end of grade 11, <u>read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u></p> <p>Reading Language</p> <p>CCSS.L.11-12a.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Reading Language</p> <p>CCSS.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to</p>		<p>Reading: 1 I can cite strong and thorough textual evidence that supports my inferences and analysis RI 1-1</p> <p>Informational of the text.</p> <p>Text 1 I can determine where a text leaves matters uncertain. RI 1-2</p> <p>2 I can determine two or more ideas of a text. RI 2-1</p> <p>2 I can analyze the development of central ideas throughout a text, including how they RI 2-2</p> <p>interact or build upon each other.</p> <p>2 I can give an objective summary of the text. RI 2-3</p> <p>3 I can analyze a complex set of ideas or sequence and explain how they interact or develop RI 3-1 throughout the text.</p> <p>4 I can determine the figurative, connotative, or technical meaning of words or phrases in a RI 4-1</p> <p>grade 11 or 12 text.</p> <p>4 I can analyze how an author refines the meaning of key terms throughout the course of a RI 4-2 text.</p> <p>5 I can analyze an evaluate the effectiveness of the structure an author uses in his argument. RI 5-1</p> <p>5 I can determine whether the author’s structure makes points clear, convincing, and RI 5-2 engaging.</p> <p>6 I can determine the author’s point of view in a text. RI 6-1</p> <p>6 I can determine the author’s purpose for writing a text. RI 6-2</p> <p>6 I can analyze how style and content contribute to the power, persuasiveness, and beauty of RI 6-3 a text.</p>
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<p>comprehension or expression.</p> <p>Writing</p> <p>CCSS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.W.11-12.2 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.</p> <p>CCSS.W.11-12.2.b Develop the topic <u>thoroughly by selecting the most significant and relevant</u> facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.c Use appropriate and varied transitions and <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.W.11-12.2.f 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).</p> <p>CCSS.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are</p>		<p>7 I can address a question or solve a problem by integrating and evaluating multiples sources RI 7-1 of information that are presented in various media.</p> <p>10 I can read and comprehend informational text appropriate for the grade 11-12 grade span. RI 10-1</p> <p>Language</p> <p>3a I can apply an understanding of syntax in writing, speaking, listening, and reading. L 3a-1</p> <p>4a I can use context clues to figure out word meanings. L 4a-1</p> <p>5b I can analyze nuances in the meaning of words with similar denotations (meanings). L 5b-1</p> <p>6 I can use vocabulary appropriate to eleventh and twelfth grade topics. L 6-1</p> <p>6 I can use resources to gather word knowledge when needing a word important for L 6-2 comprehension and/or expression.</p> <p>Writing 1 I can write arguments to support claims of substantive topics or texts, using valid W 1-1 reasoning, relevant, and sufficient evidence, where I:</p> <p>d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and</p> <p>e - provide a concluding statement or section that flows from the presented argument.</p> <p>2 I can write an informative piece, which examines and conveys complex ideas/information W 2-1 through effective selection, organization, and analysis of</p>
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<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in <u>response to ongoing feedback, including new arguments or information.</u></p> <p>CCSS.W.11-12.9.a <u>Apply grades 11–12</u> Reading standards to literature (e.g., <u>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”</u>).</p> <p>CCSS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening</p> <p>CCSS.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Introduced</p> <p>Reinforced</p> <p>Reading Language</p> <p>CCSS.L.11-12.1.b <u>Resolve issues of complex or contested usage, consulting references</u> (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) <u>as needed.</u></p> <p>CCSS.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>These language standards were addressed in the reading standards...</p> <p>I know formal style and objective tone in writing.</p> <p>I know the purpose of a concluding statement and transitions.</p> <p>I know informative writing conveys ideas/information.</p>	<p>content; where I,</p> <p>b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships,</p> <p>e - establish and maintain a formal style and objective tone while attending to the conventions of the discipline, and</p> <p>f - provide a concluding statement or section that supports the information presented.</p> <p>4 I can produce clear, coherent writing in which the development, organization, and style are W 4-1 appropriate for eleventh and twel-h grade tasks, purposes, and audiences.</p> <p>6 I can use technology to produce, publish, and update my own work, and shared writing W 6-1 projects.</p> <p>9a I can use evidence from literature to support analysis, reflection, and research in my writing. W 9a-1</p> <p>10 I can write for a range of time, tasks, purposes, and audiences. W 10-1</p> <p>Speaking & Listening</p> <p>5 I can strategically use digital media to enhance understandings and add interest. SL 5-1</p> <p>6 I can adapt my speech to a variety of tasks and contexts. SL 6-1</p> <p>6 I can demonstrate a command of formal English when appropriate. SL 6-2</p>
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[illegible]

