



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics ELA 4 Curriculum

Course Description: English Language Arts 4, an integrated English course based on Missouri Learning Standards for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view and/or perspective across a wide variety of literary genres. Students use literary interpretation, analysis, comparisons, and evaluation of literature including a selection of novels, poetry, drama, and high-end nonfiction to read and respond to representative works of historical or cultural significance in classical and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, reflective compositions, and various technical documents. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. This course provides the skills necessary to become college-and career-ready and is intended for the student requiring additional support in English Language Arts.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 weeks	Reading Literature Short Stories: Introduction to Archetypes in Literature	Topic 1: Archetypal Themes, Settings, Characters, Point-of-View Topic 2: Nonfiction Pairings with Short Stories
8-10 weeks	Reading Literature in Contemporary Society	Topic 1: Reading Coming of Age Novels Topic 2: Reading Pairings with Coming of Age Novels
3-4 weeks	Speaking and Listening in the Real World	Topic 1: Career Oriented Experience
4-6 weeks	Writing for the Real World	Topic 1: Writing for the Real World

Topics Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Reading Literature Short Stories: Introduction to Archetypes in Literature	Topic 1: Archetypal Themes, Settings, Characters, Point-of-View Topic 2: Nonfiction Pairings with Short Stories
6-7 weeks	Reading Literature in Contemporary Society	Topic 1: Reading Coming of Age Novels Topic 2: Reading Pairings with Coming of Age Novels
4-5 weeks	Speaking and Listening in the Real World	Topic 1: Career Oriented Experience
4-6 weeks	Writing for the Real World	Topic 1: Writing for the Real World

**This document contains the entire High School English Language Arts 4 curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School English Language Arts 4 Topics class.*

Unit 1: Reading Literature Short Stories: Introduction to Archetypes in Literature

Subject: ELA 4

Grade: 12

Name of Unit: Reading Literature Short Stories: Introduction to Archetypes in Literature

Length of Unit: 4 weeks

Overview of Unit: The unit will introduce students to literary terminology that focuses on *archetypes* in literature. The primary lessons and mini-lessons will be focused on archetypal themes, characters, and settings of stories.

Priority Standards for unit:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting Standards for unit:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.

- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
visual elements of a text	Interpret	Evaluate	4
from them (when applicable).	draw conclusions	Evaluate	4
using appropriate text: two or more themes in a text	determine	Understand	2
their development throughout the text,	analyze	Analyze	3
the themes to human nature and the world;	relate	Apply	4
an objective and concise summary of the text.	provide	Understand	1
the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	analyze	Analyze	3
ideas from two or more texts about similar themes or topics	synthesize	Evaluate	3
the complexity of the theme	articulate	Create	4
how an author's work reflects his or her historical/cultural perspective.	evaluate	Evaluate	4

Essential Questions:

1. How do texts inform universal themes, universal characters, and universal characters, and an author's point-of-view? Why are archetypes central to understanding motifs in literature?

Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age; therefore, it is central that students become aware of how they are used across literary genres and other art forms.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Archetypal Themes Archetypal Settings Archetypal Characters Point-of-View Textual evidence	Nuances of Archetypes.

Resources for Vocabulary Development: Oxford University Dictionary of Literary Terms

Topic 1: Archetypal Themes, Settings, Characters, Point-of-View

Engaging Experience 1

Title: The Secret Life of Walter Mitty or similar short story

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

Detailed Description/Instructions: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Experience 2

Title: A&P or similar short story

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Detailed Description: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Webb's DOK: 4

Engaging Experience 3

Title: The Curious Case of Benjamin Button or similar short story

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
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- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Bloom's Levels: Analyze

Webb's DOK: Levels 4

Topic 2: Nonfiction Pairings with Short Stories

Engaging Experience 1

Title: Non-fiction pairings from Bloom's Literary Reference Mid-Continent Public Library

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
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- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Read supplemental texts that align with previous short stories.

