

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase II, April 2014**

**10<sup>th</sup> Grade English**

**Course Essential Questions (from Phase I report):**

Writing:

- How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?
- How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?
- How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:

- How can readers take charge of their own reading lives?
- How can readers use comprehension strategies to deepen their understanding of a text?
- How can readers reflect and respond to what they read?

Language/Speaking and Listening:

- How can I prepare for and participate in a range of conversations and collaborations?
- How can I use my understanding of language to communicate clearly and effectively?
- How can I use my understanding of language to improve my written and oral communication?

**Phase II Curriculum**

**Unit 1: Poetry**

**Essential Questions:**

1. What are the purposes of poetry?
2. What are the defining traits of various poetry formats?
3. What techniques do poets use to enhance poetry?
4. What benefits arise for poets from participation in a community of writers?
5. What role does poetry have in society?
6. How can I express myself through poetry?

**Essential Understanding:**

1. Poetry asks the reader and writer to pay attention to the smaller aspects of the world.
2. Different forms of poetry are often defined by their specific structures and characteristics (rhyme scheme, syllable count).
3. Poets use literary devices to enhance their poetry.
4. Poets in writing communities provide and receive encouragement, non-judgemental responses, and feel free to take risks and share their poetry.
5. Poetry is a way to make individual ideas heard.
6. Poetry exercises the imagination.

7. How can I enhance my poetry through the use of literary devices?	7. Writers enhance their poetry through the utilization of literary devices.
8. How does listening to poetry enhance the poetic experience?	8. Sharing and listening is an essential component to gain deeper understanding.
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p>RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RI.10.2 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>W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.10.5 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 9-10 <a href="#">here</a>.)</p> <p>W.10.6 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>W.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.10.4 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>SL.10.5 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>L.10.2c Spell correctly.</p> <p>L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> I Know ...	<b>Skills/Processes</b> I Can ...

<ul style="list-style-type: none"> <li>● I know the purpose of poetry</li> <li>● I know the different types of poetry (haiku, tanka, sonnet, narrative, limerick, and lyric) and their specific format.</li> <li>● I know definitions and purposes of various figurative language techniques used in poetry including: metaphor, simile, allusion, imagery, symbolism, personification, hyperbole.</li> <li>● I know definitions and purposes of sound devices for writing poetry including: alliteration, assonance, consonance, meter, repetition, rhyme, refrain/chorus.</li> <li>● I know how to enhance my writing through the use of literary devices</li> <li>● I know that sharing and listening to poetry is important to develop a deeper understanding of the poem</li> </ul>	<ul style="list-style-type: none"> <li>● I can recognize different purposes for reading and writing poetry.</li> <li>● I can read and understand poems by different authors and in different formats</li> <li>● I can recognize different types of poems based on format and structure.</li> <li>● I can analyze and respond to literary devices (figurative language and sound devices).</li> <li>● -I can identify figurative language techniques in sample poems.</li> <li>● I can participate in a poetry sharing community.</li> <li>● I can connect society values and influences to poems.</li> <li>● I can write poetry in a variety of formats.</li> <li>● I can enhance my writing through the use of literary devices.</li> <li>● -I can use sound devices to bring life and style to my own poems.</li> <li>● -I can use figurative language to write pieces of poetry.</li> <li>● -I can use precise words and phrases, details, and sensory language to create a poetic experience.</li> <li>● -I can use technology to produce and update my written work.</li> <li>● I can listen to poems for literary understanding and poetic experience.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b> Poetry Unit Test	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task) Poetry Portfolio*
<b>Phase V Learning Plan</b>	

