

Regular BOE Meeting

Wednesday, September 18, 2013 7:00 PM
Auditorium, 129 Church Street, Bristol, CT 06010

1. Call to Order and Star Spangled Banner

2. Student Recognition

3. Approval of Minutes

4. Committee Reports

5. Superintendent Report

6. Consent Agenda

6.1. Personnel

6.1.a. Teachers Resignations

6.1.b. New Teacher Hires

6.1.c. Teacher Requests for an Unpaid Leave of
Absence

6.1.d. Part Time Teacher Hired for Full Time
Position - Effective September 9, 2013

6.1.e. A-3 Teacher Resignation - Effective
August 15, 2013

6.1.f. Sixth Year Salary Credit - Effective
September 1, 2013

6.2. Grants

6.2.a. Alliance Grant Year 2 Amendment

6.2.b. Annual Funding from the Carl D. Perkins
Career & Technical Education Act of 2006

6.2.c. E-Rate Reimbursement for 2012-2013
Telecommunication Expenses

6.2.d. People Empowering People Grant (PEP)

6.2.e. Technology Grant Proposal

7. Public Comment

8. Deliberated Items/District Leadership Team Reports

8.1. New Teacher Hiring Overview for 2013-2014

9. Curriculum Revision

9.1. Algebra Curriculum Addendum - 8th Grade
Algebra+ - Second Presentation

9.2. Geometry Addendum - English Language Learner
(ELL) - Second Presentation

9.3. Revisions to Grades 9, 10, 11 English
Curriculum - Second Presentation

10. **Old Business**

11. **New Business**

12. **Information**

13. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the
purpose of discussing:**

14. **Reconvene Into Public Session**

15. **Adjournment**

BOARD OF EDUCATION
Bristol, CT
Regular Meeting – August 21, 2013

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, August 21, 2013 at 7:00 p.m., at the Board of Education Administration Building, 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Karen Bourassa, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Karen Vibert, and Chairman, Christopher Wilson; Ellen W. Solek, Superintendent of School, Susan Moreau, Deputy Superintendent and Dennis Bieu, Director of Human Resources

EXCUSED: Commissioner Thomas O'Brien

CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:00 p.m. and invited the audience to join him in reciting the Pledge of Allegiance. A moment of silence was observed for Jill Shackett, a 5th grade teacher at South Side School.

APPROVAL OF MINUTES

On motion of Commissioner Hintz, seconded by Commissioner Vibert, it was unanimously

VOTED: That the minutes of the July 10, 2013 Regular Meeting be approved as written.

Committee Reports

Student Achievement

Commissioner Amara reported that the Committee met on, August 13, 2013. Four curriculum were presented; they included ELL Algebra Curriculum, Civics Curriculum, Grades 11 English Language Arts Curriculum and Grade 9 Social Studies Curriculum, they are on tonight's agenda for their second presentation. The Superintendent led a discussion concerning Middle School Athletics. The next meeting will be held September 4, 2013 where they will finish up curriculum.

Superintendent Report

Dr. Solek reported that the Board will receive a breakout report for the CMT and CAPT scores that were recently released. The report will be given at the October 2nd Board of Education meeting. Ellen Benham, the newly appointed Testing, Research and Evaluation Supervisor will be presenting her report to the District Leadership Team, and Dr. Solek will be presenting to the Board.

Dr. Solek wanted to thank ESPN for their generosity in the donation of hundreds of backpacks stuffed with school supplies. Jeannie Audette was out delivering back packs to the schools today.

New staff attended a welcome/orientation training this past Monday and Tuesday, August 19th and 20th. The District Leadership Team and several administrators took part in the training.

Several new staff members were appointed; Dr. Solek presented a worksheet with the newly filled positions as well as those still vacant.

A Technology Grant was submitted by Rich Gagliardi to support the implementation of the Common Core State Standards and administration of the Smarter Balanced Assessment System. The district will be noticed sometime in September if we have received it.

Superintendent Report – con't

Dr. Solek has met with Police Chief Tom Grimaldi and Safety and Security Director, Greg Boulanger to discuss PACT 360 which is an afterschool program similar to DARE which addresses substance abuse awareness, avoidance and intervention. The program is led by a highly trained police officer that would run throughout the school year. Grant funding for that program is available and we will be completing that application for assistance in bringing this program to the district.

The Full Day Kindergarten committee will be underway following the Labor Day holiday. The composition of that committee will be Board of Education commissioners, district and school based leadership, teachers, parents and community members. The meetings will start around the third week in September and will meet twice a month going through the month of November; hopefully being able to bring a full recommendation by to the Board at the December meeting.

Convocation will be held on Monday, August 26, 2013 at 8:30 a.m. at Bristol Central all Commissioners are invited to attend.

Students will return to school on Thursday, August 29th.

Consent Agenda

Personnel

New Teachers Hired - Effective August 26, 2013

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following New Teacher Hires, effective 8/26/13:

Michelle Cantin – EPH – Grade 5

Bryan Cistulli – EPH - .5 Kindergarten

Amy Dauphinais – BEHS – Instrumental Music

Teresa Di Carlo – BCHS – French

Nicholas Piotrowski – BCHS – Technology Education

Jessica Rinaldi – STAF – Grade 5

Caroline Ronk – ID - .5 Kindergarten

Samantha Wrenn – EDGE - .5 Kindergarten

Teacher Request for an Unpaid Leave of Absence - Effective the 2013-2013 School Year

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following Teacher Request for an Unpaid Leave of Absence - Effective the 2013-2013 School Year:

Tara Salvadori – GH - .5 kindergarten teacher

Teacher Recalled From Layoff

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following Teacher Recalled From Layoff:

James McNamara - CHMS - Language Arts, Grade 6

Part Time Teacher Hired for Full Time Position - Eff. August 26, 2013

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following Part Time Teacher Hired for Full Time Position, effective 8/26/13:

Nancy Lennon a .5 science teacher at BCHS has been hired as a full time science teacher at BCHS.

A-1 Teacher Appointment - Effective August 26, 2013

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following A-1 Teacher Appointment, effective 8/26/13: John Dauphinee – CHMS – Team Leader, Gold

A-2 Appointments for the 2013-2013 School Year

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following A-2 Teacher Appointments for the 2013-2014 School Year:

<u>BRISTOL CENTRAL HIGH SCHOOL</u>	<u>NAME</u>
Band Auxiliary Unit Advisor - Flags & Majorettes	Theresa Nodine
Band Auxiliary Unit Advisor – Dance	Vacant
Class Co-Advisor, Freshman	Michelle Collins
Class Co-Advisor, Freshman	David Greenleaf
Class Co-Advisor, Sophomore	Daniel Cocchiola
Class Co-Advisor, Sophomore	Kerilyn Machol
Class Co-Advisor, Sophomore	Elizabeth Rossier
Class Co-Advisor, Junior	Lea McCabe
Class Co-Advisor, Junior	Joanne Ceglarski
Class Co-Advisor, Senior	Kathleen Archibald
Class Co-Advisor, Senior	Anya Rochester
Drama Advisor - Head	Lindsey DiPietro
Drama Advisor - Co-Assistant	Gina Gallo-Reinhard
Drama Advisor - Co-Assistant	Lea McCabe
F.B.L.A. Advisor (Vocational Club)	Laurie Roberge
F.C.C.L.A. Advisor (Vocational Club)	Vacant
Instructional Technology Coordinator	Gerard Plourde
Instrumental: Band Director	John Abucewicz
Jazz Band Director	John Abucewicz
Percussion Director	Curtis Edward Shank
Math League Co-Advisor	Kelly McCabe
Math League Co-Advisor	Benjamin Oksanen
Musical Director (2 nd semester only)	Vacant
National Honor Society Advisor	Lawrence Covino
Newspaper Advisor - <i>Rampage</i>	Nancy Petrokansky
Performing Groups Advisor – Madrigals	David Nelson
Bell City	David Nelson

<i>Signatures</i> Advisor (magazine)	G. Gale Dickau
Student Council Advisor	Sarah Hertzler
Yearbook Advisor - Circulation	Kathleen Archibald
Yearbook Advisor - Editorial	Leslie Fernandez
<u>BRISTOL EASTERN HIGH SCHOOL</u>	
	<u>NAME</u>
Band Auxiliary Unit Advisor - Flags & Majorettes	Sheryl Elliott
Band Auxiliary Unit Advisor – Dance	Rebecca McElwee
Class Co-Advisor, Freshman	Barbara Kaminski
Class Co-Advisor, Freshman	Lisa Rocco
Class Co-Advisor, Sophomore	Savva Savvides
Class Co-Advisor, Sophomore	Deborah Carrington
Class Co-Advisor, Junior	Creighton Paquette-Claman
Class Co-Advisor, Junior	Mary Hyde
Class Co-Advisor, Senior	Eric Steinfeld
Class Co-Advisor, Senior	Marc Zimmerman
Drama Advisor - Head	Allen Grunerud
Drama Advisor - Assistant	Wendy Miller
F.C.C.L.A. (Vocational Club)	Vacant
Instructional Technology Coordinator	Janet Birsch-Kenney
Instrumental: Band Director	Vacant
Jazz Band Director	Vacant
Percussion Director	Peter Marseglia
Math League Co-Advisor	Laurie Gammons
Math League Co-Advisor	Patrick Hickey
Musical Director (2 nd semester only)	Robert Tomasula
National Honor Society Co-Advisor	David Bittel
National Honor Society Co-Advisor	Laurie Gammons
Newspaper Co-Advisor	Marc Zimmerman
Newspaper Co-Advisor	Janet Birsch-Kenney
Performing Groups Advisor – Madrigals	Michael Coderre
Strawberry Fields	Michael Coderre
Student Council	Creighton Paquette-Claman
<i>Voices</i> Advisor (magazine)	Joanne Peluso
Yearbook Advisor - Circulation	John Harris
Yearbook Advisor - Editorial	Marc Zimmerman
<u>CHIPPENS HILL MIDDLE SCHOOL</u>	
	<u>NAME</u>
Instructional Technology Coordinator	Michael Dibb
Performing Groups – Choral	Angela Lomaglio
Instrumental	Lisa LaDone

<u>NORTHEAST MIDDLE SCHOOL</u>	
Instructional Technology Coordinator	Vince Jennetta
Performing Groups – Choral	Roberta Verbyla
Instrumental	Sharon Vocke
<u>GREENE-HILLS K-8</u>	
Instructional Technology Coordinator	Jeffrey Simons
Performing Groups – Choral	Christine Sipes
Instrumental	Vacant
<u>WEST BRISTOL K-8</u>	
Instructional Technology Coordinator	Dean Russo
Performing Groups – Choral	Christine Sipes
Instrumental	Sarah DiVenere
<u>AIDE TO PRINCIPALS</u>	
Hubbell School	Barbara Schwaber
South Side School	Maria Calabro
Stafford School	Katherine Pendergast

A-3 Teacher Appointment - Effective August 26, 2013

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following A-3 Teacher Appointment, effective 8/26/13:

First Name	Last Name	School
Ryan	Broderick	BC
Holly	Caruso	MTV
Amy	DiNoia	CHMS
Sharon	Dixon	WB
Mariliz	Fitzpatrick	CHMS
Kevin	Komanetsky	NEMS
Laurie	LaRue	Edge
Jay	Maule	BEHS
Lea	McCabe	BCHS
Judy	Nazare	GH
Neil	O'Rourke	Staff
Lisa	Rocco	BEHS

First Name	Last Name	School
Cary	Rubbo	GH
Jenny	Scialdone	ID
Joanna	Vastola	EPH
Kate	Wollenberg	SSS
Kris	Woods	CHMS

Sixth Year Salary Credit - Effective September 1, 2013

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following Sixth Year Salary Credit, effective September 1, 2013:

Boladz, Carly – MTV – Grade 1

Paghense, Bonnie – SSS – Grade 3

Grants

On motion of Commissioner Morgan, seconded by Commissioner Bourassa, it was unanimously

VOTED: That the Board of Education approve the following Grants:

Access Health Connecticut - Assister Grant, Stocker Foundation - Raising Readers Together Grant (RRT), Bristol Business Education Foundation Grant - Mentor Program and Business Education Foundation Grant - CHMS and NEMS.

Public Comment

Brian Cahill – 309 Peck Lane addressed the Board regarding recent lacrosse graduates; of the six or seven seniors that play, four of them intend to play in college and three of them have been offered scholarships to do so.

Deliberated Items/District Leadership Team Reports

Dr. Moreu presented the Report on Dress Down Days for the 2012-2013 School Year. This year, staff donated a total of \$25,542.00.

The Board of Education agreed to waive the staff dress code for monthly dress down days that would benefit local charities; the following charities received donations this year:

- Henry Barnard Fund
- Bristol BOE Immediate Response Fund
- Community Counseling Ctr. of CT in Bristol
- Bristol Food Pantry/Soup Kitchen
- Bristol Business Education Foundation
- Wade’s World
- Bristol ARC
- Bristol Hospital Parent & Child Foundation
- Camperships for Bristol Boys & Girls Club/Family Ctr./Indian Rock Preserve, Shepard Meadows
- Therapeutic Riding Ctr.
- Family Resource Center

Chairman Wilson asked Dr. Moreau to express the thanks of the Board and gratitude for their generosity.

Policy Revision

Policy 5144.1 - Restraint/Seclusion Revision - Second Reading

On motion of Commissioner Morgan, seconded by Commissioner Amara, it was unanimously

VOTED: That the Board of Education approve the revision of Policy 5144.1 – Restraint/Seclusion.

Curriculum Revision

ELL Algebra Addendum Part 1 and Part 2 - Second Presentation

On motion of Commissioner Dolan, seconded by Commissioner Amara, it was unanimously

VOTED: That the Board of Education approve the revision to the ELL Algebra Curriculum.

Mrs. Lovanio thanked the Board for their support; she will be leaving the district on September 6th to work at another organization.

Civics Curriculum - Second Presentation

On motion of Commissioner Bourassa, seconded by Commissioner Hintz, it was unanimously

VOTED: That the Board of Education approve the revision of Civics Curriculum.

Grade 9 Social Studies Curriculum - Second Presentation

On motion of Commissioner Bourassa, seconded by Commissioner Fitzgerald, it was unanimously

VOTED: That the Board of Education approve the revision of the Grade 9 Social Studies Curriculum.

Old Business

There was no Old Business to come before the Board.

New Business

There was no Old Business to come before the Board.

Information

There was no Information to come before the Board

Adjournment

There being no further business to come before the Board and

On motion of Commissioner Vibert seconded by Commissioner Fitzgerald it was unanimously

VOTED: That the Board of Education meeting be adjourned. (8:28 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Christopher Wilson, Chairman
Karen Vibert, Vice-Chairman
Karen Bourassa, Secretary
Lawrence Amara
Genard Dolan
Jill Fitzgerald
Karen Hintz
Jeffrey Morgan
Thomas P. O'Brien



Ellen W. Solek, Ed. D.
Superintendent of Schools

Susan Kalt Moreau
Deputy Superintendent of Schools

P.O. Box 450 - 129 Church Street
BRISTOL, CT 06011-0450
(860) 584-7000 – Fax (860) 584-7611

BOARD OF EDUCATION

SPECIAL MEETING

WEDNESDAY, AUGUST 14, 2013

Present: Christopher Wilson, Chairman, Karen Vibert, Vice-Chairman, Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien; **Also Present:** Dr. Ellen Solek, Dr. Susan Kalt Moreau, Dennis Bieu, Kim Hapken

Minutes

1. **The Board of Education meeting was called to order by Commissioner Christopher Wilson at 6:01p.m.**

2. **CONSENT AGENDA**

On a motion of Commissioner Amara, seconded by Commissioner Vibert, it was unanimously

VOTED: That the Board of Education accept the following Administrator Retirement – Effective December 31, 2013

Steve Wysowski – Principal – Bristol Eastern High School

VOTED: That the Board of Education approve the following Administrator Appointment – Effective August 15, 2013

Carly Fortin – Interim Principal – Bristol Eastern High School

VOTED: That the Board of Education accept the following Administrator Resignation – Effective Date to Be Determined

Marlene Lovanio – Supervisor of Teaching and Learning – Math K-12

3. **CONVENE INTO EXECUTIVE SESSION**

On a motion of Commissioner Hintz, seconded by Commissioner Dolan, it was unanimously

VOTED: That the Board of Education convene into Executive Session for the purpose of discussing: (6:05p.m.)

1. Interview of Athletic Director Candidate
2. Interview of Principal Candidate for Chippens Hill Middle School
3. Interview of Assistant Principal Candidates for Bristol Central H.S.
4. Interview of Principal Candidate for Northeast Middle School
5. Discussion of Negotiations with Local #2267

4. **EXECUTIVE SESSION**

PRESENT: Commissioners Christopher Wilson, Karen Vibert, Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien. **ALSO PRESENT:** Dr. Ellen Solek, Superintendent of Schools, Dr. Susan Kalt Moreau, Deputy Superintendent, Dennis Bieu, Director of Human Resources, Kim Hapken, Director of Special Services.

Executive Session was called to order at **6:05 p.m**

INTERVIEWS:

1. Interview of Athletic Director Candidate
2. Interview of Principal Candidate for Chippens Hill Middle School
3. Interview of Assistant Principal Candidates for Bristol Central H.S.
4. Interview of Principal Candidate for Northeast Middle School
5. Discussion of Negotiations with Local #2267

5. **RECONVENE INTO PUBLIC SESSION**

On a motion of Commissioner Vibert, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education reconvene into Public Session (9:48 p.m.)

On a motion of Commissioner Vibert, seconded by Commissioner Amara it was unanimously

VOTED: That the Board of Education approve the appointment of Christopher Cassin as Athletic Director.

On a motion of Commissioner Amara, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the appointment of Marisa Calvi-Rogers to the Assistant Principal position at Bristol Central High School.

On a motion of Commissioner O'Brien, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the appointment of Geoffrey Sinatro to the Assistant Principal position at Bristol Central High School.

On a motion of Commissioner Dolan, seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the appointment of Matthew Harnett to the Principal position at Chippens Hill Middle School.

On a motion of Commissioner Hintz, seconded by Commissioner Fitzgerald it was unanimously

VOTED: That the Board of Education approve the appointment of Daniel Sonstrom to the Principal position at Northeast Middle School.

ADJOURNMENT:

There being no further business to come before the Board and

On a motion of Commissioner Morgan, seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education meeting be adjourned. (9:55p.m.)