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
The Guide	PERFORMANCE TASK(S): Transcendentalism Project Guide (Tiered options)
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Scaffold instruction with focused lessons, guided practice, collaborative work, and independent work. As you plan, consider the following: How will you make intra- and/or interdisciplinary connections, which research-based instructional practices & strategies will you use, how will you group students to facilitate discussion, what resources will you use, how will you differentiate instruction to ensure access & engagement for a range of student needs?

Summary of Key Learning Events and Instruction

12th Grade Curriculum



*****In Grade 12, English and Language Classes are all elective classes. Only common core classes are included in this Curriculum Document.**

School District of Holmen

6-12 English Language Arts

Curriculum

Appendices

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APPENDIX A

STANDARDS FOR ENGLISH LANGUAGE ARTS

Information about Common Core State Standards & The English Language Arts Standards

http://standards.dpi.wi.gov/stn_ccss

http://standards.dpi.wi.gov/stn_ela-tchingandlrng

http://standards.dpi.wi.gov/stn_disciplinaryliteracy

<http://standards.dpi.wi.gov/files/commoncore/pdf/ela-stds-app-a-revision.pdf>



APPENDIX B

Six Shifts in the Common Core Learning Standards

Balance of Fiction and Nonfiction Text

Increase in Text Complexity

Building Knowledge in Disciplines

Writing Using Text-Based Evidence

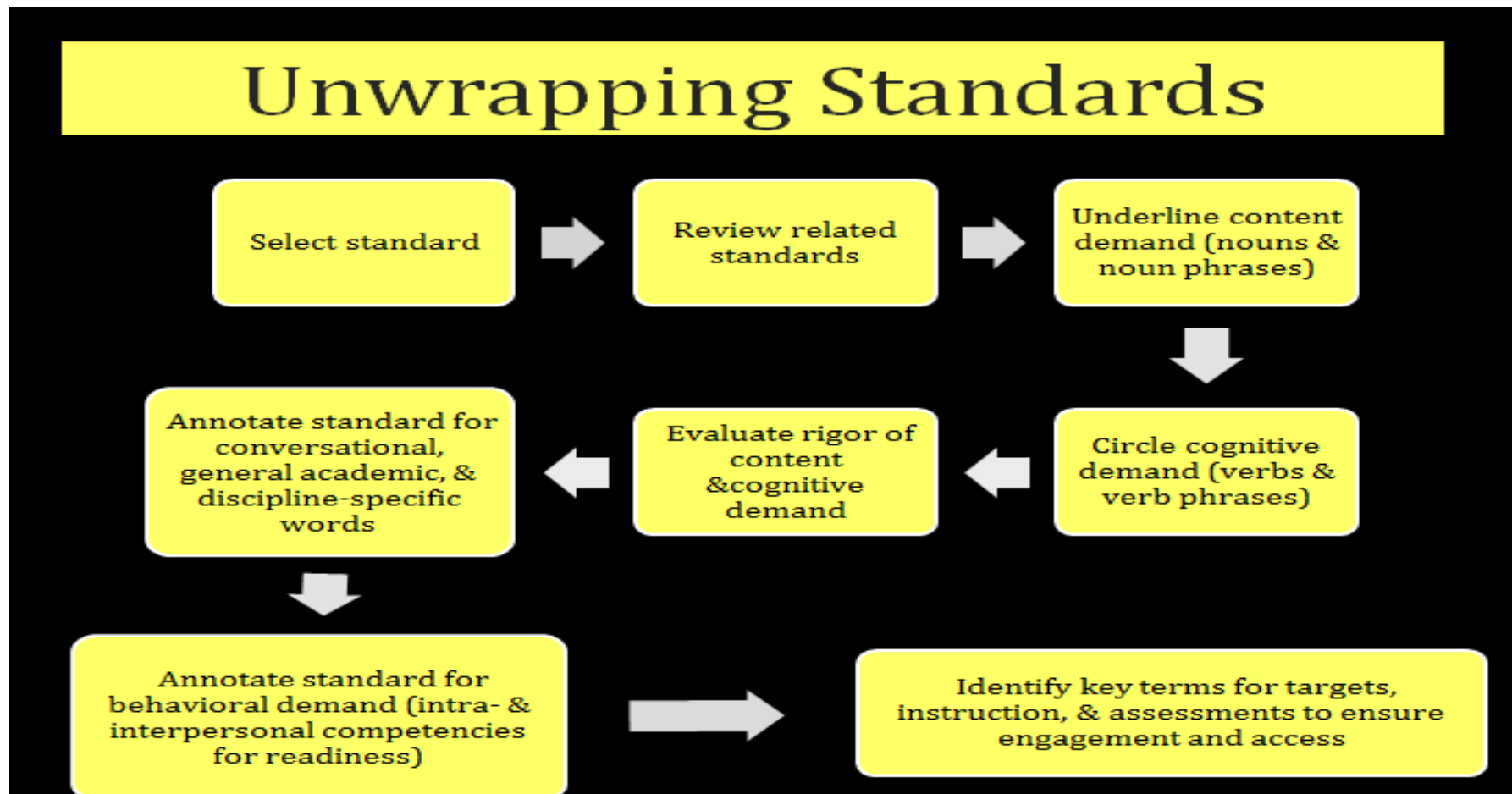
Focus on Academic Vocabulary

APPENDIX C

School District of Holmen Unwrapping Standards

Purpose:

- Understand that there is a process for unpacking standards for content, cognitive, language, and behavioral demands
- Understand that the unpack standards fit within lesson and unit plan development



APPENDIX D

Depth of Knowledge (Norman Webb)

Overview

Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. It should be noted that the term knowledge, as it is used here, is intended to broadly encompass all forms of knowledge (i.e. procedural, declarative, etc.). The following table reflects an adapted version of the model.

DOK Level	Title of Level
1	Recall and Reproduction
2	Skills and Concepts
3	Short-term Strategic Thinking
4	Extended Thinking

DOK level are assigned to each course objective the following served as general guidelines for developers:

- ▣ The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable.
- ▣ The DOK level should reflect the *complexity* of the cognitive processes demanded by the task outlined by the objective, rather than its *difficulty*. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.
- ▣ If there is a question regarding which of two levels a statement addresses, such as Level 1 or Level 2, or Level 2 or Level 3, it is appropriate to select the higher of the two levels.
- ▣ The DOK level should be assigned based upon the cognitive demands required by the central performance described in the objective.
- ▣ The objective’s central verb(s) alone is/are *not sufficient* information to assign a DOK level. Developers must also consider the complexity of the task and/or information, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements set forth in the objective.

Level 1 – Recall and Reproduction

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be “figured out” or “solved.”