<b>Unit 2: Memoir Unit Study</b>
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<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose for reading memoirs?</li> <li>2. What can we learn about ourselves and others from reading memoirs and autobiographies?</li> <li>3. How do authors use reflection to show significance of their experiences?</li> <li>4. How does figurative language enhance a memoir?</li> <li>5. How do authors use narrative structure to share their experience(s)?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. People share life experiences as a means of catharsis, to help others, to educate others, and to entertain others.</li> <li>2. Our life is made up of a series of connected and unconnected events that build our character over time.</li> <li>3. Authors include an epiphany to help gain insight in portraying the significance of their experiences.</li> <li>4. Figurative language enhances a memoir by bringing a piece to life.</li> <li>5. Authors use narrative structure (plot, flashback, dialogue, etc) to develop and share their experiences.</li> </ol>
<p><b>Curriculum Standards- DOK noted where applicable with Standards</b></p> <p>RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.10.5 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>L.10.5 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</p>	
<p><b>LEARNING TARGETS</b></p>	
<p><b>Knowledge/Content</b> <b>I Know ...</b></p> <ul style="list-style-type: none"> <li>• I know the purpose of a memoir.</li> <li>• I know how an author uses reflection to show significance of experience.</li> <li>• I know what figurative language is and that it enhances writing.</li> <li>• I know that authors use narrative structure to aid development in sharing their experiences.</li> </ul>	<p><b>Skills/Processes</b> <b>I Can ...</b></p> <ul style="list-style-type: none"> <li>• I can list the purposes and types of memoirs (personal, portrait, celebrity, etc.).</li> <li>• I can find meaning and purpose in different examples of autobiographical/ memoir works.</li> <li>• -I can reflect on personal connections to the texts.</li> <li>• I can explain importance of author connection, flashbacks, and epiphanies in connection to the texts.</li> <li>• I can find examples of figurative language in memoir writing.</li> <li>• -I can explain how figurative language enhances a memoir.</li> <li>• I can explain how the narrative structure shows the author's experience.</li> </ul>
<p><b>Phase III Textbook/Materials</b></p>	

<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b> Memoir Unit Test Memoir (Novel) Specific Unit Test	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 3: Memoir Writing</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are some significant events that have shaped my life?</li> <li>2. What essential components of a memoir separate it from other genres of writing?</li> <li>3. How can I use figurative language to engage my audience?</li> <li>4. How I use reflection to show significance of my experience?</li> <li>5. How can I enhance my writing through the use of narrative structure?</li> <li>6. How do I write a full process paper based on a personal experience?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Significant events often result in lasting change and growth in maturity and a wider understanding of the world and oneself.</li> <li>2. A memoir is a short piece of subjective autobiographical writing that focuses on a brief period of time or related events in an author's life.</li> <li>3. Figurative language can result in vivid story details that entertain and engage the reader.</li> <li>4. Reflecting on a significant event or relationship involves explaining the impact of the experience at the time it occurred and at the time the memoir was written.</li> <li>5. Narrative structure is used in a memoir to give it a story-like quality, although the story is true.</li> <li>6. By brainstorming, drafting, editing and revising, I can effectively share my personal experiences in an engaging composition.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p>RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or</p>	



surprise.

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 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.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a) 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.
- b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.10.5 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.

W.10.6 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.

W.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.

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b) Use a colon to introduce a list or quotation.
- c) Spell correctly.

L.10.5 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

#### LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"><li>• I know that events have shaped my life.</li><li>• I know what figurative language is and how to utilize it in my writing.</li><li>• I know how to reflect and gain insight to show</li></ul>	<ul style="list-style-type: none"><li>• I can list significant events that have shaped my life.</li><li>• I can appropriately use figurative language in my writing.</li><li>• I can use personal reflection in order to enhance my writing.</li></ul>

<p>significance of an experience.</p> <ul style="list-style-type: none"> <li>• I know what narrative structure is and how to utilize it my writing.</li> <li>• I know how to complete a full-process paper.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use narrative structure (plot elements, subjectivity, dialogue, suspense, figurative language) in my writing.</li> <li>• I can complete a full process paper.</li> <li>• I can revise and edit my paper to improve my analysis, style, tone, purpose and audience.</li> <li>• I can use technology to produce and update my written work.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b> Full Process Writing Memoir	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 4: Short Story Unit</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the characteristics of short story fiction?</li> <li>2. How can I use reading strategies to develop my understanding?</li> <li>3. How does an author engage an audience through literary devices and narrative structure?</li> <li>4. How do authors use characterization to bring characters to life?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Fiction is created through plot elements, setting, characterization, conflict, mood, point of view, irony, suspense, theme, and dialogue.</li> <li>2. Utilizing reading strategies such as re-reading, predicting, defining vocabulary, etc. helps to develop my understanding of a story.</li> <li>3. Authors use literary devices and narrative structure to engage an audience.</li> <li>4. Authors use direct and indirect characterization and static and dynamic characters to make the characters come to life.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	

RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.10.7 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*).

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

W.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.

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

- a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 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).