Respectfully submitted,

Kim Hapken

Director of Special Services
Bristol Board of Education

DRAFT

Christopher Wilson, Chairman
Karen Vibert, Vice-Chairman
Karen Bourassa, Secretary
Lawrence Amara
Genard Dolan
Jill Fitzgerald
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Jeffrey Morgan
Thomas P. O'Brien



Ellen W. Solek, Ed. D.
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BOARD OF EDUCATION

SPECIAL MEETING

THURSDAY, SEPTEMBER 5, 2013

Present: Christopher Wilson, Chairman, Karen Vibert, Vice-Chairman, Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Bourassa ;
Also Present: Dr. Ellen Solek, Mr. Gary Franzi, Dennis Bieu, Kim Hapken

Minutes

1. **The Board of Education meeting was called to order by Commissioner Christopher Wilson at 6:01p.m.**
2. The District Leadership Team Report was given by Dr. Solek and Mr. Gary Franzi regarding the *Student Accident and Athletic Insurance Program*. Mr. Franzi indicated that this insurance program went out to bid.

On a motion of Commissioner Amara, seconded by Commissioner Morgan, it was unanimously

VOTED: That the Board of Education accept the Bob McCloskey Insurance Agency with a Total Premium of \$76,590 to provide the Student Accident and Athletic Insurance for the district.

3. **CONVENE INTO EXECUTIVE SESSION**

On a motion of Commissioner Hintz, seconded by Commissioner Fitzgerald, it was unanimously

VOTED: That the Board of Education convene into Executive Session for the purpose of discussing: (6:10 p.m.)

1. Negotiations with Local # 2267
4. **EXECUTIVE SESSION**

PRESENT: Commissioners Christopher Wilson, Karen Vibert, Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Bourassa. **ALSO PRESENT:** Dr. Ellen Solek, Superintendent of Schools, Gary Franzi, Dir. of Finance, Dennis Bieu, Director of Human Resources, Kim Hapken, Director of Special Services.

Executive Session was called to order at 6:12 p.m.

1. Discussion of Negotiations with Local #2267

5. RECONVENE INTO PUBLIC SESSION

On a motion of Commissioner Hintz, seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education reconvene into Public Session (7:25p.m.)

On a motion of Commission Vibert, seconded by Commissioner Bourassa it was

VOTED: That the Board of Education accept the Tentative Agreement with Local #2267

A Roll-Call Vote was requested by Commissioner Wilson:

<i>Commissioner O'Brien</i>	<i>Yes</i>
<i>Commissioner Fitzgerald</i>	<i>No</i>
<i>Commissioner Amara</i>	<i>No</i>
<i>Commissioner Vibert</i>	<i>Yes</i>
<i>Commissioner Dolan</i>	<i>No</i>
<i>Commissioner Morgan</i>	<i>No</i>
<i>Commissioner Bourassa</i>	<i>No</i>
<i>Commissioner Hintz</i>	<i>Yes</i>
<i>Chairman Wilson</i>	<i>Yes</i>

The motion to accept the Tentative Agreement with Local #2267 was defeated by a 5 to 4 vote.

ADJOURNMENT:

There being no further business to come before the Board and

On a motion of Commissioner Vibert, seconded by Commissioner Amara it was unanimously

VOTED: That the Board of Education meeting be adjourned. 7:30.m.)

Respectfully submitted,

Kim Hapken

Kim Hapken
Director of Special Services
Bristol Board of Education

District Priority #1:		Common Core/SBAC Implementation	
Element	Positions	Amount	Justification
Personal Services-Salaries	6.97	\$448,279	1.0 FTE Supervisor for CC; 0.5 FTE Supervisor for SBAC; 0.14 FTE added curriculum supervisor time for CC; 1.0 FTE math coach for CC; 4.0 FTE substitutes for coverage for CC work; stipends for 17 CC School Leaders; stipends for data team work on CC; 0.33 FTE grant support staff
Personal Services-Benefits	2.83	\$62,877	Benefits for 1.0 Supervisor for CC, for 0.5 Supervisor for SBAC, for 1.0 math coach; 0.33 grant support staff
Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Purchased Property	0.00	\$45,000	Funds for consultants to work with data teams and for professional development on CC and SBAC
Other Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	6.97	\$556,156	

District Priority #2:		Teacher and Administrator Evaluation	
Element	Positions	Amount	Justification
Personal Services-Salaries	0.53	\$66,274	0.5 FTE Supervisor of Teacher & Administrator Evaluation; 0.03 grant support staff
Personal Services-Benefits	0.00	\$11,858	Benefits for 0.5 FTE Supervisor of Teacher & Administrator Evaluation and 0.03 grant support staff
Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	0.53	\$78,132	

District Priority #3:			K-12 Literacy
Element	Positions	Amount	Justification
Personal Services-Salaries	15.13	\$1,352,865	1.0 FTE Literacy Supervisor; 2.0 FTE high school literacy teachers; 5.3 FTE elementary literacy teachers; 1.5 FTE middle school literacy teachers; 5.0 FTE K-5 literacy teachers; 0.33 grant support staff; stipends for literacy night programs for parents
Personal Services-Benefits	13.13	\$217,106	Benefits for 1.0 FTE Literacy Supervisor, 5.3 FTE elementary reading teachers, 1.5 FTE middle school literacy teachers, 5.0 FTE K-5 literacy teachers
Purchased Professional Services	0.00	\$0	0.33 grant support staff
Purchased Property	0.00	\$19,350	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Other Purchased Professional Services	0.00	\$0	Funds for administrators to attend literacy conferences; funds for literacy teachers professional development in literacy instruction
Supplies	0.00	\$60,466	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Property	0.00	\$0	Funds for materials for literacy instruction and literacy night programs for parents
Other Objects	0.00	\$0	
Total	15.13	\$1,649,787	

District Priority #4 (optional):			Preschool
Element	Positions	Amount	Justification
Personal Services-Salaries	3.03	\$164,641	1.5 preschool teachers; 1.5 preschool paraprofessionals; 0.03 grant support staff
Personal Services-Benefits	3.03	\$47,307	Benefits for 1.5 preschool teachers, 1.5 preschool paraprofessionals, 0.03 grant support staff
Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	NOTE: not on the ED 114 so this line was collapsed into line 400 to align with ED 114
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	3.03	\$211,948	

GRANT FUNDS from the CARL D. PERKINS CAREER and TECHNICAL EDUCATION ACT OF 2006 (Public Law 109-270).

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Act seeks to promote a new vision for technical education in the 21st century. The goals of this new vision are focused on improving student achievement, and;

- integrating academic and technical education;
- promoting student attainment of challenging academic and technical standards;
- providing students with a strong experience in, and understanding of, all aspects of industry;
- involving parents and employers;
- providing strong linkages between secondary and post-secondary education; and,
- developing, improving and expanding the use of technology.

Funds from the Perkins Act must be used to promote innovation and continuous improvement in technical education so that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards.

Carl Perkins funding for Bristol will be used to support ongoing curriculum revision efforts in the Business, Family & Consumer Sciences, and Technology programs at each high school. Professional development activities and sessions for teachers are aimed at increasing their content knowledge in support of work to align courses with state and national standards. Teachers are also working to integrate the development of reading and mathematics skills along with the technical skills required within specific career pathways.

Equipment funds will be used to purchase new safety equipment for Material Science Laboratories at each high school. Supplemental reading materials will be purchased to facilitate the development of Common Core Literacy Skills within technical subjects. Additional funds will be expended to provide technical subject teachers with professional development experiences with implementing Common Core Literacy Standards.

Distribution of 13-14 Carl Perkins Funding for Bristol:

Grant Related Clerical Support.....	3,342.00
Training & Staff Development.....	22,550.00
Curriculum & Instruction.....	25,707.00
Lab Safety Equipment	<u>44,310.00</u>

Grant Total: \$99,909.00



Bristol Public Schools

DEPARTMENT: English/Language Arts

COURSE: English II, Grade 10

LEVEL: Academic and Accelerated

COURSE DESCRIPTION:

English II is a full-year course for sophomores focused on the inter-relationship of literacy skills: reading, writing, speaking, listening, and thinking. Students will study a variety of genres in literature and in informational texts, that is, in fiction and non-fiction. They will respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students will also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multi-media projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Common Core of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fiction and nonfiction, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

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DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multi-media projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

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1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 10
Unit of Study	Unit 1: Power and Justice
Pacing	6 weeks
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.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.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-Literacy.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>	
PRIORITY STANDARDS – UNIT 1	
RL	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.
RI	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze 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.
W	<ol style="list-style-type: none"> 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> 3a. Engage and orient the reader by 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. 3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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SL	<p>4. 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.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
L	<p>4a. 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>4b. 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>4c. 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>4d. 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>
SUPPORTING STANDARDS – Unit 1	
RL	<p>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>
RI	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
W	<p>3d. 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>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p>
L	<p>2c. Spell correctly</p>

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Unwrapped Standards – Unit 1		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy (See “Assessments” for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
textual evidence <ul style="list-style-type: none"> <u>strong</u> <u>thorough</u> explicit inferences	cite analyze	2 4
theme or central idea <u>details of development</u> <ul style="list-style-type: none"> <u>emerges</u> <u>shaped</u> <u>refined</u> 	determine analyze	2 4
Writing		
Narratives <ul style="list-style-type: none"> real or imagined experiences or events effective technique, <u>well-chosen details</u> well-structured event sequences 	write develop use	5
<ul style="list-style-type: none"> problem, situation, or observation, one or <u>multiple point(s)</u> of view narrator and/or characters <u>smooth progression</u> 	engage and orient establish introduce create	5 5
<u>Variety of narrative techniques</u> <ul style="list-style-type: none"> dialogue pacing description reflection <u>multiple plot lines</u> 	use	3
evidence to support <ul style="list-style-type: none"> analysis 	Draw	3

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<ul style="list-style-type: none"> • reflection • research 		
Speaking and Listening		
information, findings, supporting evidence <ul style="list-style-type: none"> • clear, <u>concise, logical</u> appropriate to <ul style="list-style-type: none"> • <u>audience</u> • <u>purpose</u> • <u>task</u> 	present understand	3 2
for discussions <ul style="list-style-type: none"> • read or research material • thoughtful, well-reasoned exchange of ideas 	prepare stimulate	5
<u>With peers</u> <ul style="list-style-type: none"> • rules for collegial discussions, decision-making 	<u>Collaborate</u> <u>Create</u>	5 6
Language		
context <ul style="list-style-type: none"> • of sentence • of paragraph • of text • of word's position or function in a sentence 	use	3
<u>word patterns</u> <ul style="list-style-type: none"> • <u>for different meanings or parts of speech</u> 	<u>Identify and use</u>	3
reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital <ul style="list-style-type: none"> • pronunciation • precise meaning • part of speech • etymology 	consult	2

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Essential Questions for Unit 1	Corresponding Big Ideas for Unit 1
<p>1. What are the purposes of informational and narrative texts?</p> <p>2. How does an author use details to convey meaning throughout a text?</p> <p>3. What form of writing do I choose to best express my ideas? How might a narrative piece on the themes of power and justice differ from an expository piece?</p> <p>4. How do I organize my ideas so they make sense for my audience?</p> <p>5. Why should I incorporate narrative techniques into my informative writing?</p> <p>6. How do context clues help me to understand unfamiliar words?</p>	<p>1. When we read, we should identify the elements of a text and work to understand how those elements come together to make meaning.</p> <p>2. a.) Close reading requires attention to specific techniques. b.) The genre in which the author is writing often dictates the techniques he or she will use. c.) Multi-media texts require that the reader examine the text for different elements.</p> <p>3. The format a writer chooses to present his or her writing depends on the author’s purpose, point of view, and audience. a.) An author writing a narrative piece would pay attention to sensory details, imagery, figurative language, and other literary techniques in order to craft an engaging story for the reader. b.) An author writing an informative piece would pay attention to the clarity of his or her syntax, the objectivity of his or her claims and the validity of his or her supporting evidence in order to craft a clear and concise explanation which the reader will comprehend.</p> <p>4. Organizing provides a structure for ideas.</p> <p>5. Narrative techniques such as anecdotes and figurative language add interest to informative writing.</p> <p>6. Developing vocabulary by using a variety of strategies is essential to understanding what we read. Examining words for connotation as well as denotation helps us to understand the author’s intentions.</p>

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ESSENTIAL QUESTION – Unit 1	LEARNING OBJECTIVES – Unit 1 Students will be able to:
1. What are the purposes of informational and narrative texts?	<ul style="list-style-type: none"> • Read text closely for various purposes (using such lenses as: imagery, point of view, syntax, diction, metaphoric, contradiction, personal, layers of meaning, context) • Summarize- briefly- the key events of a text and relate events to the development of the plot • Explain how meaning is created through an interaction among a reader, text, and the author • Know the difference between explicit and implicit information • Distinguish between the author and main character • List possible author’s purposes for writing a particular text • Draw a conclusion about an author’s purpose for a particular text and defend their conclusion • Use implicit information to draw conclusions • 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.
2. How does an author use details to convey meaning throughout a text?	<ul style="list-style-type: none"> • Analyze how conventions and devices used in a text contribute to the reader’s understanding and advance the author’s theme or main idea • <i>Look for parallel images within a text and determine how those images advance the author’s theme or purpose</i> • <i>Look for instances of juxtaposition within a text and determine the author’s intentions by placing particular passages next to each other</i>
3. What form of writing do I choose to best express my ideas?	<ul style="list-style-type: none"> • Revise writing to suit purpose and audience most effectively • Revise writing for organization, elaboration, fluency, and clarity
4. How do I organize my ideas so they make sense for my audience?	<ul style="list-style-type: none"> • Select and use the most appropriate organization structure given a topic, purpose, audience, or mode of writing • Organize ideas prior to beginning writing
5. Why should I incorporate narrative techniques into my informative writing?	<ul style="list-style-type: none"> • Compare the organizational structure of persuasive, narrative, and informative writing • Analyze how established authors of informative texts use narrative techniques to make their writing more engaging
6. How do context clues help me to understand unfamiliar words?	<ul style="list-style-type: none"> • Add to vocabulary and use new words correctly • Know that authors often choose words with specific connotations to create a particular effect • Recognize contextual clues to help determine meaning • Apply techniques to determine meaning

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:

- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students’ interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students’ thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom’s Taxonomy (Costa’s) & Webb’s Depth of Knowledge/DOK.

Reading and responding to reading

- Exit slips
- Reflection on the process of establishing a purpose and how his/her purpose may have changed

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- Journal entries
- Summaries
- Completed annotations
- Completed reading guides
- Presentations, including multimedia
- Compare thematically-related works by two authors

Writing

- Analytical papers which incorporate narrative and/or rhetorical techniques in order to engage audience
- Expository papers which incorporate narrative and/or rhetorical techniques in order to engage audience
- Written response to evaluate inferences
- Written response to evaluate conclusions

Speaking & Listening

- Discussion to evaluate inferences
- Discussion to evaluate conclusions
- Socratic seminar self-assessments
- Socratic seminar peer assessments
- Presentations, including multimedia

Language

- Texts and quizzes on definitions, including denotations and connotations
- Use words in context in both written and multimedia presentations

Unit Vocabulary Terms

Tier 2/Interdisciplinary

- strong
- thorough
- emerges
- shapes
- refines
- concise
- logical
- task
- collaborate
- identify and use

Tier 3/Discipline-specific

- well-chosen details
- multiple points of view
- smooth progression
- variety
- multiple plot lines
- audience
- purpose
- word patterns
- create

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 10
Unit of Study	Unit 2: School, Self and Society
Pacing	6 weeks
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.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.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-Literacy.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>	
Priority and Supporting CCSS	
RL	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).
RI	<p>3. 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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

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W	<p>2e. 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>2f. 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>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>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>
SL	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
L	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Supporting Standards	
RL	<p>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>
RI	<p>2. Determine a central idea of a text and analyze 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>
W	<p>2a. 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.</p> <p>2b. 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>2c. 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>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p>
SL	<p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</p>

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incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
meaning of words and phrases including <ul style="list-style-type: none"> • figurative, connotative, technical meanings; • <u>cumulative impact of specific word choices</u> on meaning and tone 	Determine Analyze	2 4
author unfolds analysis, series of ideas or events, <ul style="list-style-type: none"> • <u>order</u> • <u>how introduced and developed,</u> • <u>connections</u> 	Analyze	4
Writing: Informative/Explanatory		
<ul style="list-style-type: none"> • formal style • <u>objective tone</u> Norms <u>Conventions</u>	Establish and Maintain Attend to	6 3
concluding statement <ul style="list-style-type: none"> • follows • supports 	provide	6
clear/coherent writing appropriate <ul style="list-style-type: none"> • task • audience • purpose 	produce	6
research projects	conduct	6

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question <ul style="list-style-type: none"> • self-generated problem; • short • <u>more sustained</u> • inquiry • multiple sources • <u>understanding</u> 	answer solve <u>narrow or broaden</u> <u>synthesize</u> <u>demonstrate</u>	
Evidence <ul style="list-style-type: none"> • analysis • reflection • research 	Draw Support	4
Speaking and Listening		
<u>multiple sources of information</u> <ul style="list-style-type: none"> • <u>credibility</u> • <u>accuracy</u> 	<u>integrate</u> <u>evaluate</u>	6 5
Language		
Understanding of <ul style="list-style-type: none"> • Figurative language • Word relationships • Nuances in meaning 	Demonstrate	3

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Essential Questions for Unit 2		Corresponding Big Ideas
<i>Teacher's guiding questions</i>		<i>Student's statements of enduring ideas</i>
<ol style="list-style-type: none"> Why is it necessary to justify my interpretation of a text? How do I justify my interpretation? How do I interpret a text? How do an author's specific words choices help to create meaning in a text? Why is the order in which I present information important? How do intertextual connections contribute to my understanding of a topic? 		<ol style="list-style-type: none"> Because literature can be interpreted in multiple ways, it is important to use textual evidence and explain how it validates your interpretation. In order to interpret a text, readers must draw conclusions during and after reading, using information that is implicit and explicit in the text. Authors make deliberate word choices in order to create meaning and set a tone. The order in which an author presents information will have an effect on the reader's interpretation of a text. When studied thematically, various texts provide the reader with multiple ways of understanding timeless concerns related to a topic.
ESSENTIAL QUESTIONS – Unit 2	LEARNING OBJECTIVES – Unit 2 <i>Students will be able to:</i>	
1. Why is it necessary to justify my interpretation? How do I justify my interpretation?	<ul style="list-style-type: none"> Develop inferential questions in response to a text and attempt to answer them Develop questions about the author's purpose and answer them using implicit and explicit information from a text Write an analysis of an author's purpose, using textual evidence and literary terminology Write a comparison between the styles or author's purpose of at least two texts which relate to the unit's theme. 	
2. How do I interpret a text?	<ul style="list-style-type: none"> Explain the implicit and explicit description of the setting and its impact on the meaning of the story Explain how an author uses rhetorical devices to advance his ideas in an informational text Identify implicit and explicit motivations of characters Draw conclusions about social relationships based on the resolutions to the conflicts in the story Draw conclusions about an author's intentions based on the details provided in an informational text Relate the resolution of the conflicts in the story to the author's values and beliefs Relate the main idea of an informational text to an author's attitude toward the topic Make judgments about characters 	