Bloom's Levels: Analyze

Webb's DOK: Levels 4

Engaging Scenario

Engaging Scenario:

- Select 1 of the short stories we read and write a creative writing piece that demonstrates:
- Knowledge of archetypal theme
- Knowledge of archetypal character
- knowledge of archetypal setting
- Mimic the writer's style, tone, and organizational structure in your writing

Topics Modification:

Select 1 of the short stories we read and write a creative writing piece that demonstrates:

- Knowledge of archetypal theme
- Knowledge of archetypal character

Knowledge of archetypal setting

Rubric for Engaging Scenario: Park Hill School District Writing Rubric Creative Writing

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Archetypal Themes, Settings, Characters, Point-of-View	The Secret Life of Walter Mitty or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	1 week
Archetypal Themes, Settings, Characters, Point-of-View	A&P or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	1 week
Archetypal Themes, Settings, Characters, Point-of-View	The Curious Case of Benjamin Button or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	2 weeks
Nonfiction Pairings with Short Stories	Non-fiction pairings from Bloom's Literary Reference Mid-Continent Public Library	Read supplemental texts that align with previous short stories	1 week

Unit 2: Reading Literature in Contemporary Society

Subject: ELA 4

Grade: 12

Name of Unit: Reading Literature in Contemporary Society (Novels)

Length of Unit: 8-10 weeks

Overview of Unit: Based on the archetypal theme of “coming of age,” students will read two drastically different coming of age novels. Among the motifs associated with “coming of age” students will examine:

- The test/trial
- The journey
- Rites of initiation
- Birth/death & Rebirth
- The fall
- Annihilation/ total oblivion & post-apocalyptic

Priority Standards for unit:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting Standards for unit:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.2.C: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RI.2.D: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
visual elements of a text	Interpret	Evaluate	4
from them (when applicable).	draw conclusions	Evaluate	4
using appropriate text: two or more themes in a text	determine	Understand	2
their development throughout the text,	analyze	Analyze	3
the themes to human nature and the world;	relate	Apply	4
an objective and concise summary of the text.	provide	Understand	1
the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	analyze	Analyze	3
ideas from two or more texts about similar themes or topics	synthesize	Evaluate	3
the complexity of the theme	articulate	Create	4
how an author’s work reflects his or her historical/cultural perspective.	evaluate	Evaluate	4
two or more central/main ideas in a text	explain	Understand	2

Essential Questions:

1. How is the archetypal theme of “coming of age” relevant to contemporary teenagers? Why are “coming of age” novels and short stories central to understanding one’s “individuality?”

Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age, so it is central that students become aware of how they are used across literary genres and other art forms. Specifically, the motif of “coming of age” is both contemporary and relevant to a graduating senior, and will help them to explore their individual identity and shape what ways they may contribute to the world post-graduation. Among the motifs associated with “coming of age” students will examine:
 - The test/trial
 - The journey
 - Rites of initiation
 - Birth/death & Rebirth
 - The fall
 - Annihilation/ total oblivion & post-apocalyptic

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Coming of Age Theme Central Idea Multiple Interpretations	Coming of Age Theme Central Idea Multiple Interpretations

Resources for Vocabulary Development: Oxford University Dictionary of Literary Terms

Topic 1: Reading Coming of Age Novels

Engaging Experience 1

Title: Coming of Age novel

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.2.C: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RI.2.D: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
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- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Read a “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: *The Bell Jar*, *The Catcher in the Rye*, *Lord of the Flies*, *A Separate Peace*, *Huckleberry Finn*, *I Know Why the Caged Bird Sings*, *The House on Mango Street*, *Little Women*, *Absolutely True Diary of a Part Time Indian*, *American Born Chinese*, *The Secret Life of Bees*, *Great Expectations*, *The Road*. For a comprehensive list, see PHSD Approved Secondary Novels list.

Bloom’s Levels: Apply

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 2

Title: The Road or similar novel

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.2.C: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RI.2.D: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Read a second “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: *The Bell Jar*, *The Catcher in the Rye*, *Lord of the Flies*, *A Separate Peace*, *Huckleberry Finn*, *I Know Why the Caged Bird Sings*, *The House on Mango Street*, *Little Women*, *Absolutely True Diary of a Part Time Indian*, *American Born Chinese*, *The Secret Life of Bees*, *Great Expectations*, *The Road*. For a comprehensive list, see PHSD Approved Secondary Novels list.