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a) 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.
- b) 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.
- c) 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.
- d) 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.

SL.10.4 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.

### LEARNING TARGETS

#### Knowledge/Content

##### I Know ...

- The definitions and purposes of the following terms and their role in the development and evolution of a story: plot, exposition, rising action, climax, falling action, resolution, setting, conflict, characterization, mood.
- The definitions and purposes of the following literary terms and their role in a story: simile, metaphor, personification, symbolism, irony, theme, suspense, foreshadowing, diction, dialect, and imagery.
- Various strategies to improve reading / viewing comprehension.
- Definitions and examples of internal and external conflict, opposing forces such as man vs. man, man vs. nature, man vs. society, man vs. self, man vs. fate.

#### Skills/Processes

##### I Can ...

- I can use reading / viewing strategies, including visualization, making connections, asking questions, making predictions, identifying confusion, and using context clues.
- I can express understanding through critical thinking of literary and character analysis.
- I can analyze literature for use of universal themes.
- I can identify, apply, and analyze how different literary techniques enhance the stylistic qualities of a text.
- I can explain how a character has changed as a result of the conflicts faced.
- I can identify / analyze types of conflict and opposing forces.
- I can use visualization, making connections, asking questions, making predictions, identifying confusion,

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

#### Common Summative Unit Assessments:

Short Story Unit Test

#### Agreed Upon Interim Summative Assessments:

(\*identifies Performance Task)

### Phase V Learning Plan

Phase II Curriculum	
Unit 5: Literary Novel	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How does historical context enhance understanding of a novel?</li> <li>2. How does society influence topics and themes in a novel?</li> <li>3. How does detail aid in developing themes throughout a novel?</li> <li>4. How does an author use narrative structure and elements of fiction to develop a storyline?</li> <li>5. How does an author use dialect and vernacular?</li> <li>6. How do the interactions among characters advance the plot and/or develop the theme(s)?</li> <li>7. How can I use reading strategies to enhance my understanding of the novel?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Readers develop a deeper understanding of a text through a focused study of a historical period.</li> <li>2. Authors use current societal situations to develop themes in a novel.</li> <li>3. Writers use details to develop theme throughout a novel.</li> <li>4. Authors use plot, setting, characterization, flashback to create a story.</li> <li>5. Authors use dialect and vernacular to expand characterization and show time period and/or location.</li> <li>6. The interaction among characters is crucial to the advancement of plot and development of themes.</li> <li>7. Readers enhance understanding by use of a variety of reading strategies.</li> </ol>
Curriculum Standards- DOK noted where applicable with Standards	
<p>RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.10.7 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>RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	

teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### LEARNING TARGETS

##### Knowledge/Content

##### I Know ...

- The definitions and purposes of the following terms and their role in the development and evolution of a story: plot, exposition, rising action, climax, falling action, resolution, setting, conflict, characterization, mood.
- The definitions and purposes of the following literary terms and their role in a story: simile, metaphor, personification, symbolism, irony, theme, suspense, foreshadowing, diction, dialect, and imagery.
- Various strategies to improve reading / viewing comprehension.
- Definitions and examples of internal and external conflict, opposing forces such as man vs. man, man vs. nature, man vs. society, man vs. self, man vs. fate.

##### Skills/Processes

##### I Can ...

- I can find examples of historical influence in a novel.
- I can explain examples of how society influences the topics and themes within a novel.
- I can identify important details in connection to theme(s).
- I can identify and explain how an author uses narrative structure and elements of fiction in the story development.
- I can explain and identify the difference between dialect and vernacular.
- I can analyze how the interactions among characters advance the plot and/or develop the theme(s).
- I can use reading strategies to enhance my understanding of the novel.