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	<ul style="list-style-type: none"> • Make judgments about a text • Analyze how the author wants the reader to judge characters • Analyze how the author is attempting to influence the reader about a topic
3. How do an author's specific words choices help to create meaning in a text?	<ul style="list-style-type: none"> • Annotate a text in order to unpack an author's meaning • Analyze the relationships among characters in a novel • Analyze the relationships between point of view, conflict and characterization, using literary terminology • Evaluate the characterization within a text • Explain why authors might choose to order a text in a particular way • Explain why authors might use specific rhetorical devices • 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). • Analyze the impact of the author's choices regarding how to present information (e.g., the order of the information presented, the connotations of the words used, the tone of the text)
4. Why is the order in which I present information important?	<ul style="list-style-type: none"> • Adjust purposes during reading • Evaluate sources for validity and usefulness • Choose a form of writing that is best suited to the student's purpose • Employ narrative devices to make informational writing more engaging to the reader • <i>Employ narrative or rhetorical devices to make informational writing more engaging to the reader</i>
5. How do intertextual connections contribute to my understanding of school, self and society?	<ul style="list-style-type: none"> • Identify how the author in a work of literature shares a common concern with the author of a nonfiction piece • Explain how the authors of the two pieces might respond to each other

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:

- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students’ interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students’ thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

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Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Reading and responding to reading

- Exit slips in which students demonstrate ability to make inferences
- Reflection on the process of drawing evidence from a text
- Journal entries and/or reaction papers on author's word choices
- Summaries of texts
- Completed annotations
- Completed reading guides
- Presentations, including multimedia

Writing

- Analytical papers using thorough textual evidence
- Expository papers
- Written response to evaluate inferences
- Written response to evaluate conclusions

Speaking & Listening

- Discussion to evaluate inferences
- Discussion to evaluate conclusions
- Socratic seminar
- Student self-assessment for Socratic seminar
- Peer assessment for Socratic seminar

Language

- Texts and quizzes on definitions
- Research on particular word(s) in order to determine how meanings have changed over time
- Use words in context in both written and multimedia presentations

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Unit Vocabulary Terms – Unit 2

Tier 2/Interdisciplinary

- a particular point of view or cultural experience from outside the United States
- the order in which the points are made
- how they are introduced and developed
- connections that are drawn between them.
- solve a problem
- understanding
- multiple sources of information
- credibility
- accuracy

Tier 3/Discipline-specific

- cumulative impact of specific word choices
- how the author unfolds an analysis or series of ideas or events
- objective tone
- norms
- conventions
- more sustained
- narrow or broaden
- synthesize
- demonstrate
- integrate

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Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 10
Unit of Study	Unit 3: Oppression and Resilience
Pacing	6 weeks

Anchor Standards

CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.

CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.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.

Priority and Supporting CCSS

RL	<p>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>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> <p>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.</p>
RI	<p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining</p>

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	which details are emphasized in each account.
W	<p>2c. 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>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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>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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
SL	<p>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>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>
L	<p>1a. Use parallel structure.*</p> <p>1b. 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>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b. Use a colon to introduce a list or quotation.</p> <p>3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>

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Supporting Standards	
RI	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.
W	2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SL	<ol style="list-style-type: none"> 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
L	2c. Spell correctly

Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
<u>How complex characters</u> <ul style="list-style-type: none"> • develop over the course of the text • interact 	Analyze	4

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<ul style="list-style-type: none"> • advance the plot • develop the theme 		
author's choices <ul style="list-style-type: none"> • structure • order events parallel plots) • manipulate time (e.g., pacing, flashbacks) • mystery, tension, or surprise 	Analyze	4
particular point of view <u>cultural experience</u> outside the United States,	Analyze	4
Author's claims <ul style="list-style-type: none"> • <u>Developed</u> • <u>Refined by sentences, paragraphs, or larger portions of text</u> 	Analyze	4
author's <ul style="list-style-type: none"> • point of view or purpose • use of rhetoric 	Determine Analyze	2 4
Various accounts <u>different media</u> <u>Emphasized details</u>	Analyze Determine	4 2
Writing		
appropriate and varied <u>transitions</u>	Use	3
precise language <u>domain-specific vocabulary</u> <u>complexity</u>	Use Manage	3
Writing <ul style="list-style-type: none"> • <u>planning, revising, editing, rewriting, or trying a new approach,</u> • <u>specific purpose and audience</u> 	Develop and Strengthen Focus	6
technology <ul style="list-style-type: none"> • produce • publish • update individual or shared writing products	Use	6

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<ul style="list-style-type: none"> information <u>flexibly and dynamically</u> 	<u>link</u> <u>display</u>	
research projects question <ul style="list-style-type: none"> self-generated <u>problem;</u> <ul style="list-style-type: none"> short <u>more sustained</u> inquiry multiple sources <u>understanding</u> 	conduct answer solve <u>narrow or broaden</u> <u>synthesize</u> <u>demonstrate</u>	6
relevant information <u>multiple authoritative sources</u> <ul style="list-style-type: none"> <u>print</u> <u>digital</u> <u>advanced searches</u> <u>usefulness</u> of each source in answering the research question; <u>information</u> into the text plagiarism Standard format for citation 	Gather Use Assess Integrate Avoid Follow	4
Evidence <ul style="list-style-type: none"> Analysis Reflection Research 	Draw Support	4 6
Speaking and Listening		
speaker's <ul style="list-style-type: none"> <u>point of view</u> <u>reasoning</u> <u>use of evidence and rhetoric</u> <u>fallacious reasoning</u> <u>exaggerated or distorted evidence.</u> 	Evaluate Identify	5 2
digital media in presentations understanding	Use Enhance	3

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Language		
<u>parallel structure</u> various types of <u>phrases</u> • (noun, verb, adjectival, adverbial, participial, prepositional, absolute) <u>Clauses (independent, dependent; noun, relative, adverbial</u> <u>semicolon</u> <u>colon</u> correctly	Use	3
<u>guidelines in style manual</u> (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>)	Spell Conform	3

Essential Questions – Unit 3		Corresponding Big Ideas – Unit 3
<ol style="list-style-type: none"> How have authors across time periods, genres, and cultures portrayed the human experience? Why is it necessary to communicate one's ideas clearly? Why is it necessary to justify my interpretation? How do I justify my interpretation? How do I evaluate sources when conducting research? 		<ol style="list-style-type: none"> We can better understand the human experience by making thematic connections between timeless topics. After examining an author's depiction of the human experience, I reflect on how it relates to my own experience, other texts, and the world. Clear communication of ideas offers the individual an opportunity for success in an often oppressive society. Because literature can be interpreted in multiple ways, it is important to use textual evidence and explain how it validates your interpretation. The wealth of information available electronically makes it necessary to check sources for objectivity and validity.
ESSENTIAL QUESTIONS – UNIT 3	LEARNING OBJECTIVES – Unit 3 <i>Students will be able to:</i>	
<ol style="list-style-type: none"> How have authors across time periods, genres, and cultures portrayed the human experience? 	<ul style="list-style-type: none"> Explain the implicit and explicit description of individuals in a particular social setting and evaluate the impact on the meaning of the text Identify implicit and explicit motivations of individuals in a particular social setting Analyze how the author wants the reader to judge individual members of a society Compare various authors' interpretations of individuals of different societies across genres, time periods and cultures Analyze how these various interpretations share common elements that speak to the human experience. 	

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<p>2. Why is it necessary to communicate one's ideas clearly?</p>	<ul style="list-style-type: none"> • Write a short paper researching and analyzing an instance or instances in which communication has affected social change and/or the improvement of life for individuals. • Use MLA format • Use clear examples, reasons and evidence from a text, when appropriate, to support purpose • Use descriptive and figurative language in the development of ideas in order to engage readers in informative writing
<p>3. Why is it necessary to justify my interpretation? How do I justify my interpretation?</p>	<ul style="list-style-type: none"> • Develop inferential questions in response to a text and attempt to answer them • Develop questions about the author's purpose and answer them using implicit and explicit information from a text • Write a character analysis using supporting evidence from a text • <i>Write a literary analysis relating character and conflict, using textual evidence and literary terminology</i>
<p>4. How do I evaluate sources when conducting research?</p>	<ul style="list-style-type: none"> • Discriminate between legitimate supportive documents and sources that offer unsupported opinions • Analyze sources for their usefulness as support for research topic/question • Evaluate the validity of on-line resources

Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:

- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as

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well.

- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students’ thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom’s Taxonomy (Costa’s) & Webb’s Depth of Knowledge/DOK.

Reading and responding to reading

Writing

- Research paper

Speaking & Listening

Language

- Use of correct MLA format

Unit Vocabulary Terms – Unit 3		Interdisciplinary Connections
<p><u>Tier 2/Interdisciplinary</u></p> <ul style="list-style-type: none"> ● Various accounts of a subject in different media ● Which details are emphasized ● Transitions ● More sustained ● Narrow or broaden ● Synthesize ● Demonstrate ● multiple authoritative print and digital sources ● advanced searches ● usefulness ● information ● point of view 	<p><u>Tier 3/Discipline-specific</u></p> <ul style="list-style-type: none"> ● Complex characters ● Author’s choices ● structure text ● order events ● manipulate time ● Author’s claims ● Developed ● Refined by sentences, paragraphs, or larger portions of text ● Manage complexity ● Flexibly and dynamically ● parallel structure ● phrases (noun, verb, adjectival, adverbial, 	

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<ul style="list-style-type: none"> • reasoning • use of evidence and rhetoric • fallacious reasoning • exaggerated or distorted evidence 	<p>participial, prepositional, absolute)</p> <ul style="list-style-type: none"> • Clauses (independent, dependent; noun, relative, adverbial) • semicolon • colon • conform to the guidelines in a style manual 	
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 10
Unit of Study	Unit 4: The American Experience
Pacing	6 weeks
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.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.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-Literacy.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>	
Priority and Supporting CCSS	
RL	<p>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>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>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>
RI	<p>2. Determine a central idea of a text and analyze 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>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>

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W	<p>1a. 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.</p> <p>1b. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9b. Apply grades 9-10 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; identify false statements and fallacious reasoning”).</p>
SL	<p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>4. 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</p>
L	<p>4a. 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>4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>4c. 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>4d. 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>
Supporting Standards	
RL	<p>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>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>
RI	<p>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>3. 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</p>

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	and developed, and the connections that are drawn between them. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
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
SL	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

Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy (See “Assessments” for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
<u>theme or central idea</u> <u>details of development</u> <ul style="list-style-type: none"> <u>emerges</u> <u>shaped</u> <u>refined</u> objective summary	Determine analyze	2 4
various accounts different mediums (e.g., a person’s life story in both print and multimedia) <u>details emphasized</u>	Analyze Determine	4 2
objective summary of the text	Provide	2
Argument Claims Valid reasoning <ul style="list-style-type: none"> Relevant Sufficient 	Delineate Evaluate Assess	5

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<ul style="list-style-type: none"> • Fallacious reasoning 		
Writing		
<p>precise claim(s) claim(s) alternate or opposing claims organization clear relationships</p> <ul style="list-style-type: none"> • claim(s) • counterclaims • reasons • evidence 	<p>introduce distinguish</p> <p>create</p>	6
<p>claim(s) and counterclaims fairly</p> <ul style="list-style-type: none"> • strengths • limitations <p>audience’s knowledge level and concerns</p>	<p>Develop</p> <p>Anticipate</p>	6
<p>evidence literary informational analysis, reflection, and research. Grade 10 Reading standards argument specific claims reasoning</p> <hr/> <ul style="list-style-type: none"> • valid • fallacious 	<p>draw</p> <p>support apply</p>	<p>3</p> <p>3</p>
Speaking and Listening		
<p>Information findings supporting evidence clearly, concisely, and logically appropriate style</p> <ul style="list-style-type: none"> • purpose • audience 	<p>present</p>	3

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<ul style="list-style-type: none"> task 		
for discussions <ul style="list-style-type: none"> read or research material thoughtful, well-reasoned exchange of ideas 	prepare stimulate	5
diverse perspectives summarize <ul style="list-style-type: none"> agreement disagreement when warranted	respond summarize qualify, justify	2 2

Essential Questions		Corresponding Big Ideas
<ol style="list-style-type: none"> How do the deliberate choices that an author makes contribute to my understanding of the main idea in a literary or informative text? How is interactive reading part of a meaningful conversation between the reader and author about the human experience? Why is it necessary to justify my interpretation? How do I justify my interpretation? Why is it necessary to communicate my ideas clearly? 	<ol style="list-style-type: none"> Authors make deliberate choices with regard to organization, use of literary conventions, and diction. These choices convey the author’s main idea(s). Meaning is created through an interaction among the reader, the text, and the author. In order to interact with a text, the reader must understand and analyze explicit and implicit information, determine the author’s main idea(s), and analyze how the author’s ideas contribute to our understanding of the human experience. Because literature can be interpreted in multiple ways, it is important to use textual evidence and explain how it validates your interpretation. In order to take part in the ongoing conversation about the human experience, I must follow the conventions of Standard English. The correct use of the conventions of standard written English reflects a care for the audience and for one’s own writing. 	
ESSENTIAL QUESTIONS – UNIT <ol style="list-style-type: none"> How do the deliberate choices that an author makes contribute to my understanding of the main 	<ul style="list-style-type: none"> LEARNING OBJECTIVES – UNIT 4 <i>Students will be able to:</i> Analyze the author’s choices Develop and support an inference as to why the author made a choice he or she did Interpret the use of literary or rhetorical technique in a text Explain how a choice the author made added to your understanding of his or her main idea 	

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idea in a literary or informative text?	<ul style="list-style-type: none"> Analyze multiple texts in order to make judgments about the various ways in which authors have commented on the human experience
2. How is interactive reading part of a meaningful conversation between the reader and author about the human experience?	<ul style="list-style-type: none"> Analyze several texts to compare author's craft Generate a thematic statement about a text Connect the theme of a text to their own view Evaluate how an individual's choices reflect his or her perception of American identity Develop and share reasoned interpretations of text Listen and respond to other interpretations Judge validity of differing views based on the text evidence provided Contribute to the ongoing conversation by offering written analysis based on synthesis of multiple texts
3. Why is it necessary to justify my interpretation? How do I justify my interpretation?	<ul style="list-style-type: none"> Write an analysis of the author's craft Write an evaluation of the effectiveness of the author's craft using evidence from a text Justify interpretation using textual evidence
4. Why is it necessary to communicate my ideas clearly?	<ul style="list-style-type: none"> Evaluate language used as it relates to audience and purpose Revise writing to suit purpose and audience most effectively Demonstrate proficient use of proper mechanics, usage, and spelling skills in written work

Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:

- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.

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- Foster greater student independence and interdependence among students
 - Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
 - Confer with students and arrange for students to confer with each other.
 - Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
 - Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
 - Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
 - Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
 - Encourage students to share their writing with a public audience.
 - Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Reading and responding to reading

- Comparison of fiction and non-fiction through graphic organizers
- Dialectical journals
- Written response: How did the use of literary conventions contribute to your understanding and appreciation of this text?
- Written response: How can this text be considered a work of art?

Writing

- Literary analysis paper
- Comparison of two or more thematically related pieces of literature in order to comprehend multiple ways in which authors present ideas

Speaking & Listening

- Oral presentations of interpretations of literature
- Multimedia presentation written, directed and created by students working collaboratively
- Self-evaluation of roles in discussion (assessing listening skills)

Language

- Vocabulary test on figurative and rhetorical terms

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Tier 2: Interdisciplinary Fallacious reasoning	Tier 3: Discipline-specific
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 10
Unit of Study	Unit 5: The Perils of Progress
Pacing	6 weeks
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.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.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-Literacy.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>	
Priority and Supporting CCSS	
RL	<p>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>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>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.</p>
RI	<p>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>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
W	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. 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.</p>

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	<p>1d. 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>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9b. Apply Grade 10 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; identify false statements and fallacious reasoning”).</p>
SL	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
L	<p>5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>5b. Analyze nuances in the meaning of words with similar denotations.</p>
Supporting Standards	
RL	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.
RI	<p>2 Determine a central idea of a text and analyze 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>3 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.</p>
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.
L	2c. Spell correctly

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Unwrapped Standards

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
textual evidence <ul style="list-style-type: none"> • <u>strong</u> • <u>thorough</u> explicit inferences	cite analyze	2 4
textual evidence <ul style="list-style-type: none"> • <u>strong</u> • <u>thorough</u> explicit inferences	cite analyze	2 4
author's <ul style="list-style-type: none"> • point of view or purpose • use of rhetoric 	determine analyze	2 4
<u>particular point of view</u> <u>cultural experience</u> <u>outside the United States,</u>	analyze	4
author's <ul style="list-style-type: none"> • point of view or purpose • use of rhetoric 	determine analyze	2 4
Writing		

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<p>precise claim(s) claim(s) alternate or opposing claims organization clear relationships</p> <ul style="list-style-type: none"> • claim(s) • counterclaims • reasons • evidence 	<p>introduce distinguish</p> <p>create</p>	6
<p>formal style objective tone norms conventions</p>	<p>establish and maintain</p> <p>attend</p>	
<p>concluding statement</p> <ul style="list-style-type: none"> • follows • supports 	<p>provide</p>	6
Speaking and Listening		
<p><u>multiple sources</u> of information</p> <ul style="list-style-type: none"> • <u>credibility</u> • <u>accuracy</u> 	<p><u>integrate</u> <u>evaluate</u></p>	6 5
Language		
<p>figures of speech</p> <ul style="list-style-type: none"> • euphemism • oxymoron <p>role in the text</p>	<p>Interpret</p> <p>analyze</p>	3 4
<p>nuances</p> <ul style="list-style-type: none"> • similar denotations 	<p>analyze</p>	4

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Essential Questions – Unit 5	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How have multiple authors responded to the development of new ideas? 2. Why does text matter? 3. Why is it necessary to support my argument with textual evidence? 4. How does knowledge of vocabulary contribute to our understanding and analysis of a text? 	<ol style="list-style-type: none"> 1. New developments in industry, science and technology have served as subjects for authors of literary and informational texts across time periods. 2. Although ways of obtaining information have changed over time, the ability to communicate, comprehend and interpret information is a necessary skill for any society. 3. Any argument worth making must be supported with evidence. 4. Words have specific connotations and nuances that add layers of meaning to a text.
ESSENTIAL QUESTIONS – UNIT 5	LEARNING OBJECTIVES – UNIT 5 <i>Students will be able to:</i>
<ol style="list-style-type: none"> 1. How have multiple authors over time responded to the development of new ideas? 	<ul style="list-style-type: none"> • Examine multiple texts in order to determine author’s purpose and tone • Analyze how an author uses satire to advance his or her argument • Identify a current issue related to progress and develop an argument about that issue
<ol style="list-style-type: none"> 2. Why does text matter? 	<ul style="list-style-type: none"> • Conduct brief research on how an aspect of communication has changed over time • Analyze how an author has effectively advanced his/her ideas about a topic in order to effect change. • Explain how the means of communication has changed over time while purpose and audience have remained relatively consistent. • Evaluate how time period/culture/society affects an individual’s interpretation of and relationship to a text
<ol style="list-style-type: none"> 3. Why is it necessary to support an argument with textual evidence? 	<ul style="list-style-type: none"> • Use strong and thorough textual evidence to support argument • Listen to and evaluate different views based on strength of evidence provided • Discriminate between legitimate supportive documents and sources that offer unsupported opinions • Analyze sources for their usefulness as support for research topic/question
<ol style="list-style-type: none"> 4. How does knowledge of vocabulary contribute to our understanding and analysis of a text? 	<ul style="list-style-type: none"> • Analyze how words, when examined for connotations and nuances, can change the meaning of a text • Explain how different words, when considered connotatively, can contribute to the tone of a text

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:

- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts.
 - Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
 - Foster the use of literacy skills and habits of mind across disciplines.
 - Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
 - Encourage students to analyze figurative writing in literary nonfiction.
 - Model effective methods of annotating a text
 - Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students’ interests and reading abilities.
 - Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
 - Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
 - Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
 - Foster greater student independence and interdependence among students
 - Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
 - Confer with students and arrange for students to confer with each other.
 - Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
 - Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
 - Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
 - Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students’ thinking.
 - Encourage students to share their writing with a public audience.
 - Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

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Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom’s Taxonomy (Costa’s) & Webb’s Depth of Knowledge/DOK.