POSSIBLE PRODUCTS

Quiz	Worksheet	List	Vocabulary Quiz
Definition	Test	Workbook	Recitation
Fact	Label	Reproduction	Example

Show and Tell	Outline	Bulleting	Collection
Categorizing/Tagging	Highlighting	Searching	Googling

ROLES			
TEACHER		STUDENT	
Directs	Tells	Responds	Absorbs
Shows	Examines	Remembers	Recognizes
Questions	Evaluates	Memorizes	Describes
Demonstrates	Listens	Explains	Translates
Compares	Contrasts	Restates	Demonstrates
Examines	Interprets		

POTENTIAL ACTIVITIES

- Develop a concept map showing a process or describing a topic.
 - Make a timeline
 - Write a list of keywords you know about...
 - Make a chart showing...
 - Recite a fact related to...
 - Write in your own words...
 - Cut out, or draw a picture that illustrates an event, process, or story.
 - Report or present to the class.
 - Make a cartoon strip showing the sequence of an event, process, or story.
 - Write and perform...
 - Write a brief outline and explain the event, process, or story.
 - Write a summary report of the event
 - Prepare a flow chart that illustrates the sequence of events.
 - Paraphrase a chapter in the book
 - Retell in your own words
 - Outline the main points
 - Recall, restate, remember, or recognize a fact, term, or property (Recognizing, listing, describing, identifying, retrieving, naming, locating, finding)
 - Using basic calculation tasks involving only one step (i.e. addition, subtraction, etc), complete the following...
 - Locate or retrieve information in verbatim form.
 - Straight-forward recognition tasks related to identifying features, objects and/or steps that don't vary greatly in form (i.e. recognizing features of basic tools).
 - Writing tasks that involve applying a standard set of conventions and or criteria that should eventually be automated (i.e. using punctuation, spelling, etc)
 - Basic measurement tasks that involve one step (i.e. using a ruler to measure length)
 - Use this simple formula where at least one of the unknowns are provided to...
 - Locating information in maps, charts, tables, graphs, and drawings
-

Level 2 – Working with Skills and Concepts

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories ; describe or explain issues and problems, patterns , cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned. Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, classify, and infer.

POSSIBLE PRODUCTS

Photographs	Presentation	Interviews	Illustration
Simulation	Sculpture	Demonstration	Performance
Journal	Diary	Linking	Cracking-Codes
Blog (Reflecting)	Moderating	Validating	

ROLES			
TEACHER		STUDENT	
Shows	Facilitates	Solves Problems	Demonstrates use of Knowledge
Observes	Evaluates	Calculates	Compiles
Organizes	Questions	Completes	Illustrates
		Constructs	

POTENTIAL ACTIVITIES

- Classify a series of steps
- Construct a model to demonstrate how it looks or works
- Practices a play and perform in class
- Make a diorama to illustrate an event
- Write a diary/blog entry
- Make a scrapbook about the area of study
- Make a topographic map
- Make up puzzle or game about the topic
- Write an explanation about this topic for others
- Make a model...
- Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)
- Explaining the meaning of a concept and/or explaining how to perform a particular task
- Stating relationships among a number of concepts and or principles
- More complex recognition tasks that involve recognizing concepts and processes that may vary in how they “appear”

- More complex calculation tasks (i.e. multi-step calculations such as standard deviation)
- Research projects and writing activities that involve locating, collecting, organizing and displaying information (i.e. writing a report with the purpose to inform; meeting all steps of the writing process)
- Measurement tasks that occur over a period of time and involve aggregating/organizing the data collected in to basic presentation forms such as a simple table or graph

Level 3 –Strategic Thinking/Reasoning

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

POSSIBLE PRODUCTS

Graph	Survey	Debate	Conclusion
Panel	Program	Report	Chart
Investigation	Video Case	Publishing	Podcast

ROLES			
TEACHER		STUDENT	
Probes	Guides	Discusses	Uncovers
Observes	Evaluates	Debates	Thinks deeply
Acts as a Resource	Questions	Examines	Questions
Organizes	Dissects	Judges	Disputes
Clarifies	Accepts	Assesses	Decides