#### Phase III Textbook/Materials

#### Phase IV Summative Assessment Evidence

##### Common Summative Unit Assessments:

Novel Unit Test

##### Agreed Upon Interim Summative Assessments:

(\*identifies Performance Task)

#### Phase V Learning Plan

#### Phase II Curriculum

#### Unit 6: Literary Analysis Writing

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> <li>1. What is a literary analysis?</li> <li>2. How do I analyze a piece of literature in writing?</li> <li>3. How do I use textual evidence to support a claim?</li> <li>4. How do I produce a full-process paper?</li> <li>5. How do I properly cite textual evidence in MLA format?</li> <li>6. How can I demonstrate proper usage and conventions in my writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. A literary analysis demonstrates knowledge of why an author uses specific ideas, words choices, or writing choices to convey his or her message.</li> <li>2. Writing will focus on specific attributes of a text, examine it closely to see how its individual parts throughout the novel interact to create meaning.</li> <li>3. Identifying relevant direct quotations or paraphrases will support a chosen topic.</li> <li>4. A full-process paper includes pre-writing, drafting, revising and editing to produce a final product.</li> <li>5. All textual evidence is cited with both parenthetical/in-text citations and a Works Cited.</li> <li>6. Writing without error and a formal voice show understanding and command of English language control.</li> </ol>

**Curriculum Standards- DOK noted where applicable with Standards**

W.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.

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

- a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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).

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a) 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.
- b) 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.
- c) 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.

d) 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.

SL.10.4 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 tasks.

#### LEARNING TARGETS

##### Knowledge/Content

##### I Know ...

- A literary analysis is a close examination of an author's text.
- Using evidence from a text adds support to a claim when exploring a universal theme.
- MLA style formatting is easily accessible in reference guides, and I know to consult them as necessary.
- A full-process essay requires brainstorming, drafting, revising and editing.
- How to use technology to produce a paper.

##### Skills/Processes

##### I Can ...

- I can define a literary analysis.
- I can analyze a piece of literature in writing.
- I can write a full process literary analysis paper.
- I can focus my paper topic and development on a literary element.
- How do I use textual evidence to support a claim?
- I can cite strong and thorough textual evidence to support my analysis.
- I can support a thesis (claim) by use of relevant evidence.
- I can analyze complex ideas and event sequences to support my literary analysis.
- I can produce a full-process paper.
- I can complete a prewrite organizer based on a literary element.
- I can write a rough draft with in-text citations.
- I can revise and edit my paper in order to produce clear and coherent writing.
- I can use technology to produce and update my editorial.
- I can properly use MLA formatting.
- I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins).
- I can properly format my Works Cited page.
- I can use proper grammar conventions and structures.

#### Phase III Textbook/Materials

#### Phase IV Summative Assessment Evidence

<b>Common Summative Unit Assessments:</b> Full Process Writing Literary Analysis	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 7: MLA Research Unit</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
1. How can I find valid and reliable research?	1. Through evaluating various modes of publication valid and reliable research can be identified.
2. Why is it important to use proper format and citations?	2. Proper format and citations prevents plagiarism.
3. How do I use a specific format to cite from various sources?	3. Using resources and instructions students can properly cite various sources.
4. How can I use multiple sources to support a claim?	4. Claims can be supported through multiple sources by combining complex concepts.
5. How do I integrate information into the text using standardized format in order to avoid plagiarism?	5. Using quality resources, correct grammar, and formatting allows student to integrate information in proper format to prevent plagiarism.
6. How do I write an essay using MLA format?	6. By practicing, using classroom resources and accessing online resources, correct MLA format will be implemented.
7. How do I write a full process informative research paper on a specific topic?	7. A full process essay consists of pre-writing, outlining, drafting, revising and editing, and producing a final copy.
8. How can a visual element enhance a research paper?	8. Visual elements can add support and details in connection to further develop understanding of the topic.
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	

RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.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.

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 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.

RI.10.4 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).

RI.10.7 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.

W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a) 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.

b) 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.

c) 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.

d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e) Provide a concluding statement or section that follows from and supports the argument presented.

W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.10.5 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.

W.10.6 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.

W.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.

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a) 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.

b) 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.

c) 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.

d) 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.

SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any

fallacious reasoning or exaggerated or distorted evidence.

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Use parallel structure.
- b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b) Use a colon to introduce a list or quotation.
- c) Spell correctly.

L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

- a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b) Analyze nuances in the meaning of words with similar denotations.

L.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.

#### LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> <li>● A thesis presents the author's main point (claim) and supporting arguments.</li> <li>● Warranting connects the examples back to the thesis.</li> <li>● Attention-getters are an essential part of the introduction process used to gain reader interest.</li> <li>● Topic sentences reveal the main argument and focus of each paragraph and reflect the rationale behind the thesis.</li> <li>● Including counter arguments and a rebuttal show the opposing viewpoints and provide insight into both sides of the paper's topic.</li> <li>● Traits of good writing (6+1) include: pre-writing,</li> </ul>	<ul style="list-style-type: none"> <li>● I can evaluate research sources in order to find valid and reliable research.</li> <li>● I can understand why it is important to use proper format and citations.</li> <li>● I can cite from various sources when given the standard format.</li> <li>● I can use multiple sources to support a claim.</li> <li>● I can develop a thesis statement.</li> <li>● I can cite strong and thorough textual evidence to support my analysis.</li> <li>● I can support a thesis (claim) by use of relevant evidence.</li> <li>● I can integrate information into the text using standardized format in order to avoid</li> </ul>



<p>drafting, responding, revising, editing, and publishing.</p> <ul style="list-style-type: none"> <li>● How to use MLA rules to create in-text citations, works cited entries, and overall paper formatting.</li> <li>● How to read and make sense of a works cited entry and find essential source information.</li> <li>● Difference between fact and opinion.</li> <li>● Difference between paraphrasing, summarizing, and quoting.</li> <li>● Formal outline structure.</li> <li>● Differences between main idea and supporting details.</li> <li>● Effective strategies for revising including peer editing.</li> </ul>	<p>plagiarism.</p> <ul style="list-style-type: none"> <li>● I can produce a paper using MLA format.</li> <li>● I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins).</li> <li>● I can properly format my Works Cited page.</li> <li>● I can use proper grammar conventions and structures.</li> <li>● I can produce a full-process informative research paper.</li> <li>● I can complete source information sheets.</li> <li>● I can create an outline in proper MLA format.</li> <li>● I can write a rough draft with in-text citations.</li> <li>● I can revise and edit my paper in order to produce clear and coherent writing.</li> <li>● I can use technology to produce and update my paper.</li> <li>● I can add a visual element enhance my research paper.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<p><b>Common Summative Unit Assessments:</b> Full Process Writing Research Paper MLA Unit Test</p>	<p><b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)</p>
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 8: Persuasive Unit</b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do speakers appeal to an audience?</li> <li>2. How are rhetorical techniques and persuasive devices used?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Speakers use various rhetorical strategies when appealing to an audience.</li> <li>2. Writers must consider their audience to determine the best type of appeal to use. (ethos, pathos, or logos).</li> </ol>

3. How can I use reading strategies to develop understanding of a speech?	3. Persuasive devices aid a speaker in community the main ideas of the speech. Close reading strategies help me determine an author's purpose and intent.
4. How can historical context enhance understanding of a speech?	4. Historical knowledge aids the audience in understanding the intent of the speech writer and lends to greater comprehension of the speech.
5. How can visual elements enhance persuasion?	5. The use of visual elements can aid in the persuasion of one's audience.
6. How can I use persuasive techniques to appeal to an audience?	6. Speakers gain the most appeal with audiences by utilizing persuasive techniques (tone, repetition, rhetorical questions, etc.)
7. What delivery techniques aid in persuading an audience?	7. Delivery techniques such as tone, voice, body language, rate, eye contact, professional manner, pronunciation and articulation, etc. aid in persuading an audience.
8. How do I write and develop a speech?	8. Taking a position and implementing persuasive techniques are components in writing and developing a speech.

**Curriculum Standards- DOK noted where applicable with Standards**

RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 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.

RI.10.3 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.

W.10. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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.

b. 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.

c. 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.10.5 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.10.4 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.

SL.10.5 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.

SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

### LEARNING TARGETS

#### Knowledge/Content

##### I Know ...

- I know the techniques for appealing to an audience ethically, emotionally, and logically.
- I know specific techniques for generating emotional appeals.
- I know the impact that organization and facts have on building logical appeal

#### Skills/Processes

##### I Can ...

- I can find examples of rhetorical appeals in speeches and advertisements
- I can determine which appeal is being used in a speaker's message
- I can analyze the use of word choice including figurative words and words with strong connotation and its effect on meaning and tone.
- I can identify words and phrases with connotative meanings.
- I can create use specific techniques to generate a persuasive appeal
- I can use reading strategies, such as annotation and paraphrasing, to develop understanding of a speech.
- I can explain how historical context enhances/ affects a speech.
- I can explain how visual elements enhance persuasion.
- I can use persuasive techniques in an speeches.
- I can use specific speaking strategies to increase the persuasive power of my speech
  - \* Grab the audience's attention
  - \* Be sincere
  - \* Be Personal
  - \* Show concern
  - \* Ask for what you want
- I can write a persuasive speech.
- I can utilize persuasive techniques in writing.