Reading and responding to reading

- Comparison between two or more works with similar theme(s)

Writing

- Analytical paper

Speaking & Listening

- Multimedia presentations

Language

Tier 2: Interdisciplinary

Tier 3: Discipline-specific

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 10
Unit of Study	Unit 6: Speaking Out
Pacing	6 weeks
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 10, 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.</p> <p>CCSS.ELA-Literacy.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.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-Literacy.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>	
Priority and Supporting CCSS	
RL	<p>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>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>
RI	<p>3. 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.</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham jail”), including how they address related themes and concepts.</p>
W	<p>1c. Use words, phrases, and clauses 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>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of</p>

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	<p>technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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>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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. 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>
SL	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. Use parallel structure.</p> <p>1b. 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>3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
L	<p>3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
Supporting Standards	
W	<p>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</p>
L	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b. Use a colon to introduce a list or quotation.</p> <p>2c. Spell correctly.</p>

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Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
<u>How complex characters</u> <ul style="list-style-type: none"> develop over the course of the text interact advance the plot develop the theme 	analyze	4
author's choices <ul style="list-style-type: none"> structure order events parallel plots) manipulate time (e.g., pacing, flashbacks) mystery, tension, or surprise 	analyze	4
<u>author unfolds analysis, series of ideas or events,</u> <ul style="list-style-type: none"> <u>order</u> <u>how introduced and developed,</u> <u>connections</u> 	analyze	4
seminal U.S. documents <ul style="list-style-type: none"> historical literary 4 (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") related themes and concepts 	analyze	4
Writing		

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<p>major sections words, phrases, clauses cohesion relationships</p> <ul style="list-style-type: none"> claim(s) and reasons reasons and evidence claim(s) and counterclaims 	<p>link use create clarify</p>	
<p>technology</p> <ul style="list-style-type: none"> produce publish update <p>individual or shared writing products</p> <ul style="list-style-type: none"> information <u>flexibly and dynamically</u> 	<p>use</p> <p><u>link</u> <u>display</u></p>	6
<p>research projects question</p> <ul style="list-style-type: none"> self-generated <p><u>problem</u>;</p> <ul style="list-style-type: none"> short <u>more sustained</u> inquiry multiple sources <u>understanding</u> 	<p>conduct answer</p> <p>solve</p> <p><u>narrow or broaden</u> <u>synthesize</u> <u>demonstrate</u></p>	6
<p>relevant information <u>multiple authoritative sources</u></p> <ul style="list-style-type: none"> <u>print</u> <u>digital</u> <u>advanced searches</u> <u>usefulness</u> of each source in answering the research question; <u>information</u> into the text plagiarism Standard format for citation 	<p>Gather Use</p> <p>Assess Integrate Avoid Follow</p>	4
<p>Grade 10 Reading standards</p> <ul style="list-style-type: none"> literature 	<p>apply</p>	

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Speaking and Listening		
speaker's <ul style="list-style-type: none"> • <u>point of view</u> • <u>reasoning</u> • <u>use of evidence and rhetoric</u> • <u>fallacious reasoning</u> • <u>exaggerated or distorted evidence</u> 	evaluate	5
	Identify	2
Language		
parallel structure	use	3
phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) clauses (independent, dependent; noun, relative, adverbial) meanings variety interest	use convey add	
<u>guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>)</u>	<u>conform</u>	3

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Essential Questions		Corresponding Big Ideas
1. How does an author’s personal experience influence his or her ideas? 2. How do we evaluate an author’s method for telling his or her story? 3. How do I avoid plagiarism?		1. We are all products of our personal experience; how we interpret our experiences influences our values and judgments about a particular topic. 2. Text is a dialectical contract between author and reader; good readers are able to evaluate what an author leaves out as well as what an author emphasizes in a text. 3. Citation of sources is essential in all informational and argumentative writing.
ESSENTIAL QUESTION	LEARNING OBJECTIVES <i>Students will be able to:</i>	
1. How does an author’s personal experience influence his or her ideas?	<ul style="list-style-type: none"> • Compare an impartial biography of an author with his or her fiction and/or nonfiction • Determine and explain an author’s values and judgments by examining his/her work • Research and respectfully discuss how different authors have responded to their own experiences through writing • Explain verbally and in writing how an author’s choices can be analyzed in terms of his/her personal experience 	
2. How do we evaluate an author’s method for telling a story?	<ul style="list-style-type: none"> • Analyze what an author chooses to emphasize in his/her text, as well as what he/she chooses to leave out of the text • Read and annotate a text in order to contribute to the ongoing conversation initiated by the author • Examine the similar retellings of a particular story in order to determine how and why certain texts are effective 	
3. How do I avoid plagiarism?	<ul style="list-style-type: none"> • Use technology (i.e., Noodletools or Google docs) in order to maintain a clear and detailed record of sources used in student’s own writing • Correctly use in-text citations and Works Cited pages • Identify various types of plagiarism and how the student can avoid them 	
Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading and writing instruction, teachers will:		
<ul style="list-style-type: none"> ○ Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. ○ Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material ○ Foster the use of literacy skills and habits of mind across disciplines. ○ Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing. ○ Encourage students to analyze figurative writing in literary nonfiction. ○ Model effective methods of annotating a text 		

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- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Reading and responding to reading

Writing

Speaking & Listening

Language

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Tier 2: Interdisciplinary	Tier 3: Discipline-specific
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Bristol Public Schools
English/Language Arts
Grade 11
English III



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts
COURSE: English III, Grade 11
LEVEL: Academic and Accelerated

COURSE DESCRIPTION

English III is a full-year course for juniors focused on the inter-relationship of literacy skills: reading, writing, speaking, listening, and thinking. Students study a variety of complex genres in American literature and in informational texts. They respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multi-media projects, support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text deepens their understanding of themselves and their world and empowers them to build intellectual arguments to express that understanding.

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DEPARTMENT GOALS

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Common Core of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fiction and nonfiction, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

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1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

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ACADEMIC AND ACCELERATED LEVELS

While this course prepares all students for college through the standards listed above, we recognize that many differences exist among our students in ability levels, interests, goals, and objectives in life. We, therefore, are committed to the development and maintenance of a curriculum of such variety and scope that we may find and serve these widely divergent needs and interests. All Common Core English Language Arts standards are taught in academic and accelerated classes with an expectation that students learn to read and respond to complex text independently. The coursework is differentiated in the complexity of text that students read, the amount of independence they are expected to exercise, and the number and depth of assessments.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	American Ideals: Developing an Interpretation / Unit 1
Pacing	15 instructional days
<p>Unit Overview: In this introductory unit, students explore the concept of American Ideals, focusing on values that shape this culture, eloquently articulated in the <i>Declaration of Independence</i> as well as in a number of pieces of fiction and nonfiction. As they read closely, students examine word choices and practice a number of strategies to make meaning from challenging words. They also engage in collaborative conversations, and prepare for them by taking note of their reading materials beforehand. While writing, students draw from mentor texts to inform their own expository and narrative pieces, practicing the same skills in both genres, respectively: to engage readers through an effective introduction of a topic or narrator; and to develop their writing through well selected facts and well crafted literary devices. Students also design and deliver an oral presentation to share their thoughts about American ideals.</p>	
Overarching Standards (OS)	
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.L.10)</p>	
<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p>	
<p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p>	
<p>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. (11-12.L.6)</p>	

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Priority and Supporting CCSS

RL 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.

RI 2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI 8. Delineate and evaluate 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

W 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.

- **W2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**
- **W2b. 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.**

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **W3a. 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.**
- **W3 b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.**

SL 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.

- **SL 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by**

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<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> • SL 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <p>SL 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • L4a. 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. • L4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • L4c. 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. • L4d. 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).
Supporting
<p>RI 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>W4. 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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SL1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL 1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL 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.

Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Two or more themes or central ideas of a text Development of themes/central ideas over the course of the text	Determine and summarize Analyze
Writing	Informative/explanatory texts Complex ideas, concepts, and information Effective organization and analysis of content Topic <u>Elements build to create a unified whole</u> <u>Thorough</u> and relevant information appropriate to audience Narrative as a means to develop real or imagined experiences/events Narrative techniques to develop experiences, events, or characters Audience	Write Examine and convey Select Introduce Organize Develop and select Write Use Engage and orient

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Speaking and Listening	Collaborative discussion with diverse partners Reading and research Thoughtful, well-reasoned ideas Civil, democratic discussions Information and evidence Clear and distinct perspective Alternative perspectives Range of formal and informal tasks	Initiate and participate in Prepare Stimulate Promote Present Convey Address
Language	Meaning of words Context as clue to word meaning Patterns of word changes Word meaning and usage	Determine Use Identify Clarify and verify

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What do Americans value and how do these values shape our culture? 2. How do we interpret a text? 3. How do we employ reading strategies to improve comprehension? 4. How do we support our interpretations or points of view? 5. How do we use a variety of narrative elements to appeal to an audience? 6. How do we effectively collaborate with others to reach an over-arching understanding? 	<ol style="list-style-type: none"> 1. America is typically associated with values such as freedom and opportunity, which are imbedded in not only the political and economic design of our country but in the artistic creations of the people themselves. 2. When we read, we need to examine the various elements of the text, consider how they work together, and draw a conclusion about the author's intentions. 3. We can utilize prior knowledge, context clues, and additional sources to determine word and textual meanings. 4. We need to use numerous specific and accurate details from a variety of relevant sources to validate our points of view. 5. We can use a variety of literary devices that allow our audience to visualize, relate, interpret, and understand our points of view. 6. Coming to a group prepared, contributing ideas, and being receptive to the opinions of others promotes effective collaboration.

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ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
1. What do Americans value and how do these values shape our culture?	<ul style="list-style-type: none"> • Brainstorm a list of values present in American culture • Activate prior knowledge of American history regarding these values • Examine examples (literary and real-world) that reflect these values • Discuss significance of values in the lives of Americans
2. How do we interpret a text?	<ul style="list-style-type: none"> • Identify the genre of a text and its inherent elements • Analyze the way in which an author develops these elements in a text • Determine the author’s purpose • Summarize a text’s theme or main idea
3. How do we employ reading strategies to improve comprehension?	<ul style="list-style-type: none"> • Examine a text closely for its vocabulary, punctuation, phrasing, and syntax. • Recognize and identify phrasing in a text that is ambiguous or unclear • Analyze context clues and word patterns to infer meaning • Refer to reference materials to clarify meaning
4. How do we support our interpretations or points of view?	<ul style="list-style-type: none"> • Evaluate source material for relevancy to their thinking • Integrate evidence from a variety of sources to justify interpretation of a text
5. How do we use a variety of narrative elements to appeal to an audience?	<ul style="list-style-type: none"> • Identify narrative strategies in fiction and literary nonfiction • Analyze impact of narrative strategies on audience • Apply narrative strategies to original writing and/or oration to achieve desired purpose
6. How do we effectively collaborate with others to reach an over-arching understanding?	<ul style="list-style-type: none"> • Explain collaboration, its purpose, and its application • Establish goals or inquiries that require collaboration to address • Participate in democratic and collaborative exchanges relevant to goals/inquiries • Reflect upon the effectiveness of the collaborative process
Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:	

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- Model Marking the Text
- Model Charting the Text
- Model thinking aloud
- Model writing
- Provide mentor texts in fiction and nonfiction
- Structure Socratic Seminars in various forms
- Provide graphic organizers or Cornell notes to facilitate note-taking
- Utilize think-pair-shares and jigsaws
- Facilitate individual free writing
- Technology tutorials (perhaps in conjunction with Library Media specialist)
- Provide routine opportunities for students to engage in comparative analysis of their reading

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.

Reading

- Quick-writes, exit slips
- Responses to questions
- Reading Journal Responses
- Reflective Reading Quiz
- Discussion of text (whole class, small group, partners)

Writing

- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader's Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs
- American Values Presentation (either on text students read and interpret, or on values themselves and evidence of them in our society) that uses digital media to supplement and relies on narrative elements to engage audience

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

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Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Push for Individualism: Drawing and Using Inferences / Unit 2
Pacing	15 instructional days
Unit Overview: In this unit, students explore various fiction and nonfiction texts that explore the topic of individuality. They use these readings to develop analytic skills, moving beyond interpretation to a more critical examination of language, particularly the impact an author’s diction has on a text’s meaning. Students continue to engage in collaborative conversations, but rely more heavily on textual evidence to develop their thinking and will use diverse source material to deepen their synthesis of ideas. Also in this unit, students begin a long-term research process with particular focus on gathering and evaluating sources relevant to an informative topic. They start to synthesize this research into expository writing where they will focus not only on integrating their research, but on developing a tone and structure appropriate to an informative purpose.	

Overarching Standards (OS)
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)
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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)
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. (11-12.L.6)

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Priority and Supporting CCSS

RL 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.

RL 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.)

RI 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.

RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

W2. 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.

- 1. W2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
- 2. W2f. 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).**

W7. 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.

W8. 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

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to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. W9b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate 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]”).

SL 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4. L5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

• L5b. Analyze nuances in the meaning of words with similar denotations.

Supporting

RL 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).

RI 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.

W6. 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.

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Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Strong and thorough textual evidence Explicit and implicit text <u>Where text leaves matters uncertain</u> Figurative and connotative meaning of words Impact of <u>specific</u> word choices on meaning and tone <u>Multiple meanings and aesthetic quality of language</u> <u>Differences in what is stated and what is meant</u> Author’s point of view and purpose <u>Power of rhetoric</u>	Cite Analyze <u>Determine</u> Analyze <u>Distinguish</u> Determine Analyze
Writing	Formal style and objective tone Conclusion that follows from and supports information Technology Writing products <u>Ongoing feedback, new arguments or information</u> Inquiry Multiple sources <u>Strengths and limitations of sources</u> <u>Selective sources without plagiarizing or overusing one source</u> Evidence from literary nonfiction	Establish and maintain Provide Use Produce, publish, and update <u>Respond</u> Research Synthesize Assess Integrate Use
Speaking and Listening	Multiple sources in diverse formats <u>Informed decisions</u> <u>Problems</u> Credibility and accuracy of sources <u>Discrepancies among data</u>	Integrate <u>Make</u> <u>Solve</u> Evaluate <u>Note</u>
Language	Figures of speech and their role in a text Nuances in words with similar denotations	Interpret and analyze Analyze

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Essential Questions	Corresponding Big Ideas
<p style="text-align: center;"><i>Teacher's guiding questions</i></p> <ol style="list-style-type: none"> 1. What does it mean to be free, and how does it benefit both the individual and society? 2. How do the linguistic choices of an author convey multiple underlying meanings in a text? 3. How is our understanding of a text shaped by an author's choices? 4. How is an author's purpose revealed through his/her tone? 5. How do we gather accurate, pertinent information about a subject? 6. How do we synthesize our research into a cohesive and original final product? 	<p style="text-align: center;"><i>Student's statements of enduring ideas</i></p> <ol style="list-style-type: none"> 1. Freedom is the absence of restriction, which can allow an individual to pursue their own desires but also allow society to be more diverse, equal, and progressive. 2. Words carry with them connotative weight, and we need to contemplate their usage to draw inferences regarding an author's implied meaning. 3. Authors chose to include or exclude information and details in order to manipulate an audience's perception. 4. Authors are selective with their diction in order to develop and maintain a tone that aligns with their purpose for writing. 5. We develop questions about a topic, and then we consult textual and digital media from reliable, recognized sources. We consider the timeliness of the information, the manner of presentation, and the degree to which the information can be verified in additional sources to determine whether or not to use the source. Upon choosing a source, we extract and process pertinent information that will assist in determining an answer. 6. We use information gathered in research to support our position and main ideas; we credit our sources according to accepted standards in order to differentiate between our ideas and those discovered through our research.
Possible texts	<ul style="list-style-type: none"> • <i>informational text(s) to provide additional context, to permit text-to-text connections, and to increase depth of knowledge</i>
ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:

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<p>What does it mean to be free, and how does it benefit both the individual and society?</p>	<ul style="list-style-type: none"> • Define and explain concepts of freedom and individuality • Actively read various texts for their exploration of these thematic concepts • Analyze authors' points of view on freedom/individuality and how they develop their ideas • Assess the benefits of individuality and freedom as seen in texts using background knowledge
<p>How do the linguistic choices of an author convey multiple underlying meanings in a text?</p>	<ul style="list-style-type: none"> • Determine words and phrases that are layered in meaning • Analyze the connotative and figurative meaning of words and phrases • Make inferences about author's attitude and/or characters • Explain the relationship between language, its implications, and the larger meaning of the text
<p>How is our understanding of a text shaped by an author's choices?</p>	<ul style="list-style-type: none"> • Review and/or define relevant literary and/or rhetorical devices • Identify specific places in a text where these devices are utilized • Analyze the impact of these devices on audience and on themes/central ideas • Evaluate the effectiveness of these devices in helping author to achieve his/her purpose
<p>How is an author's purpose revealed through his/her tone?</p>	<ul style="list-style-type: none"> • Review tone and terms that can be used to describe an author's tone • Analyze the language and syntax of a text for tone • Explain the relationship between tone and author's larger purpose • Establish purpose for their own writing • Select and apply language that creates tone appropriate to their purpose • Reflect on their use of language to develop tone
<p>How do we gather accurate, pertinent information about a subject?</p>	<ul style="list-style-type: none"> • Establish a purpose and focus for informative inquiry (Semester 1 writing task)

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	<ul style="list-style-type: none"> • Develop research questions relevant to purpose and focus • Conduct research using various media • Evaluate sources for relevancy, reliability, and objectivity • Actively read source material in light of purpose and focus
<p>How do we synthesize our research into a cohesive and original final product?</p>	<ul style="list-style-type: none"> • Develop a main idea to be developed over the course of a piece of writing (Semester 1 writing task) • Organize/outline points and ideas needed to elaborate upon main idea • Integrate relevant details from research to support these points and ideas using MLA practices • Elaborate upon the significance and relevance of research
<p>Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Pre-assess, through anticipation guides, prior knowledge ○ Model Marking the Text ○ Model Charting the Text ○ Develop and maintain word wall of terms ○ Structure Socratic seminars in various forms ○ Provide graphic organizers or Cornell notes to facilitate note-taking ○ Utilize think-pair-shares and jigsaws ○ Facilitate individual free writing ○ Research tutorials (perhaps in conjunction with Library Media specialist) ○ Provide writing samples, both exemplary and flawed models 	
<p>Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.</p>	
<p><u>Reading</u></p> <ul style="list-style-type: none"> ○ Quick-writes, exit slips ○ Responses to questions 	

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- Reading Journal Responses
- Reflective Reading Quiz
- Discussion of text (whole class, small group, partners)

Writing

- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader's Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs that requires use of diverse sources to supplement thinking

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade11
Unit of Study	Pull of Conformity: Evaluating the Effectiveness of a Text / Unit 3
Pacing	15 instructional days
Unit Overview: In contrast to Unit 2, this section of the curriculum features fiction and nonfiction texts that explore conformity and social obligation. Students use these texts to hone their ability to read analytically, focusing on authors’ structural choices as well as their manipulation of elements inherent to the genre in which they are writing. They are also challenged to evaluate the effectiveness of these choices. The research process begun in Unit 2 concludes by the end of this unit, with students focusing on revising and refining their writing to produce a polished synthesis of information. Writing instruction encourages students to reflect upon their own linguistic choices and to apply English language conventions correctly.	