POTENTIAL ACTIVITIES

- Use a Venn Diagram that shows how two topics are the same and different
- Design a questionnaire to gather information
- Survey classmates/industry members to find out what they think about a particular topics
- Make a flow chart to show the critical stages.
- Classify the actions of the characters in book
- Prepare a report about an area of study
- Conduct an investigation to produce information to support a view
- Write a letter to the editor after evaluation product
- Prepare and conduct a debate
- Prepare a list of criteria to judge
- Write a persuasive speech arguing for/against...
- Make a booklet about five rules you see as important. Convince others.
- Form a panel to discuss viewpoints on...
- Write a letter to... advertising on changes needed.
- Prepare a case to present your view about

- Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems
- Explaining and/or working with abstract terms and concepts
- Recognition tasks when the environment observed is real-world and often contains extraneous information which must be sorted through
- Complex calculation problems presented that draw upon multiple processes
- Writing and or explaining tasks that require altering a message to “fit” an audience
- Creating graphs, tables and charts where students must reason through and organize the information with instructor prompts
- Identifying a research question and/or designing investigations to answer a question
- Tasks that involve proposing solutions or making predictions

Level 4 – Extending Strategic Thinking

POSSIBLE PRODUCTS

Film	Project	New Game	Newspaper
Story	Plan	Song	Media Product

ROLES			
TEACHER		STUDENT	
Facilitates	Extends	Designs	Formulates
Reflects	Analysis	Take risks	Modifies
Evaluates		Proposes	

POTENTIAL ACTIVITIES

- Applying information to solve ill-defined problems in novel situations
- Tasks that require a number of cognitive and physical skills in order to complete
- Writing and/or research tasks that involve formulating and testing hypotheses over time
- Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event
- Tasks that require perspective taking and collaboration with a group of individuals
- Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts
- Writing tasks that have a strong emphasis on persuasion
- Devise a way to...
- Develop a menu for a new restaurant using a variety of healthy foods
- Sell an idea
- Write a jingle to advertise a new product
- Conduct an internship in industry where students are faced with real-world, unpredictable problems

Norman Webb's DOK

DOK 1 Recall & Reproduction

- Is there one correct answer?
- Can you recall it, locate it, do it, or you don't know it?

DOK 2 Skills & Concepts

- Is there one correct answer?
- Can you apply one concept, then make a decision before going on applying a second concept?

DOK 3 Strategic Thinking/Reasoning

- Is there more than one solution/approach that requires evidence?
- Do you need to provide supporting evidence and reasoning about the WHY?

DOK 4 Extended Thinking

- Is there more than one solution/approach that requires evidence?
- Do you need to provide supporting evidence and reasoning about the WHY?
- Do you need to use multiple sources/data/texts?
- Do you need to apply knowledge to create something new?

APPENDIX E

School District of Holmen Bloom's Taxonomy

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

APPENDIX F

Glossary of Terms

Alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

Authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

Benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

Common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

Constructed response – A written response to a prompt that includes an introduction, supporting evidence, and a conclusion.

Content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

Course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

Craftsmanship – The production of quality art.

Critique – An evaluation of artwork through discussion or writing.

Elements & principles of design – Art specific vocabulary that describes how art is created and viewed. The elements of design are the visual features of a work of art. The principles of design are made up of the elements of design and are used as guidelines to observe while art is created.

Exit standards – The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

Formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

Lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

Performance – Observable affective or psychomotor behaviors demonstrated by students.

Performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

Performance standards – The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

Performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

Portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

Program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

Progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (Rtl) – Rtl is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

Rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

Standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

Summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

APPENDIX G

School District of Holmen Statutes and Policies Addressing Student Needs

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT to amend 118.01 (2) (c) 6. of the statutes; relating to: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk. Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and

working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student’s cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted. Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of

the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. **The vision is “Embracing 21st Century Learning for All.”**

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin’s 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.