### Phase III Textbook/Materials

<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b> Speech Unit Test	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 9: Social Issue Film Analysis</b>	
<b>Essential Questions:</b>  1. How does film portray a social issue?  2. How can film make an impact on a person's view of a social issue?  3. How are films effective in the exposure or portrayal of a social issue?  4. How can I analyze a social issue in film?  5. How can I use evidence to support my claim?  6. How do I produce a full-process paper?	<b>Essential Understanding:</b>  1. Film can move beyond entertainment to intentionally build an argument or series of arguments on a social issue. Analyzing the ways the author, director, actors, and cinematographers build the arguments is part of the larger task of analyzing a film.  2. A film can portray a social issue in a memorable, thought-provoking manner, daring a viewer to confront and react to the issue.  3. Films highlight certain issues in society that may otherwise be ignored. When these films are released for public viewing, society has an opportunity to react to their message(s).  4. A viewer can notice and analyze the ways in which a social issue is portrayed in film. Every decision a writer, director, actor, or cinematographer makes contributes to the meaning of a film. Examining these pieces carefully, both independent of one another and in concert with one another, reveals layers of meaning in a film.  5. Supporting evidence can come in the form of examples; characters' actions, words and deeds; director decisions.  6. A full-process paper requires brainstorming,



<p>7. How can I demonstrate proper usage and conventions in my writing?</p>	<p>evidence-gathering, rough drafting, revision, and editing.</p> <p>7. Incorporating the correct usage of punctuation (commas, colons, semi-colons, periods), varied sentence structures, correct spelling, and conventional usage will showcase proper writing skills.</p>
<p><b>Curriculum Standards- DOK noted where applicable with Standards</b></p>	
<p><b>CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Reading: Literature</b></p> <p>Key Ideas and Details</p> <p>1. Read (view) 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.</p> <ul style="list-style-type: none"> <li>• RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li>• RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul> <p>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.</p> <p><b>CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Writing</b></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• W.9-10.1a. 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.</li> <li>• W.9-10.1b. 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.</li> <li>• W.9-10.1c. 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.</li> <li>• W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the</li> </ul>	

norms and conventions of the discipline in which they are writing.

- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

#### 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.

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

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

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- W.9-10.9a. 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]”).
- W.9-10.9b. 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”).

#### 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.

- 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: English Language Arts 6-12, CCSS: Grades 9-10, Speaking & Listening**

##### 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.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. 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.

##### 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.

- SL.9-10.4. 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.

**CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Language**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a. Use parallel structure.
- L.9-10.1b. 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.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2b. Use a colon to introduce a list or quotation.
- L.9-10.2c. Spell correctly.

**LEARNING TARGETS**

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<p>Films are a medium that entertainers can use to deliver a message to me as a viewer.</p> <p>Every choice a director, actor, and cinematographer makes contributes to a film and its message.</p> <p>Films can provoke a reaction in viewers such as myself.</p> <p>Film makers use a variety of techniques to capture the audience's (my) attention.</p> <p>Keeping track of the choices film makers use can become evidence to support my own views on how well a social message was portrayed in any given film.</p>	<ul style="list-style-type: none"> <li>• I can identify ways in which film portrays a social issue.</li> <li>• I can reflect on how film makes an impact on a person's view of a social issue.</li> <li>• I can analyze films for effectiveness in the exposure and/ or portrayal of a social issue.</li> <li>• I can analyze a social issue in film in writing.</li> <li>• I can support a thesis (claim) by use of relevant evidence of film examples.</li> <li>• I can produce a full-process paper.</li> <li>• I can complete a prewrite organizer based on a film's social issue.</li> <li>• I can write a rough draft with film references.</li> <li>• I can revise and edit my paper in order to</li> </ul>