Overarching Standards (OS)
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)
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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)
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. (11-12.L.6)

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Priority and Supporting CCSS

- RL 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).**
- RL 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.**
- RI 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.**
- RI 5. Analyze and 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.**
- W2. 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.**
- **W2 c. 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. 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.**
 - **W2 d. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
- W5. 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 54.)**
- W6. 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.**
- SL 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone use.**
- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 5. L1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**
- 6. L1 b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.**
- L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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- **L2a. Observe hyphenation conventions.**
- **L2b. Spell correctly.**
- L3. 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.**
- **L3a. 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 when reading.**

Supporting

W7. 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.

W8. 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.

W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. W9b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate 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]”).

Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Impact of author’s choices in <u>developing elements of story</u> <u>Structure of specific parts contributes to whole</u> Interaction and development of specific details in a text <u>Structure’s effectiveness in exposition or argument</u>	Analyze Explain Analyze and <u>evaluate</u>
Writing	Appropriate and varied transitions and <u>syntax</u> Precise language, domain-specific vocabulary, and <u>comparative techniques</u> Planning, revising, editing, and rewriting for audience/purpose	Use Develop and strengthen

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Speaking and Listening	Speaker’s point of view, reasoning, evidence, and rhetoric <u>Stance, premises, links among ideas, diction, points of emphasis, and tone</u>	Evaluate <u>Assess</u>
Language	Command of conventions of standard English grammar and usage <u>Understanding that usage can change over time</u> Command of conventions of standard English capitalization, punctuation, and spelling <u>Hyphenation conventions</u> Effective choices in language for meaning or style <u>Syntax for effect</u>	Demonstrate <u>Apply</u> Demonstrate <u>Observe</u> Make <u>Vary</u>

Essential Questions	Corresponding Big Ideas
1. What obligations do we have to society? To what degree are we really free? 2. How do the deliberate choices of an author contribute to the meaning, appeal, and effectiveness of a text? 3. How does an author develop an authentic voice in a work? 4. How does an author ready his/her work for publication?	1. As much as we would like to be absolutely ourselves, we also want to be accepted and need order, thereby making us dependent on others and their opinions. 2. Authors chose to structure and stylize their work in order to emphasize important concepts as well as to elicit an emotional reaction from their reader. We first need to understand an author or speaker’s purpose and to identify the various stylistic techniques he/she employed to achieve it. Then, we need to evaluate the effectiveness of those choices by comparing the author’s intentions with our own reaction to the text. 3. Authors employ various rhetorical and literary devices to distinguish their unique perspective. 4. We must review our work critically and contemplate the effectiveness of our choices in regards to organization, structure, content, syntax, and language; we should make changes that will enhance clarity and audience

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	appeal.
ESSENTIAL QUESTION	LEARNING OBJECTIVES <i>Students will be able to:</i>
1.What obligations do we have to society? To what degree are we really free?	<ul style="list-style-type: none"> • Define and explain concepts of conformity • Actively read various texts for their exploration of these thematic concepts • Analyze authors’ points of view on social conformity and how they develop their ideas • Assess the benefits of conformity as seen in texts using background knowledge
2.How do the deliberate choices of an author contribute to the meaning, appeal, and effectiveness of a text?	<ul style="list-style-type: none"> • Define structure and identify different modes of organization inherent to various genres • Determine an author’s purpose in a text • Analyze the structure and arrangement of details in a text for the impact they have on the audience’s understanding and reaction • Evaluate the effectiveness of these choices in achieving intended purpose
3.How does an author develop an authentic voice in a work?	<ul style="list-style-type: none"> • Define and explain style • Identify the distinguishing qualities of an author’s style • Compare one author’s style with another’s, drawing conclusions on what makes each writer distinct • Integrate words, transitions, syntax, and stylistic devices to develop their own voice in their writing (Semester 1 writing task)
4.How does an author ready his/her work for publication?	<ul style="list-style-type: none"> • Share work with and illicit feedback from other writers • Evaluate effectiveness of their own choices in content, organization, diction, syntax, and application of language conventions • Revise writing to enhance variety, clarity, accuracy, and cohesion

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<p>5.How do we gather accurate, pertinent information about a subject?</p>	<ul style="list-style-type: none"> • Review and refine purpose and focus for informative inquiry (Semester 1 writing task) • Develop new research questions relevant to purpose and focus • Conduct additional research using various media • Evaluate sources for relevancy, reliability, and objectivity • Actively read source material in light of purpose and focus
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Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Pre-assess, through anticipation guides, prior knowledge
- Model Marking the Text
- Model Charting the Text
- Develop and maintain word wall of terms
- Structure Socratic seminars in various forms
- Provide graphic organizers or Cornell notes to facilitate note-taking
- Utilize think-pair-shares and jigsaws
- Facilitate individual free writing
- Research tutorials (perhaps in conjunction with Library Media specialist)
- Provide writing samples, both exemplary and flawed models
- Conduct online threaded discussions

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.

- Reading
- Quick-writes, exit slips
 - Responses to questions
 - Reading Journal Responses
 - Reflective Reading Quiz
 - Discussion of text (whole class, small group, partners)
- Writing

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- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader's Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs
- Analytic response (written or oral) to an oral text

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	American Reality: Developing a Comparative Interpretation / Unit 4
Pacing	15 instructional days
Unit Overview: In this unit, students closely read texts that challenge the American ideals introduced in unit 1. To help them to evaluate the validity of those ideals, students compare foundational U.S. texts from the same time period as well as various interpretations of texts (e.g. film adaptations, oral readings, etc.). They continue to engage in collaborative conversations, employing the skills introduced in the first unit. Writing, however, shifts in focus from informative to analytic and argumentative. Students learn how to introduce and develop arguments related to the literature studied in this unit.	

Overarching Standards (OS)
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)
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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)
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. (11-12.L.6)

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Priority and Supporting CCSS

RL 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.)

RL9. 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.

RI 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.

W 1 .Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **W1a. 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.**
- **W1 b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.**

SL1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL 1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL 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

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Supporting

- RL 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.
- RI 2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
- SL 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.
- SL 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- L 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.
- L4a. 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.
 - L4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - L4c. 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.

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Bristol Public Schools
English/Language Arts
Grade 11
English III

- L4d. 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).

Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Multiple sources of information presented in different media/formats Multiple interpretations of a text Knowledge of themes in foundational American literature	Analyze Integrate and evaluate Evaluate Demonstrate
Writing	Arguments Analysis of substantive topics or texts Valid reasoning and evidence Precise, <u>knowledgeable</u> claims <u>Significance of claims</u> Opposing claims <u>Logical sequence of claims and evidence</u> <u>Thorough</u> and fair claims <u>Most relevant</u> evidence Audience’s knowledge, concerns, <u>values, and biases</u>	Write Support Use Introduce <u>Establish</u> Distinguish Create Develop Supply Anticipate
Speaking and Listening	Questions that probe reasoning and <u>full range of positions</u> <u>Comments, claims, and evidence</u> <u>Contradictions</u> <u>Research needed to deepen investigation</u> Digital media to enhance understanding and interest	Pose <u>Synthesize</u> <u>Resolve</u> <u>Determine</u> Use

Essential Questions	Corresponding Big Ideas
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Bristol Public Schools
English/Language Arts
Grade 11
English III

<ol style="list-style-type: none"> 1. To what degree does American society measure up to the ideals set forth by our founding fathers? 2. How does examining different texts from the same time period broaden our understanding of the cultural climate from which they came? 3. How do we support our interpretations or points of view? 4. How do we develop a fair and logical argument? 5. How do we use technology to enhance the delivery of our points of view? 6. How do we respond to the perspective of others? 7. How do we effectively collaborate with others to reach an over-arching understanding? 	<ol style="list-style-type: none"> 1. While American prides itself on protecting individuals' rights and freedoms, it does not and has not always treated its citizens equally.. 2. Encountering differing points of view on similar topics can allow us to formulate more accurate, diverse, and informed conclusions about those topics. 3. We need to use numerous specific and accurate details from a variety of relevant sources to validate our points of view. 4. We need to anticipate and address multiple claims with carefully selected evidence in order to make our individual perspective more valid and persuasive. 5. By selecting the most effective means of presentation from a variety of media options, we can enhance our audience's interest in and understanding of our ideas. 6. When we engage in discourse, we must evaluate the validity of ideas presented, compare it to our own understanding, and then share evidence or reasoning that defends, challenges, or qualifies it. 7. Coming to a group prepared, contributing ideas, and being receptive to the opinions of others promotes effective collaboration.
<p>ESSENTIAL QUESTION</p>	<p>LEARNING OBJECTIVES Students will be able to:</p>
<ol style="list-style-type: none"> 1. To what degree does American society measure up to the ideals set forth by our founding fathers? 	<ul style="list-style-type: none"> • Review values introduced in prior units • Establish a purpose for reading that focuses on one or more of these values • Read actively in light of established purpose • Identify areas of given text that defend, challenge, or qualify identified American values • Discuss and draw conclusions on the degree to which values are upheld
<ol style="list-style-type: none"> 2. How do we support our interpretations or points of view? 	<ul style="list-style-type: none"> • Evaluate source material for relevancy to their thinking • Integrate evidence from a variety of sources to justify arguable point of view

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Bristol Public Schools
English/Language Arts
Grade 11
English III

<p>3. How does examining different texts from the same time period broaden our understanding of the cultural climate from which they came?</p>	<ul style="list-style-type: none"> • Read closely two texts from same time period • Analyze the themes/central ideas of each text and how they are developed • Compare the ways in which each author responds to his/her society • Draw conclusions regarding the society these authors' time
<p>4. How do we develop a fair and logical argument?</p>	<ul style="list-style-type: none"> • Reflect on studies and prior knowledge to arrive at a point of view • Explain significance of point of view • Select evidence from a variety of sources that validate point of view • Organize reasons and evidence in manner that enhances audience's understanding • Brainstorm counterarguments and alternative views • Develop reasoning and select evidence that rebuts or appeases opposing ideas
<p>5. How do we use technology to enhance the delivery of our points of view?</p>	<ul style="list-style-type: none"> • Identify audience and its inherent characteristics • Select best means of appealing to audience's biases and/or interests • Find and/or create media relevant to an argumentative topic • Integrate media into presentation of topic in a manner that enhances audience interest and understanding of position
<p>6. How do we respond to the perspective of others?</p>	<ul style="list-style-type: none"> • Prepare for discussion through reading and/or research • Pose a range of questions that stimulate a variety of responses • Consider and address alternative arguments • Resolve contradictions or conflict by seeking common ground • Synthesize comments made and draw conclusions • Reflect on unresolved matters and unanswered questions
<p>7. How do we effectively collaborate with others to reach an over-arching understanding?</p>	<ul style="list-style-type: none"> • Explain collaboration, its purpose, and its application • Establish goals or inquiries that require collaboration to address • Participate in democratic and collaborative exchanges relevant to goals/inquiries • Reflect upon the effectiveness of the collaborative process
<p>Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Model Marking the Text ○ Model Charting the Text 	

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Bristol Public Schools
English/Language Arts
Grade 11
English III

- Develop and maintain word wall of terms
- Structure Socratic Seminars in various forms
- Implement Philosophical Chairs debate
- Provide graphic organizers or Cornell notes to facilitate note-taking
- Utilize think-pair-shares and jigsaws
- Facilitate individual free writing
- Technology tutorials (perhaps in conjunction with Library Media specialist)

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.

Reading

- Quick-writes, exit slips
- Responses to questions
- Reading Journal Responses
- Reflective Reading Quiz
- Discussion of text (whole class, small group, partners)

Writing

- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Comparative analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader's Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs
- Presentation of an argument (an evaluation an interpretation of text, a comparison between two American texts of a similar topic, or a response to the unit's essential question on American ideals) that uses digital media to supplement argument.

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Tragedy and Disillusionment: Drawing and Using Inferences / Unit 5
Pacing	15 instructional days
Unit Overview: In this unit, students interact with various fiction and nonfiction texts that explore the topics of tragedy and disillusionment. As in Unit 2, they use these readings to refine their analytic skills, continuing to critically examine language and its impact on a text’s meaning. Students continue to engage in collaborative conversations, relying again on textual evidence to develop their thinking and will use diverse source material to deepen their synthesis of ideas related to the unit’s themes. Students begin a long-term research process with particular focus on gathering and evaluating sources relevant to an argumentative topic. They start to synthesize this research into a textual analysis where they will focus not only on integrating their research, but on developing a tone that is appropriate to an analytic argument.	

Overarching Standards (OS)
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)
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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)
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. (11-12.L.6)

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Priority and Supporting CCSS

- RL 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.)**
- RL 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).**
- RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).**
- RI 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.**
- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- **W1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
 - **W1 e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- W7. 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.**
- W8. 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.**
- W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- **W9a. 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”).**
- SL 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

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Bristol Public Schools
 English/Language Arts
 Grade 11
 English III

<p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>2. L5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>3. L5b. Analyze nuances in the meaning of words with similar denotations.</p>
Supporting
<p>RL 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.</p> <p>RI 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.</p> <p>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</p>

Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Strong and thorough textual evidence Explicit and implicit text <u>Where text leaves matters uncertain</u> Figurative and connotative meaning of words Impact of <u>specific</u> word choices on meaning and tone <u>Multiple meanings and aesthetic quality of language</u> <u>Differences in what is stated and what is meant</u> Author’s point of view and purpose <u>Power of rhetoric</u>	Cite Analyze <u>Determine</u> Analyze <u>Distinguish</u> Determine Analyze
Writing	Precise language and <u>rhetorical techniques</u> Formal style and objective tone	Use Establish and maintain

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Bristol Public Schools
English/Language Arts
Grade 11
English III

	Technology Writing products <u>Ongoing feedback, new arguments or information</u> Inquiry Multiple sources <u>Strengths and limitations of sources</u> Selective sources without plagiarizing <u>or overusing one source</u> Evidence from literature	Use Produce, publish, and update <u>Respond</u> Research Synthesize Assess Integrate Use
Speaking and Listening	Multiple sources in diverse formats <u>Informed decisions</u> <u>Problems</u> Credibility and accuracy of sources <u>Discrepancies among data</u>	Integrate <u>Make</u> <u>Solve</u> Evaluate <u>Note</u>
Language	Command of conventions of standard English	Demonstrate

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Essential Questions	Corresponding Big Ideas
<p style="text-align: center;"><i>Teacher's guiding questions</i></p> <ol style="list-style-type: none"> 1. How do we cope when we come to understand that our expectations and ideals can't be realized? 2. How do the linguistic choices of an author convey multiple underlying meanings in a text? 3. How is our understanding of a text shaped by an author's choices? 4. How is an author's purpose revealed through his/her tone? 5. How do we gather accurate, pertinent information about a subject? 6. How do we synthesize our research into a cohesive and original final product? 	<p style="text-align: center;"><i>Student's statements of enduring ideas</i></p> <ol style="list-style-type: none"> 1. Individuals respond differently to tragedy; some use their knowledge to inspire change while others choose more destructive means of quelling the despair within themselves. 2. Words carry with them connotative weight, and we need to contemplate their usage to draw inferences regarding an author's implied meaning. 3. Authors chose to include or exclude information and details in order to manipulate an audience's perception. 4. Authors are selective with their diction in order to develop and maintain a tone that aligns with their purpose for writing. 5. We develop questions about a topic, and then we consult textual and digital media from reliable, recognized sources. We consider the timeliness of the information, the manner of presentation, and the degree to which the information can be verified in additional sources to determine whether or not to use the source. Upon choosing a source, we extract and process pertinent information that will assist in determining an answer. 6. We use information gathered in research to support our position and main ideas; we credit our sources according to accepted standards in order to differentiate between our ideas and those discovered through our research.
ESSENTIAL QUESTION	LEARNING OBJECTIVES <i>Students will be able to:</i>
How do we cope when we come to understand that our expectations and ideals can't be realized?	<ul style="list-style-type: none"> • Brainstorm the ways in which people cope with tragedy and disappointment • Actively read texts for the ways in which characters or authors encounter and cope with disillusionment and/or tragedy

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Bristol Public Schools
English/Language Arts
Grade 11
English III

	<ul style="list-style-type: none"> • Analyze the way in which the authors have emphasized theirs or their characters' disillusionment and its ramifications • Compare the experiences of the authors or characters encountered with their own or what they have observed in modern society • Apply this knowledge by posing solutions to relevant, similar problems in their own life or in contemporary society
How do the linguistic choices of an author convey multiple underlying meanings in a text?	<ul style="list-style-type: none"> • Determine words and phrases that are layered in meaning • Analyze the connotative and figurative meaning of words and phrases • Make inferences about author's attitude and/or characters • Explain the relationship between language, its implications, and the larger meaning of the text
How is our understanding of a text shaped by an author's choices?	<ul style="list-style-type: none"> • Review and/or define relevant literary and/or rhetorical devices • Identify specific places in a text where these devices are utilized • Analyze the impact of these devices on audience and on themes/central ideas • Evaluate the effectiveness of these devices in helping author to achieve his/her purpose
How is an author's purpose revealed through his/her tone?	<ul style="list-style-type: none"> • Review tone and terms that can be used to describe an author's tone • Analyze the language and syntax of a text for tone • Explain the relationship between tone and author's larger purpose • Establish purpose for their own writing • Select and apply language that creates tone appropriate to their purpose • Reflect on their use of language to develop tone
How do we gather accurate, pertinent information about a subject?	<ul style="list-style-type: none"> • Establish a purpose and focus for analytic, argumentative inquiry (Semester 2 writing task)

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Bristol Public Schools
English/Language Arts
Grade 11
English III

	<ul style="list-style-type: none"> • Develop research questions relevant to purpose and focus • Conduct research using various media, particularly relying on databases for critical essays • Evaluate sources for relevancy, reliability, and validity • Actively read source material in light of purpose and focus
<p>How do we synthesize our research into a cohesive and original final product?</p>	<ul style="list-style-type: none"> • Develop a thesis to be developed over the course of a piece of writing (Semester 2 writing task) • Organize/outline points and ideas needed to develop thesis • Integrate relevant details from research to support these points and ideas using MLA practices • Analyze the significance and relevance of research • Synthesize details from research with own observations and points
<p>Possible texts</p>	
<p>Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Pre-assess prior knowledge ○ Model Marking the text ○ Model Charting the Text ○ Develop and maintain word wall of terms ○ Structure Socratic Seminars in various forms ○ Implement Philosophical Chairs debate ○ Provide graphic organizers or Cornell notes to facilitate note-taking ○ Utilize think-pair-shares and jigsaws ○ Facilitate individual free writing ○ Research tutorials (perhaps in conjunction with Library Media specialist) 	

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Bristol Public Schools
English/Language Arts
Grade 11
English III

- Provide writing samples, both exemplary and flawed models

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.

Reading

- Quick-writes, exit slips
- Responses to questions
- Reading Journal Responses
- Reflective Reading Quiz
- Discussion of text (whole class, small group, partners)

Writing

- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader’s Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs that require the use of diverse sources to supplement thinking

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Connecticut Curriculum Design
 Unit Planning Organizer

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Hope and Perseverance: Evaluating the Effectiveness of a Text / Unit 6
Pacing	15 instructional days
Unit Overview: The concluding unit features fiction and nonfiction texts that explore the ideas of hope and perseverance. Students use these texts to further practice their analytic and evaluative skills, again focusing on authors’ structural choices as well as their manipulation of elements inherent to the genre in which they are writing. Students are provided further opportunity to evaluate the effectiveness of these choices. The research process begun in Unit 5 concludes by the end of this unit, with students focusing on revising and refining their writing to produce a polished argument regarding an author’s work. Writing instruction encourages students to reflect upon their own linguistic choices and to apply English language conventions correctly.	
Overarching Standards (OS)	
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)</p> <p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>	

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Priority and Supporting CCSS

- RL 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).
- RL 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.
- RI 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.
- RI 5.** Analyze and 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.
- W 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W1c.** 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.
- 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 up to and including grades 11–12 on page 54.)
- 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.
- SL 3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone use.
- L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. **L1a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 5. **L1 b.** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L2a.** Observe hyphenation conventions.
 - **L2b.** Spell correctly.

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<p>L3. 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> <ul style="list-style-type: none">L3a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Supporting
<p>W 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>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>W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"><u>W9a. Apply <i>grades 11–12 Reading standards</i> 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”).</u>

Bristol Public Schools
 English/Language Arts
 Grade 11
 English III

Standards	Concepts (What students need to know)	Skills (What students need to be able to do)
Reading Literature and Informational Texts	Impact of author’s choices in <u>developing elements of story</u> <u>Structure of specific parts contributes to whole</u> <u>Interaction and development of specific details in a text</u> <u>Structure’s effectiveness in exposition or argument</u>	Analyze Explain Analyze and <u>evaluate</u>
Writing	Words, phrases, clauses, and <u>varied syntax</u> that create cohesion Planning, revising, editing, and rewriting for audience/purpose Technology Writing products <u>Ongoing feedback, new arguments or information</u> Inquiry Multiple sources <u>Strengths and limitations of sources</u> Selective sources without plagiarizing or <u>overusing sources</u> Evidence from literature	Use Develop and strengthen Use Produce, publish, and update <u>Respond</u> Research Synthesize Assess Integrate Use
Speaking and Listening	Speaker’s point of view, reasoning, evidence, and rhetoric <u>Stance, premises, links among ideas, diction, points of emphasis, and tone</u>	Evaluate <u>Assess</u>
Language	Command of conventions of standard English grammar and usage <u>Understanding that usage can change over time</u> Command of conventions of standard English capitalization, punctuation, and spelling <u>Hyphenation conventions</u> Effective choices in language for meaning or style <u>Syntax for effect</u>	Demonstrate <u>Apply</u> Demonstrate <u>Observe</u> Make <u>Vary</u>

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Bristol Public Schools
English/Language Arts
Grade 11
English III

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What power does hope have in our lives? How can we move beyond tragedy and despair? 2. How do the deliberate choices of an author contribute to the meaning, appeal, and effectiveness of a text? 3. How does an author develop an authentic voice in a work? 4. How does an author ready his/her work for publication? 5. How do we gather accurate, pertinent information about a subject? 6. How do we synthesize our research into a cohesive and original final product? 	<ol style="list-style-type: none"> 1. Without hope, individuals do not have goals to aspire to reach and cannot better themselves or their situations; hope is the first step toward success and rebuilding after obstacles have torn us down. 2. Authors chose to structure and stylize their work in order to emphasize important concepts as well as to elicit an emotional reaction from their reader. 3. We first need to understand an author or speaker’s purpose and to identify the various stylistic techniques he/she employed to achieve it. Then, we need to evaluate the effectiveness of those choices by comparing the author’s intentions with our own reaction to the text. 4. Authors employ various rhetorical and literary devices to distinguish their unique perspective. 5. We must review our work critically and contemplate the effectiveness of our choices in regards to organization, structure, content, syntax, and language; we should make changes that will enhance clarity and audience appeal. 6. We develop questions about a topic, consult textual and digital sources, and extract and process pertinent information that will assist in determining an answer. 7. We use information gathered in research to support our position and main ideas; we credit our sources according to accepted standards in order to differentiate between our ideas and those discovered through our research.
<p>Possible texts</p>	<ul style="list-style-type: none"> • <i>informational text(s) to provide additional context, to permit text-to-text connections, and to increase depth of knowledge</i>

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Bristol Public Schools
English/Language Arts
Grade 11
English III

ESSENTIAL QUESTION	LEARNING OBJECTIVES <i>Students will be able to:</i>
What power does hope have in our lives? How can we move beyond tragedy and despair?	<ul style="list-style-type: none"> • Actively read texts for the ways in which characters or authors exhibit or discuss hope • Analyze the way in which the authors have emphasized theirs or their characters’ hope or hopelessness and its ramifications • Compare the experiences of the authors or characters encountered with their own or what they have observed in modern society • Assess the validity and practicality of these authors’ ideas on hope
How do the deliberate choices of an author contribute to the meaning, appeal, and effectiveness of a text?	<ul style="list-style-type: none"> • Define structure and identify different modes of organization inherent to various genres • Determine an author’s purpose in a text • Analyze the structure and arrangement of details in a text for the impact they have on the audience’s understanding and reaction • Evaluate the effectiveness of these choices in achieving intended purpose
How does an author develop an authentic voice in a work?	<ul style="list-style-type: none"> • Define and explain style • Identify the distinguishing qualities of an author’s style • Compare one author’s style with another’s, drawing conclusions on what makes each writer distinct • Integrate words, transitions, syntax, and stylistic devices to develop their own voice in their writing (Semester 2 writing task)
How does an author ready his/her work for publication?	<ul style="list-style-type: none"> • Share work with and illicit feedback from other writers • Evaluate effectiveness of their own choices in content, organization, diction, syntax, and application of language conventions • Revise writing to enhance variety, clarity, accuracy, and cohesion

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Bristol Public Schools
English/Language Arts
Grade 11
English III

<p>How do we gather accurate, pertinent information about a subject?</p>	<ul style="list-style-type: none"> • Review and refine purpose and focus for informative inquiry (Semester 2 writing task) • Develop new research questions relevant to purpose and focus • Conduct additional research using various media • Evaluate sources for relevancy, reliability, and objectivity • Actively read source material in light of purpose and focus
<p>How do we synthesize our research into a cohesive and original final product?</p>	<ul style="list-style-type: none"> • Revise and refine main idea to be developed over the course of a piece of writing (Semester 2 writing task) • Evaluate effectiveness of idea organization and revise • Integrate additional relevant details from research to support these points and ideas using MLA practices • Elaborate upon the significance and relevance of research • Assess depth and cohesion of content
<p>Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Pre-assess prior knowledge ○ Model Marking the Text ○ Model Charting the Text ○ Develop and maintain word wall of terms ○ Structure Socratic seminars in various forms ○ Implement Philosophical Chairs debate ○ Provide graphic organizers or Cornell notes to facilitate note-taking ○ Utilize think-pair-shares and jigsaws ○ Facilitate individual free writing ○ Research tutorials (perhaps in conjunction with Library Media specialist) ○ Provide writing samples, both exemplary and flawed models 	

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Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students in a variety of ways, listed below, that reflect various depths of knowledge. Specific assessments will be distributed through a curriculum implementation guide.

Reading

- Quick-writes, exit slips
- Responses to questions
- Reading Journal Responses
- Reflective Reading Quiz
- Discussion of text (whole class, small group, partners)

Writing

- Pre-assessment, through anticipation guides, and post-test of knowledge of texts
- Analysis of literature (written/multi-media)

Speaking and Listening

- Performance-based assessment, such as a Mock Trial, Debate, Role Playing, Reader's Theater, Nonlinguistic Representations of a Character, Socratic Seminar, Fish Bowl, or Philosophical Chairs
- Analytic response (written or oral) to an oral text

Language

- Pre-assess vocabulary. Post-test through quizzes
- Routine application of new words in discussions and writing

Throughout the course, students not only analyze the text they are reading but also compare it to other texts read, engaging in regular studies of authors, themes, topics and genres. Where appropriate, they make connections to concepts and skills learned in other disciplines. Most juniors, for instance, have studied American History and are currently studying Civics, courses that address the American Ideal from historical and political perspectives.

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Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts

COURSE: Grade 9

COURSE DESCRIPTION:

Grade 9 English Language Arts is a full-year course focused on developing thinkers as readers, writers, and speakers. Students will study a variety of genres in literature and in informational texts, that is, in fiction and non-fiction. They will respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students will also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multi-media projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

We recognize that students embody many differences in abilities, talents and learning styles as well as in interests and goals. We, therefore, are committed to developing and delivering curricula of such variety and scope that we may serve these widely divergent needs and interests. The desired end: to prepare students to take their place in the world community, providing them with the capacity to succeed in college and careers and ultimately to live enriching personal and public lives.

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DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Common Core of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fictional and nonfictional, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 1: Elements of Fiction and Non Fiction
Pacing	2 weeks, 5 sessions
Unit Overview	
In this introductory unit, students will explore a variety of fiction and nonfiction and will begin to anticipate a year-long study of similarities and differences in the genres. In particular, they will examine how authors develop themes or central ideas throughout texts. Reading mentor texts, they will notice effective techniques, which they will apply to their own narrative. Students will also build a community of readers and writers by coming to class prepared to discuss texts in collaborative discussions.	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	2. Determine a theme or central idea of a text and analyze <u>in detail</u> its development over the course of the text, including how <u>it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text.
RI	2. Determine a central idea of a text and analyze 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.
W	3. Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences. 3a Engage and orient the reader by <u>setting out a problem, situation, or observation</u>, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; <u>create a smooth progression</u> of experiences or events.

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	<p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, <u>observed</u>, or resolved over the course of the narrative.</p>
SL	<p>1a. Come to discussions prepared, having read <u>and</u> researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</u></p> <p>1b. <u>Work with peers to set</u> rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
L	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. <u>Use parallel structure.</u></p> <p>4a. Use context (e.g., the overall meaning of a sentence, paragraph, <u>or text</u>; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
UNIT SUPPORTING STANDARDS	
RL	<p>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>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>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>
RF	<p>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 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>
RI	<p>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>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>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</p>

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	end of the grades 9-10 text complexity band independently and proficiently.
W	<ol style="list-style-type: none"> 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.) 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. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 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. 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 standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.
SL	<ol style="list-style-type: none"> 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. 4. 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. 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.
L	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 4c. 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. 4d. 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). 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.

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Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
a theme or central idea of a text	Determine	2
the development of a theme or central idea over the course of a text <ul style="list-style-type: none"> how it emerges how it is shaped and refined by specific details 	Analyze (in detail)	4
A text objectively	Summarize	2
Imaginative or real events	Write (sequence, develop)	6
Problem, situation, observation	Set out	6
One or more points of view	Establish	6
A <u>smooth</u> progression of experiences and events	Create	6
A resolution (conclusion)	Provide	6
Participation in class discussion	Prepare ahead of time (read, research, note)	5
Rules for collegial discussion	Establish	6
Parallel structure	Demonstrate command	3
Context clues	Define	2

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Essential Questions	Corresponding Big Ideas
RL How do I interpret and analyze a text?	<ul style="list-style-type: none"> • To interpret and analyze a text, readers must practice close reading strategies, they must understand and analyze explicit and implicit information, evaluate the author’s purpose, and reflect on background information and prior knowledge.
W How do I write an effective narrative? How do I develop, organize, and express my ideas for an on-demand writing assignment?	<ul style="list-style-type: none"> • Effective narratives engage the reader with detailed setting, unique point of view and well developed characters. An effective narrative uses a variety of techniques to sequence events that build on one another to create a coherent whole and they provide a conclusion that follows from and reflects on what has been shared over the course of the narrative. • Effective writing is clear, purposeful, and coherent in its development, organization, and style.
SL How do I initiate and participate effectively in a range of collaborative discussions with diverse partners?	<ul style="list-style-type: none"> • Collaborative discussion stimulates a thoughtful well-reasoned exchange of ideas
L How do I demonstrate a command of the convention of parallel structure in Standard English when I am writing or speaking?	<ul style="list-style-type: none"> • Parallel structure is an effective means of demonstrating a command of Standard English when writing or speaking.

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ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
RL How do I interpret and analyze a text?	<ul style="list-style-type: none"> • Define and identify a theme in a mentor texts • Discuss characters' progress and how it affects/ develops the themes • Highlight the key concepts in a non-fiction text • Define and explain 2 text structures
W How do I write an effective narrative?	<ul style="list-style-type: none"> • Recognize effective narrative techniques in mentor texts • Annotate / identify the key details in a mentor text • Demonstrate well-chosen detail in their writing • Write a narrative • Use (5) sensory details in a short piece (quick write) • Demonstrate effective conclusion writing (through whole group model) (rewrite conclusions in whole group or small group)
W How do I organize, develop and express my ideas for an on-demand writing assignment?	<ul style="list-style-type: none"> • Recognize effective elements from mentor texts that can be applied to their writing • Apply effective techniques to organize and develop narrative • Write in timed situations
SL How do I Initiate and participate effectively in a range of collaborative discussions with diverse partners?	<ul style="list-style-type: none"> • Initiate text-relevant discussions with their peers • Formulate relevant questions and responses • Respond appropriately (regulate their verbal and social language skills) to a variety of answers (from their peers)
L How do I demonstrate a command of the convention of parallel structure in Standard English when I am writing or speaking?	<ul style="list-style-type: none"> • Identify parallel structure • Model an example • Incorporate structure into their narrative

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Provide opportunities to use Cornell notes
- Vocabulary strategies to teach domain-specific terms
- Range of reading materials
- Provide opportunities for students to analyze authors' choices/ Use 5 W's and H
- Model thinking skills
- Provide opportunities for students to examine the text structure, using different graphic organizers
- Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level
- Provide opportunities for students to write in class with the clock ticking
- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses.
- Provide opportunities for students to set rules collaboratively.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.

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- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

- Pre-assessment: response to summer reading, using domain-specific vocabulary
- With short story, open-ended response to author's development of theme. Students would use appropriate domain-specific vocabulary to discuss the literature as well as vocabulary relevant to specific reading.
- With nonfiction piece, assessment to mark text to note important facts and structure.

Writing

- Quick-write to demonstrate use of well-chosen details.
- Change conclusion of ending.

Speaking & Listening

- *Task 1* Multiple choice based on verbal presentation
- Self-assessment and goal setting, reflection
- Reciprocal teaching assessment as individuals and as a group

Language

- Define parallel structure
- Express the purpose from a text
- Implement structure in their piece

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Unit Vocabulary Terms	
<u>Tier 2/Interdisciplinary</u>	<u>Tier 3/Discipline-spec</u> Implicit Explicit Connotative denotative
Resources: <i>The Paris Review</i> (monthly, "Writers on Writing")	

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 2: Social and Familial Relationships
Pacing	6 weeks
Unit Overview	
This unit provides students with a study of social and familial relationships through literature. Students will generate responses to their reading materials in short and longer written works. These assignments will focus on point of view and will allow students to use strong and thorough textual evidence to explain their analysis of choices made by authors.	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	<p>1. Cite <u>strong</u> and <u>thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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> <p>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.</p> <p>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>
RI	<p>1. Cite <u>strong</u> and <u>thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view</p>

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	<u>or purpose.</u>
W	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.9</p> <p>9a 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>
SL	<p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>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>
L	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (<u>parallel structure, use of various types of phrases</u>).</p> <p>1b. 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>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>
SUPPORTING STANDARDS	
RL	<p>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>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>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>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 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>

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RI	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>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>
W	<p>3b. Use narrative techniques, such as dialogue, pacing description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3d. 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>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>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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>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>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>
SL	<p>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>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>4. 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.</p> <p>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>

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L	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2c. Spell correctly.</p> <p>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>4a. 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>4b. 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>4c. 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>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>
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imaginative or real events effective writing techniques, details smooth progression <ul style="list-style-type: none"> • experiences • events evidence source materials	develop integrate create gather support analyze	6
Speaking and Listening		
evidence from research Thought-provoking exchange diverse perspectives points of agreement, disagreement rhetoric fallacious reasoning, or exaggerated or distorted evidence	present stimulate respond summarize evaluate identify	6
Language		
Command of Standard English conventions when writing or speaking Appropriate use of the semi-colon when linking independent clauses	demonstrate incorporate	3
Essential Questions	Corresponding Big Ideas	
RL How do I interpret and analyze a text?	<ul style="list-style-type: none"> • In order to have a deeper understanding of a text, one must look beyond the words on the page to recognize author’s intent and implications. 	
RI How does a writer demonstrate comprehensive analysis of a text?	<ul style="list-style-type: none"> • To interpret a text, readers must understand and analyze explicit and implicit information, evaluate the author’s purpose, and reflect on their own experiences. 	
W How do writers create well-developed narratives about real or imagined experiences or events?	<ul style="list-style-type: none"> • Writers create well-developed narratives using relevant descriptive detail, logical sequence of events, a strong narrator, and point of view, and believable characters. 	