<p>A paper that goes through the entire writing process conveys my message more cleanly and thoughtfully.</p> <p>Using correct grammar and mechanics helps to deliver my paper's message more clearly.</p>	<p>produce clear and coherent writing.</p> <ul style="list-style-type: none"> <li>• I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins).</li> <li>• I can use technology to produce and update my film analysis.</li> <li>• I can use proper grammar conventions and structures.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)</p>
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 10: Op-Ed</b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of journalism?</li> <li>2. How do writers use opinion-editorials to convey a message?</li> <li>3. How do I write an opinion-editorial?</li> <li>4. How can visual design be used to enhance an article?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. The characteristics of journalism include concise language, written for general public, factual information, relevant to a society, ethics, primary and secondary resources, written in inverted pyramid style, text features. Opinion editorials are focused on controversial or debatable topics or issue in a society where a writer takes a position on one side.</li> <li>2. Students engage in reading about the world to become a critical citizen studying and voicing opinions about problems that create concerns for society.</li> <li>3. Students organize position and support into an inverted pyramid style structure.</li> <li>4. Images, graphics, and design can aid in understanding or connecting to an issue.</li> </ol>



5. How can I use technology to enhance my final product?

5. Technology can be used as a collaborative tool to aid in the production of refined and polished final drafts

**Curriculum Standards- DOK noted where applicable with Standards**

**CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Reading: Informational Text**

**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.

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.9-10.3. 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.

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.

- RI.9-10.8. 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.

**Range of Reading and Level of Text Complexity**

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

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grades 9-10, Writing**

**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.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. 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.
- W.9-10.1b. 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.

- W.9-10.1c. 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.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

#### 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.

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. 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.

#### 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.

- W.9-10.7. 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.

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

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- W.9-10.9b. 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”).

#### 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.

- 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.

### LEARNING TARGETS

#### Knowledge/Content

##### I Know ...

- I know the difference between an Op-Ed, column, and an editorial.
- I know how the following concepts can improve the power of an Op-Ed: call to action, claim, counterclaim, sufficient evidence, rhetorical strategies, valid reasoning, and a strong voice.
- I know that a writer's audience influences his/her style, voice, diction, tone.

#### Skills/Processes

##### I Can ...

- I can list common characteristics of journalism.
- I can explain common characteristics used in opinion-editorials.
- I can evaluate opinion-editorials for a writer's message.
- I can write an opinion-editorial.
- I can complete a prewrite organizer.
- I can write a rough draft with characteristics.
- I can revise and edit my article in order to produce clear and coherent writing.
- I can use visual design to enhance my article.
- I can use technology to produce and update my film analysis.

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

#### Common Summative Unit Assessments:

#### Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)

### Phase V Learning Plan

### Phase II Curriculum

#### Unit 11: Grammar

##### Essential Questions:

1. Why is grammar an important element of effective writing?
2. What is the function of punctuation marks?

##### Essential Understanding:

1. Grammar affects the meaning of a sentence and can inadvertently change an author's message if used incorrectly.
2. Punctuation marks affect the meaning of a

<p>3. How can faulty grammar affect me in professional situations?</p> <p>4. How can I utilize punctuation to have clarity in my writing?</p>	<p>sentence and can inadvertently change an author's message if used incorrectly.</p> <p>3. In professional situations, faulty grammar can cause others to view a person in a negative light.</p> <p>4. I can utilize punctuation through editing, revisions, and resources to improve grammar usage.</p>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use various types of clauses (independent and subordinate) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>L.9-10.2. Demonstrate command of the conventions of Standard English capitalization, spelling, and punctuation when writing.</p> <ul style="list-style-type: none"> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Use commas between two or more items; with introductory phrases; with interrupters;</li> <li>• Use apostrophes with contractions and possessive nouns/pronouns</li> <li>• Spell correctly.</li> </ul> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Purdue OWL</i>) appropriate for the discipline and writing type.</li> </ul> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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>).</li> <li>• 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.</li> <li>• 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).</li> </ul> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech in context and analyze their role in the text.</li> <li>• Analyze nuances in the meaning of words with similar denotations.</li> </ul> <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>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>

<ul style="list-style-type: none"> <li>● Grammar rules governing the correct use of commas, colons, semi-colons, clauses, and apostrophes.</li> <li>● How to avoid wordy and stringy sentences by using punctuation to create a variety of sentence structures.</li> <li>● Common usage errors regarding word choice of similar sounding words with different spelling and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use correct grammar and conventions in my writing.</li> <li>● I can identify mistakes in my writing and the writing of others.</li> <li>● I can edit and revise my work and the work of others to better convey the written message.</li> <li>● I can identify the way in which formal and informal settings impact grammar conventions.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	