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<p>SL How do I effectively prepare for and participate in a collaborative discussion?</p>	<ul style="list-style-type: none"> ● Participants in collaborative discussions read and research material prior to the activity, use evidence to stimulate conversation and respond to others thoughtfully during the activity, and make new connections to material during post-activity reflections. ● Participants in a collaborative discussion use a variety of techniques to justify their positions, including point of view, use of evidence, reasoning, and rhetoric.
<p>L How do I demonstrate a command of the convention of parallel structure and correct semi colon use in standard English when I am writing or speaking?</p>	<ul style="list-style-type: none"> ● Parallel structure and correct semicolon use are effective means of demonstrating a command of Standard English when writing or speaking.

ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
RL How do I interpret and analyze a text?	<ul style="list-style-type: none"> • Explain the implicit and explicit description of the setting and its impact on the meaning of the story • Explain how an author uses rhetorical devices to advance his ideas in an informational text • Identify implicit and explicit motivations of characters/persons in fiction and informational text • Draw conclusions about social relationships based on the resolutions to the conflicts in the story • Draw conclusions about an author’s intentions based on the details provided in an informational text • Relate the resolution of the conflicts in the story to the author’s values and beliefs • Relate the main idea of an informational text to an author’s attitude toward the topic
RI How does a writer demonstrate comprehensive analysis of a text?	<ul style="list-style-type: none"> • Identify, analyze and use strong and thorough textual evidence to support their analysis • Identify, distinguish and appreciate point of view • Analyze point of view through implicit and explicit information in a text
W How do writers create well-developed narratives about real or imagined experiences or events?	<ul style="list-style-type: none"> • Outline a narrative • Identify and analyze authors’ intended purpose and audience • Read and analyze a narrative • Identify and use all of the essential writing steps (process)
SL How do I effectively prepare for and participate in a collaborative discussion?	<ul style="list-style-type: none"> • Recognize effective techniques in developing a collaborate discussion • Practice developing their point of view, using evidence to support their points, use valid reasoning, and appropriate rhetoric for their purpose and audience • Develop their own rubric for an effective collaborative discussion
L How do I demonstrate a command of the convention of parallel structure and correct semi colon use in standard English when I am writing or speaking?	<ul style="list-style-type: none"> • Recognize in mentor texts – writing from professionals, the teacher, and students – how writers use parallel structure • Revise writing samples and their own writing • Routinely apply proper parallel structure to their own writing

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Provide opportunities to use Cornell notes
- Vocabulary strategies to teach domain-specific terms
- Range of reading materials
- Provide opportunities for students to analyze authors' choices/ Use 5 W's and H
- Model thinking skills
- Provide opportunities for students to examine the text structure, using different graphic organizers
- Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level
- Provide opportunities for students to write in class with the clock ticking
- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses.
- Provide opportunities for students to set rules collaboratively.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process.

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Model this as well.

- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK

Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

- *Task 1* . Use strong and thorough textual evidence in a book review or research paper, the length of which will be decided by the teacher.
- *Task 2* . In short essays, summarize and defend multiple points of view within one topic

Writing

- *Task 1* Complete a narrative organizer, using models provided by the teacher
- *Task 2* Write a narrative, using techniques learned in this unit as well as in previous grades.
- *Task 2a, reflect*. Write an analysis of the decisions the students made as writers, emphasizing what they learned from mentor texts and how they applied those lessons.

Speaking & Listening

- *Task 1* . Using a rubric, evaluate contributions made by peers and by oneself to collaborative discussions.

Language

- *Task 1* .quizzes
- *Task 2* . In all writing – short and longer pieces – apply lessons learned from this and previous units.

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Resources. See implementation Guide for growing list of resources.	
<p>For teacher:</p> <p>Mentor texts</p> <p>Research tools</p> <ul style="list-style-type: none"> NoodleTools 	<p>For students:</p> <p>Mentor texts</p> <p>Novels: <i>ACA: House on Mango Street, Speak, Dark Angel, Buried Onions, Killer’s Cousin, High Heat, One Fat Summer, Shabanu, Dancing on the Edge</i> <i>ACC: Catalyst, Ellen Foster, Book Thief, Curious Incident of the Dog in the Nighttime, Things Fall Apart, City of Thieves, Purple Hibiscus, Stigmata, Lovely Bones, Obasan</i> <i>ALL: Romeo and Juliet</i></p> <p>Short Stories</p> <p>Nonfiction</p> <p>Poetry</p> <p>Research tools</p> <p>NoodleTools</p>
Unit Vocabulary Terms	
<p><u>Tier 2/Interdisciplinary</u></p> <p>Strong evidence</p>	<p><u>Tier 3/Discipline-specific</u></p> <p>Narrative text structure</p> <ul style="list-style-type: none"> text structure order of events manipulation of time effects mystery, tension, surprise

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 3: Expectations Vs. Reality
Pacing	6 weeks
Unit Overview	
<p>In this unit, students explore the topic of expectation vs. reality. Author’s choice figures prominently in this unit and texts will include fiction that utilize figurative language, manipulation of plot structures, and use of tension, mystery or surprise. In reading pieces of arguments, students will learn effective uses of rhetorical devices, as well as the strategies to write a research paper. In their writing, they will concentrate on shaping an effective beginning, middle and end to a research paper. They will present their research to peers. Language conventions found in this unit include using colons to introduce a list or quotation and understanding how context can shift word definition.</p>	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	<p><u>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.</u></p> <p><u>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).</u></p> <p><u>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.</u></p>

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RI	<p>3. Analyze how the <u>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>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid <u>and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning.</u></u></p>
W	<p>1a. Introduce <u>precise claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>establishes clear relationships</u> among claim(s), counterclaims, reasons, and evidence.</p> <p>1c. Use words, phrases, and clauses <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.</u></p> <p>1e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>7. Conduct short as well as <u>more sustained research projects</u> to answer a question (including a self-generated question) or <u>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>8. Gather relevant information from multiple <u>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.</u></p> <p>9b. Apply <u>grades 9-10 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; identify false statements and fallacious reasoning").</u></p>
SL	<p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>4. Present <u>information, findings, and supporting evidence clearly, concisely, and logically</u> such that listeners can <u>follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</u></p>
L	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2b. <u>Use a colon to introduce a list or quotation.</u></p> <p>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 (e.g., use a style manual)</u></p> <p>4b. <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</u></p> <p>5b. <u>Analyze nuances in the meaning of words with similar denotations.</u></p>
SUPPORTING STANDARDS	

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RL	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.
RL	<p>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 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>
RI	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze 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. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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.
W	<ol style="list-style-type: none"> 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.) 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. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.
SL	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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	<p>3. Evaluate a speaker’s point of view, reasoning, and use evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>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>
L	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2c. Spell correctly.</p> <p>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>4a. 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>4c. 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>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>

Unwrapped Standards

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy (See “Assessments” for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
<ul style="list-style-type: none"> • How complex characters develop, interact, and advance the plot or theme. • Effect of author’s choices • How an analysis unfolds 	Analyze	4
Meaning of words and phrases as they are used in the text	Determine	3
The reasoning of an argument	Delineate, evaluate and assess	4

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Writing		
Claims and counterclaims	Introduce, discriminate among, and organize	6
Major sections of a text	Link	6
Logically	Conclude	6
A self-generated question	Research	6
Relevant information from multiple authoritative print and digital sources	Gather	3
Grades 9-10 Reading standards to literary nonfiction	Apply	3
Speaking and Listening		
Findings, and supporting evidence clearly, concisely, and logically	Present	6
Language		
Command of the conventions of Standard English grammar and usage when writing (use of colon) and speaking.	Demonstrate	3
For meaning or style by understanding how language functions in different contexts.	Make effective choices	3
Patterns of word changes and nuances in the meaning of words	Identify and correctly use	3

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Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> How do I interpret and analyze an author's choices that impact the text? 	<ul style="list-style-type: none"> An author's choices matter regarding how characters develop, how specific words impact meaning and tone, and how text is structured.
<ul style="list-style-type: none"> How do I understand the logic of a writer's argument? 	<ul style="list-style-type: none"> Effective arguments unfold a series of ideas by making specific claims, using valid reasoning, and developing with relevant and sufficient support
<ul style="list-style-type: none"> How do I develop an effective argument? (on-demand- writing to learn) 	<ul style="list-style-type: none"> Development of an effective argument involves offering precise, clearly distinguished claims, counter or alternate claims, in an organized structure that establishes relationships between all claims, reasoning and evidence.
<ul style="list-style-type: none"> How do I effectively present information to an audience? 	<ul style="list-style-type: none"> Effective presentation of information entails clear, concise, logical presentation of supporting evidence, combined with evident reasoning and organization appropriate to purpose, audience and task.
<ul style="list-style-type: none"> How do I demonstrate a command of quotation conventions and nuances in the way Standard English functions when I am writing or speaking? 	<ul style="list-style-type: none"> Understanding conventions about quotations and the nuances of word meanings are effective ways of demonstrating a command of Standard English when writing or speaking

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ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
<p>RL</p> <ul style="list-style-type: none"> • How do I interpret and analyze a text? • How do I interpret and analyze an author's choices that impact the text? 	<ul style="list-style-type: none"> • Identify character traits, relationships, conflicts • Analyze the development of these elements as they move through the plotline / story • Connect traits, relationships, and conflicts to themes • Analyze the diction found in text and its connection to the authors' purposes
<p>RI</p> <ul style="list-style-type: none"> • How do I interpret and analyze a text? • How do I interpret and analyze an author's choices that impact the text? • How do I understand the logic of a writer's argument? 	<ul style="list-style-type: none"> • Identify key concepts in nonfiction texts and track the development of these concepts • Analyze the purpose of a nonfiction text and how the author addressed it in light of the audience • Consider the choices an author makes in structuring a nonfiction text • Identify and evaluate false reasoning • Identify and evaluate valid reasoning
<p>W</p> <p>How do I develop an effective argument?</p>	<ul style="list-style-type: none"> • Recognize in mentor texts how authors effectively include precise claims and establish relationships between evidence and claims • Apply lessons from mentor texts to include precise claims and establish relationships between evidence and claims • Create a cohesive argument that builds to a logical conclusion • Gather and evaluate a variety of sources to support claims
<p>SL</p> <p>How do I effectively present information to an audience?</p>	<ul style="list-style-type: none"> • Use clear, concise and logical evidence to support discussion or written position on a topic • Develop reasoning for a listening audience

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<p>L How do I demonstrate a command of quotation conventions and nuances in the way Standard English functions when I am writing or speaking?</p>	<ul style="list-style-type: none"> • Identify, by noticing in mentor texts, the correct usage and purpose of correct usage for colon to introduce list or quotation • Apply language functions for a variety of formats and audiences • Routinely incorporate correct word forms in written work • Demonstrate understanding of word nuances in their work
<p>Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Provide opportunities to use Cornell notes ○ Vocabulary strategies to teach domain-specific terms ○ Range of reading materials ○ Provide opportunities for students to analyze authors' choices/ Use 5 W's and H ○ Model thinking skills ○ Provide opportunities for students to examine the text structure, using different graphic organizers ○ Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level ○ Provide opportunities for students to write in class with the clock ticking ○ Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses. ○ Provide opportunities for students to set rules collaboratively. ○ Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material ○ Foster the use of literacy skills and habits of mind across disciplines. ○ Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing. ○ Encourage students to analyze figurative writing in literary nonfiction. ○ Model effective methods of annotating a text ○ Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities. ○ Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text. ○ Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing. ○ Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include 	

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personal and analytical response.

- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

- *Task 1* Map character development using textual evidence
- *Task 2.* Support theme with character interactions, development
- *Task 3.* Analysis response of diction, focusing on its connection to story elements and theme
- *Task 4.* Analysis response of text structure, focusing on its development of specific details

Writing

- *Task 1.* Essay of argument
- *Task 2* Research paper and reflection of the research process

Speaking & Listening

- *Task 1.* Presentation of research findings

Language

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<ul style="list-style-type: none"> • <i>Task 1</i> Rubric for writing assignments to include language standards • <i>Task 2</i> Vocabulary analysis quiz 	
Unit Vocabulary Terms	
<u>Tier 2/Interdisciplinary</u> Reasoning Authoritative Fallacious reasoning Claims and evidence	<u>Tier 3/Discipline-specific</u> multiple or conflicting motivations colon
Resources. See implementation Guide for growing list of resources.	
For teacher: Mentor texts Research tools <ul style="list-style-type: none"> • NoodleTools 	For students: Mentor texts Novels: <i>ACA: Monster, Buried Onions, Speak, Killer’s Cousin</i> <i>ACC: Cat’s Cradle, Stigmata, Great Expectations, Green Angel, Book Thief, Obasan, 20,000 Leagues Under the Sea</i> ALL: <i>Curious Incident of the Dog in the Nighttime, Flowers for Algernon, Midsummer Night’s Dream, You Remind Me of You</i> Short Stories Nonfiction Poetry Research tools NoodleTools

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 4: Death, Grief, Loss and Perseverance
Pacing	6 weeks
Unit Overview	
Students will focus on the development of theme in fiction as well as the impact of word choice in both fiction and non-fiction text as they read pieces that address death, grief, loss and perseverance. Students will compose a comprehensive and detailed piece of argumentative writing, supported with evidence. In terms of language usage, students will learn to apply parallel structure in their speaking and writing, will study word origin, and will analyze precise meaning in word choices.	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	2. Determine a theme or central idea of a text and analyze in detail 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.
RI	<p>2. Determine a central idea of a text and analyze 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>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the <u>cumulative</u> 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</u>).</p> <p>7. <u>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u></p>

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W	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1b. <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>1d. Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>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</p>
L	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. <u>Use parallel structure.</u></p> <p>4c. 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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
SUPPORTING STANDARDS	
RL	<p>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>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>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>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>
RF	<p>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 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>
RI	<p>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>3. 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.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in 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</p>

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	grades 9-10 text complexity band independently and proficiently.
W	<p>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>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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>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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p>
SL	<p>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>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>4. 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.</p> <p>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>
L	<p>1b. 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.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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<p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b. Use a colon to introduce a list or quotation.</p> <p>2c. Spell correctly.</p> <p>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>3a. 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>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>4a. 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>4b. 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>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>		
Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy (See “Assessments” for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
A theme or central idea of a text	Determine	3
The development of a theme or central idea over the course of a text • how it emerges • how it is shaped and refined by specific details	Analyze (in detail)	4
Various accounts of a subject told in different mediums		
A text objectively	Summarize	2

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Figurative, connotative, and technical meanings of words in a text	Determine	3
Writing		
Claims and counterclaims in an analysis using valid reasoning and relevant and sufficient evidence.	Support and develop	6
A formal style and objective tone	Maintain	3
Language		
Command of the conventions of Standard English grammar and usage when writing (use of parallel structure) and speaking.	Demonstrate	3
Understanding of figurative language, patterns of word changes and nuances in the meaning of words		
For meaning or style by understanding how language functions in different contexts.	Make effective choices	3
General and specialized reference materials, both print and digital, to learn about words	Consult	2

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Essential Questions	Corresponding Big Ideas
<p data-bbox="296 300 506 370"><i>Teacher's guiding questions</i></p> <ul data-bbox="201 407 562 792" style="list-style-type: none"> <li data-bbox="201 407 562 613">• How do I analyze a central idea as it develops over the course of the text and as it is refined and shaped by specific details? (Reading) <li data-bbox="201 659 562 792">• How do I determine the cumulative impact of specific word choices on meaning and tone? 	<p data-bbox="1010 300 1478 329"><i>Student's statements of enduring ideas</i></p> <ul data-bbox="600 367 1885 643" style="list-style-type: none"> <li data-bbox="600 367 1885 440">• The central idea of a text develops over the course of the text and it is shaped and refined by specific details (RL 9-10.2, RI 9-10.2)). <li data-bbox="600 610 1885 643">• Specific word choices have a cumulative impact on meaning and tone of a text (RI 9-10.4)
<ul data-bbox="201 803 562 914" style="list-style-type: none"> <li data-bbox="201 803 562 914">• How do I develop an effective written argument? 	<ul data-bbox="600 803 1856 873" style="list-style-type: none"> <li data-bbox="600 803 1856 873">• Effective arguments incorporate valid reasoning, sufficient evidence, claims, counterclaims, formal style and an objective tone.
<ul data-bbox="201 985 562 1157" style="list-style-type: none"> <li data-bbox="201 985 562 1157">• How do I demonstrate a command of parallel structure and choose appropriate words in my writing? 	<ul data-bbox="600 985 1415 1018" style="list-style-type: none"> <li data-bbox="600 985 1415 1018">• Appropriate structure and word choices matter in my writing.

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ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
<p>RL How do I analyze a theme as it develops over the course of the text and as it is refined and shaped by specific details?</p> <p>How do I determine the cumulative impact of specific word choices on meaning and tone?</p>	<ul style="list-style-type: none"> • Define and analyze a theme in a given text • Discuss the theme’s development over the course of a text • Identify how the theme emerges, is shaped and refined • Using multiple texts (in a study of authors, genres or topics) compare and contrast how themes change over time • Determine the impact of words on meaning
<p>RI How do I analyze a central idea as it develops over the course of the text and as it is refined and shaped by specific details?</p> <p>How do I determine the cumulative impact of specific word choices on meaning and tone?</p>	<ul style="list-style-type: none"> • Define and analyze a theme or central idea in a given nonfiction text • Discuss the theme’s, or central idea’s, development over the course of a nonfiction text • Identify how the theme, or central idea, emerges, is shaped and refined • Using multiple texts (in a study of authors, genres or topics) compare and contrast how themes, or central ideas, change over time • Determine the impact of words on meaning in nonfiction text
<p>W How do I develop an effective written argument?</p>	<ul style="list-style-type: none"> • Recognize in mentor texts how claims and counterclaims are developed effectively • Develop claims and counterclaims to a position in their own writing • Supply and link accurate and relevant evidence for their claims • Deliver claims in a manner the audience will understand • Reflect on the strengths and weaknesses of their written and oral presentations

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<p>L How do I demonstrate a command of parallel structure and choose appropriate words in my writing?</p>	<ul style="list-style-type: none"> • Correctly identify and use parallel structure in speech and writing • Use reference materials to clarify word meaning, find a part of speech, and distinguish between connotative and denotative meaning • Find the etymology of a predetermined number of words • Use figurative language appropriately
<p>Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Provide opportunities to use Cornell notes ○ Vocabulary strategies to teach domain-specific terms ○ Range of reading materials ○ Provide opportunities for students to analyze authors' choices/ Use 5 W's and H ○ Model thinking skills ○ Provide opportunities for students to examine the text structure, using different graphic organizers ○ Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level ○ Provide opportunities for students to write in class with the clock ticking ○ Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses. ○ Provide opportunities for students to set rules collaboratively. ○ Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material ○ Foster the use of literacy skills and habits of mind across disciplines. ○ Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing. ○ Encourage students to analyze figurative writing in literary nonfiction. ○ Model effective methods of annotating a text ○ Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities. ○ Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text. ○ Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing. ○ Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response. 	

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- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

- *Task 1* Discussion of theme / central idea and techniques used by authors to develop them effectively through a text. Further discussion comparing and contrasting how themes / central ideas change over time
- *Task 2.* Analytical essay on the development of theme / central idea through a given text

Writing

- *Task 1.* List and evaluate claims and counterclaims
- *Task 2* In pre-writing chart, supply and link accurate and relevant evidence to support claims. Anticipate counterclaims
- *Task 3* Produce writing to deliver claims in a manner the audience will understand
- *Task3a.* Write a reflection of the strengths and weaknesses in their presentation as well as the lessons learned from mentor texts.

Language

- *Task 1* In quiz, correctly identify parallel structure. In writing, apply it correctly.
- *Task 2* Use reference materials to clarify word meaning.
- *Task 3* Find the etymology of a predetermined number of words.

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Unit Vocabulary Terms	
<u>Tier 2/Interdisciplinary</u>	<u>Tier 3/Discipline-specific</u> etymology
Resources. See implementation Guide for growing list of resources.	
For teacher: Mentor texts Research tools <ul style="list-style-type: none"> • NoodleTools 	For students: Mentor texts Novels: <i>ACA: Buried Onions, Speak, Killer’s Cousin,</i> <i>ACC: Green Angel, America, Catalyst, City of Thieves, Fallen Angels,</i> <i>Things Fall Apart, Lovely Bones, Death Be Not Proud, Book Thief, Ellen</i> <i>Foster, Stigmata, Obasan</i> <i>ALL: Old Man and the Sea, I know Why the Caged Bird Sings, Purple</i> <i>Hibiscus</i> Short Stories Nonfiction Poetry Research tools NoodleTools

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 5: History, Tradition, and Culture
Pacing	6 weeks
Unit Overview	
<p>The unit on history, tradition, and culture is characterized by one study of a single, extended text that explores the nuances, implications, and relevance of society outside the United States. Students will complete and present a mini-research activity on some reference or allusion which reflects an historical, social, or cultural phenomenon. They will also write an analytical essay which examines the universality of a concept of historical, traditional, or cultural value.</p>	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	<p>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>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., <u>how the language evokes a sense of time and place; how it sets a formal or informal tone</u>).</p> <p>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.</p> <p>7. Analyze <u>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 “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)</p>

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RI	<p>1. Cite <u>strong and thorough textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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 (e.g., a section or chapter)</u>.</p> <p>9. Analyze <u>seminal U.S. documents of historical and literary significance (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.</p>
W	<p>2a. 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>2b. Develop the topic with well-chosen relevant and <u>sufficient</u> facts, <u>extended definitions</u>, concrete details, quotations, or other information and examples <u>appropriate to the audience’s knowledge of the topic</u>.</p> <p>2f. 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>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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <u>grades 9-10 Reading standards to literature</u> (e.g., “Analyze how an author draws on and <u>transforms source material in a specific work</u> [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>
SL	<p>2. <u>Integrate multiple sources of information</u> presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the <u>credibility and accuracy of each source</u>.</p> <p>4. Present <u>information, findings, and supporting evidence clearly, concisely, and logically</u> such that <u>listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>.</p>
L	<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (parallel structure, types of phrases).</p> <p>5a. Interpret figures of speech (e.g., <u>euphemism, oxymoron</u>) in context and <u>analyze their role in the text</u>.</p>
SUPPORTING STANDARDS	
RL	<p>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>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>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time</p>

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	(e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RF	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 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.
RI	<p>2. Determine a central idea of a text and analyze 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>3. 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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in 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>
W	<p>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>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</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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>10. 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>
SL	<p>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>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

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	<p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>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>6. Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectation.)</p>
L	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2 b. Use a colon to introduce a list or quotation.</p> <p>2c. Spell correctly.</p> <p>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>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>4a. 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>4b. 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>4c. 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>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>

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Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
Strong and thorough textual evidence	Cite	3
Analysis of explicit and implicit information	Support	3
Meanings of words or phrases in context, including the connotative or figurative meanings	Determine	3
word choices cultural perspective artistic mediums	Analyze	4
Writing		
Topics	Introduce	6
Complex ideas, concepts and information to make connections and distinctions	Organize	6
Formatting, graphics and multimedia when useful	Integrate	6
Topic <ul style="list-style-type: none"> • relevant • sufficient • extended definitions • appropriate to the audience 	Develop	6

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Appropriate and supporting conclusions	Provide	6
Relevant information multiple print and digital sources	Gather	3
Advance searches	Utilize	3
Usefulness of sources	Assess	5
Logical flow of information	Maintain	3
Plagiarism	Avoid	3
Appropriate format for source citations	Follow	3
Analysis, reflection or research with evidence	Support	6
Author's use of source material	Analyze	4
Speaking and Listening		
Multiple sources of information from diverse media and formats	Integrate	6
Credibility and accuracy of sources	Evaluate	5
Information clearly, concisely and logically, appropriate to audience and task	Present	6
Language		
Command of Standard English conventions	Demonstrate	3
Figures of speech	Interpret	4
Role of figures of speech in text	Analyze	4

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Essential Questions	Corresponding Big Ideas
RL and RI <ul style="list-style-type: none"> • How do I use text support and, word choice to convey meaning? • How do I address the cultural experience reflected in the text? 	Effective text analysis uses thorough text support, understands the cumulative effect of word choice on meaning and tone, addresses the cultural experience reflected in the text, and where appropriate may compare and contrast a key scene in the text with another artistic medium
W <ul style="list-style-type: none"> • How do I effectively introduce, develop and draw conclusions in an informative / explanatory text? 	<ul style="list-style-type: none"> ○ Effective arguments: introduce precise claims, and distinguish between alternate or counter claims ○ develop all claims, pointing out strengths and limitations by anticipating the audience’s knowledge level and concerns ○ draw conclusions that clearly connect the main claims, reasoning and evidence used in the text • To interpret a text, readers must understand and communicate the implications of the use of source material by an author.
SL <ul style="list-style-type: none"> • How do I combine, organize and present sources from multiple media formats? 	<ul style="list-style-type: none"> • Effective presentations integrate valid information in a logical development of ideas using a style that is appropriate to task and audience.
L <ul style="list-style-type: none"> • How do I demonstrate a command of parallel structure and choose appropriate words in my writing? 	<ul style="list-style-type: none"> • Appropriate structure and word choices matter in my writing.
ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
RL and RI How do I use text support and, word choice to convey meaning? How do I address the cultural experience reflected in the	<ul style="list-style-type: none"> • Recognize effective use of word choice to convey meaning • Analyze mentor texts for word choice • Apply appropriate word choice in writing

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text?	
W <ul style="list-style-type: none"> How do I effectively introduce, develop and draw conclusions in an informative / explanatory text? How do I demonstrate comprehensive analysis of an author's use of source material? 	<ul style="list-style-type: none"> Determine validity of sources for research Using multiple research papers as mentor texts, highlight similarities and differences Create an effective thesis statement
SL <ul style="list-style-type: none"> How do I combine, organize and present sources from multiple media formats? 	<ul style="list-style-type: none"> Recognize effective qualities of various media, given different audiences Select appropriate media to convey message
L How do I demonstrate a command of parallel structure and choose appropriate words in my writing?	<ul style="list-style-type: none"> Recognize appropriate structure and word choice in mentor texts Apply lessons from mentors in own writing Explain and analyze choices made in own writing and speaking
Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:	
<ul style="list-style-type: none"> Provide opportunities to use Cornell notes Vocabulary strategies to teach domain-specific terms Range of reading materials Provide opportunities for students to analyze authors' choices/ Use 5 W's and H Model thinking skills Provide opportunities for students to examine the text structure, using different graphic organizers Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level Provide opportunities for students to write in class with the clock ticking Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses. 	

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- Provide opportunities for students to set rules collaboratively.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.
- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

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- *Task 1* Reader response explaining the universality of a concept of historical, social or cultural significance

Writing

- *Task 1.* Write a first-person narrative in the voice of an ancillary character in a work of fiction.
- *Task 2.* Analytical essay comparing the theme or central idea of a selected text to an artistic medium.

Speaking & Listening

- *Task 1* Present a mini-research project relating text references from multi-media formats

Language

- *Task 1* Use elements of language routinely in their writing.

Unit Vocabulary Terms	
<u>Tier 2/Interdisciplinary</u>	<u>Tier 3/Discipline-specific</u>
Resources. See implementation Guide for growing list of resources.	
<p>For teacher:</p> <p>Mentor texts</p> <p>Research tools</p> <ul style="list-style-type: none"> • NoodleTools 	<p>For students:</p> <p>Mentor texts</p> <p>Novels:</p> <p>ACA: <i>Buried Onions, Shabanu</i></p> <p>ACC: <i>City of Thieves, Fallen Angels, Things Fall Apart, Book Thief, All Quiet on the Western Front, Stigmata</i></p> <p>ALL: <i>Purple Hibiscus, Animal Farm</i></p> <p>Short Stories</p> <p>Nonfiction</p> <p>Poetry</p> <p>Research tools</p> <p>NoodleTools</p>

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 9
Unit of Study	Unit 6: Power and Justice
Pacing	6 weeks
Unit Overview	
In this culminating unit, students will write a research paper, their second this year, in which they will explore a nonfiction topic connected to a novel read during the year. The paper will include an analysis of complex characters. In addition to writing, students will present their work orally, demonstrating skills learned this year to communicate effectively with an audience.	
Overarching Standards	
<p>RL 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 the range.</p> <p>RI 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.</p> <p>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>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>	
PRIORITY STANDARDS	
RL	3. Analyze <u>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.</u>
RI	3. Analyze how <u>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>
W	<p>2. Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <p>2c. Use appropriate and varied transitions to <u>link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the <u>complexity</u> of the topic.</p> <p>2e. Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the discipline in which</u></p>

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	<p>they are writing.</p> <p>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>
SL	<p>6. Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grades 9-10</u> Language standards 1 and 3 on pages 54 for specific expectations.)</p>
L	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (parallel structure, use of various types of phrases).</p> <p>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>
SUPPORTING STANDARDS	
RL	<p>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>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>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>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>
RF	<p>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 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>
RI	<p>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>2. Determine a central idea of a text and analyze 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>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in 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>

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W	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience. 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. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 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. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Evaluate a speaker's point of view, reasoning, and use evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 4. 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. 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.
L	<ol style="list-style-type: none"> 1b. 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. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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| <p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2 b. Use a colon to introduce a list or quotation.</p> <p>2c. Spell correctly.</p> <p>3a. 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>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>4a. 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>4b. 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>4c. 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>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> |
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Unwrapped Standards		
Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy (See "Assessments" for Depth of Knowledge/DOK level)
Reading Literature and Informational Text		
<ul style="list-style-type: none"> • How complex characters develop, interact, and advance the plot or theme. How an analysis unfolds 	Analyze	4
Writing		
Complex ideas, concepts, and information clearly and accurately	Examine and convey	6
Important sections of the text with appropriate and varied transitions	Link	6
The complexity of a topic by using precise language and domain-specific vocabulary	Manage	6
A formal style and objective tone	Maintain	3
Individual or shared writing products, using technology	Produce, publish, and update	6
Over varying time frames	Write routinely	6
Speaking and Listening		
A speech to a variety of contexts and tasks	Adapt	3
Language		

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Command of the conventions of standard English grammar and usage when writing or speaking (parallel structure, use of various types of phrases).	Demonstrate	3
Knowledge of language to understand how language functions in different contexts	Apply	3

Essential Questions	Corresponding Big Ideas
RL How do complex characters develop over the course of the text?	<ul style="list-style-type: none"> Complex characters develop over the course of the text in their interaction with other characters to advance the plot and to support the theme.
RI How do texts unfold?	<ul style="list-style-type: none"> Effective texts unfold a series of ideas sequentially and with connections among the ideas.
W How do I effectively convey the complexity of a topic in an informative/explanatory text?	<ul style="list-style-type: none"> Effective arguments: <ul style="list-style-type: none"> vary the links and transitions to create cohesion and clarify relationships use precise or specific vocabulary in developing ideas maintain a formal style and objective tone throughout the text
SL How does audience and purpose influence the content of spoken language?	<ul style="list-style-type: none"> Effective speeches incorporate the expectations and concerns of an audience while conforming to the expected or appropriate conventions of the topic.
L How do I demonstrate a command of the convention of parallel structure and types of phrases in Standard English when I am writing or speaking?	<ul style="list-style-type: none"> Using parallel structure and understanding types of phrases are effective means of demonstrating a command of Standard English when writing or speaking

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ESSENTIAL QUESTION	LEARNING OBJECTIVES Students will be able to:
RL and RI <ul style="list-style-type: none"> • How do texts unfold? • How do complex characters develop over the course of the text? 	<ul style="list-style-type: none"> • Create a timeline of character development • Using timeline, explain how character develops over text. • Evaluate the effective of the character development in text. • Compare character development in multiple texts and argue which is most effective
W <ul style="list-style-type: none"> • How do I effectively introduce, develop and draw conclusions in an informative / explanatory text? (Writing) • How do I demonstrate comprehensive analysis of an author's use of source material? 	<ul style="list-style-type: none"> • Determine validity of sources for research • Using multiple research papers as mentor texts, highlight similarities and differences • Create an effective thesis statement and support it throughout the paper • Paraphrase material without plagiarizing • Use NoodleTools for work cited page, for in-text citations and for pre-writing exercises, such as note-taking and outlining • Write cohesively, linking ideas from one section to another in a research paper
SL <ul style="list-style-type: none"> • How does audience and purpose influence the content of spoken language? 	<ul style="list-style-type: none"> • Listen to a speech and analyze effective strategies • Apply effective strategies to speech created to explain research
L <ul style="list-style-type: none"> • How do I demonstrate a command of the convention of parallel structure and types of phrases in Standard English when I am writing or speaking? 	<ul style="list-style-type: none"> • Analyze standard English, including parallel structure • Apply standard English to own writing • Edit the work of peers

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Instructional strategies. Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Provide opportunities to use Cornell notes
- Vocabulary strategies to teach domain-specific terms
- Range of reading materials
- Provide opportunities for students to analyze authors' choices/ Use 5 W's and H
- Model thinking skills
- Provide opportunities for students to examine the text structure, using different graphic organizers
- Routinely provide students with a range of questions that allow them to build a hierarchy of thinking from low to high level
- Provide opportunities for students to write in class with the clock ticking
- Incorporate Socratic Seminar, Philosophical Chairs, Think- Pair- Share, Experts Groups, Jigsaw, Fish Bowl and Reciprocal Teaching models to foster collaborative learning in the classroom, and deeper understanding with text, topics, and concepts. Require students to come prepared with written responses.
- Provide opportunities for students to set rules collaboratively.
- Utilize Marking the Text and Charting the Text to encourage close reading and analysis of material
- Foster the use of literacy skills and habits of mind across disciplines.
- Provide mentor texts – from professionals, teachers, and students -- and encourage students to let their reading inform their writing.
- Encourage students to analyze figurative writing in literary nonfiction.
- Model effective methods of annotating a text
- Provide opportunities for students to read extensively a wide variety of materials of increasing complexity, from a range of genres, both classic and contemporary, in school and outside of school based on students' interests and reading abilities.
- Focus on the analysis of texts over general comprehension. Encourage students to question why authors made particular choices and how they developed their ideas throughout a text.
- Model for students how to use context to understand challenging vocabulary and to use new vocabulary to bring precision to their writing.
- Design experiences for students in which they will create effective oral, written, and multimedia responses to texts that include personal and analytical response.
- Foster greater student independence and interdependence among students
- Allow students to make decisions about their writing assignments, including topics, audiences, forms, and style.
- Confer with students and arrange for students to confer with each other.
- Provide time for students to reflect and revise, knowing that thinking can change as ideas are committed to paper.

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- Take time within classroom instruction for students to develop their ideas, share, and use feedback at each stage in the writing process. Model this as well.
- Provide the opportunity for students to use technology to produce, revise, or publish their writing when it is available.
- Provide clear, targeted, detailed feedback that furthers a dialogue between the writer and reader, focused on deepening students' thinking.
- Encourage students to share their writing with a public audience.
- Model targeted skills based on assessment data and/or DOK
- Create a safe and comfortable learning environment in which students can feel free to develop, implement and communicate new ideas and respond to new and diverse perspectives.

Assessments. To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students through the methods identified below. The assessments will be recorded in an implementation guide and will reflect a range of challenge and rigor as defined by Levels of Bloom's Taxonomy (Costa's) & Webb's Depth of Knowledge/DOK.

Pre-assess unit vocabulary

Reading and responding to reading

- *Task 1* Socratic Seminar focused on character development, using one book with multiple characters or several books with one character

Writing

- *Task 1* Research project on nonfiction that examines previously read novel
- *Task 2* Self-reflection on the research and writing process

Speaking & Listening

- *Task 1* Speech on research

Language

- *Task 1* Apply to own writing

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Unit Vocabulary Terms	
<u>Tier 2/Interdisciplinary</u>	<u>Tier 3/Discipline-specific</u>
Resources. See implementation Guide for growing list of resources.	
For teacher: Mentor texts Research tools <ul style="list-style-type: none"> • NoodleTools 	For students: Mentor texts Novels: <i>ACC: City of Thieves, Things Fall Apart, All Quiet on the Western Front, Obasan</i> ACA: <i>Monster, Killer’s Cousin</i> <i>ALL: Animal Farm, Purple Hibiscus</i> Short Stories Nonfiction Poetry Research tools NoodleTools

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