Bloom’s Levels: Create

Webb’s DOK: Level 1, 2, 3, 4

Topic 2: Reading Pairings with Coming of Age Novels

Engaging Experience 1

Title: Reading Pairings from Bloom's Literary Reference Mid-Continent Library

Suggested Length of Time: 4 weeks

Standards Addressed

Priority:

- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

Supporting:

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.2.C: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RI.2.D: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Read nonfiction pieces that relate to the novels read previously.

Bloom's Levels: Create

Webb's DOK: Level 1, 2, 3, 4

Engaging Scenario

Engaging Scenario:

Write a 2-3 page paper that compares and contrasts the “coming of age” experiences of two different novels.

Topics Modification: Write a 1-2 page paper that compares and contrasts the “coming of age” experiences of the novel the student read and the paired text.

Rubric for Engaging Scenario: Park Hill School District Writing Rubrics

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reading Coming of Age Novels	Coming of Age Novel	Read a “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: <i>The Bell Jar</i> , <i>The Catcher in the Rye</i> , <i>Lord of the Flies</i> , <i>A Separate Peace</i> , <i>Huckleberry Finn</i> , <i>I Know Why the Caged Bird Sings</i> , <i>The House on Mango Street</i> , <i>Little Women</i> , <i>Absolutely True Diary of a Part Time Indian</i> , <i>American Born Chinese</i> , <i>The Secret Life of Bees</i> , <i>Great Expectations</i> , <i>The Road</i> . For a comprehensive list, see PHSD Approved Secondary Novels list.	2 weeks
Reading Coming of Age Novels	Second Coming of Age Novel	Read a second “coming of age” novel and discuss multiple archetypes. Coming of age texts relate an adolescent’s movement toward adulthood and the corresponding awakening to a new understanding of his or herself and the world around him or her. A few PHSD approved texts that fit this genre include: <i>The Bell Jar</i> , <i>The Catcher in the Rye</i> , <i>Lord of the Flies</i> , <i>A Separate Peace</i> , <i>Huckleberry Finn</i> , <i>I Know Why the Caged Bird Sings</i> , <i>The House on Mango Street</i> , <i>Little Women</i> , <i>Absolutely True Diary of a Part Time Indian</i> , <i>American Born Chinese</i> , <i>The Secret Life of Bees</i> , <i>Great Expectations</i> , <i>The Road</i> . For a comprehensive list, see PHSD Approved Secondary Novels list.	2 Weeks

Reading Pairings with Coming of Age Novels	Reading Pairings from Bloom's Literary Reference Mid-Continent Library	Read nonfiction pieces that relate to the novels read previously.	4 weeks
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Unit 3: Speaking and Listening in the Real World

Subject: ELA

Grade: 12

Name of Unit: Speaking and Listening in the Real World

Length of Unit: 3-4 Weeks

Overview of Unit: The unit will focus on how *logos*, *pathos*, and *ethos* are used in real world scenarios.

Priority Standards for unit:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.
- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B: Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Supporting Standards for unit:

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
with peers to promote civil, democratic discussions and decision-making.	work	apply	2
clear goals and deadlines	set	understand	1
individual roles as needed	establish	apply	1
a speaker's argument and claims in order to propel conversations;	delineate	Apply	2
speaker's point of view, reasoning, stance, and evidence	evaluate	Evaluate	3
questions that probe reasoning and evidence	posing	Create	2
a hearing for a full range of positions on a topic or issue;	ensure	Evaluate	3
ideas and conclusions;	clarify	Understand	3
divergent and creative perspectives.	promote	Apply	3
to diverse perspectives including those presented in diverse media presented.	respond	Create	4
claims made on all sides of an issue,	synthesize	Create	3
their own views and understanding	qualify	Evaluate	3
new connections in light of the evidence and reasoning	make	Create	2
audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners	speak	Create	4
eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.	make	Create	4

Essential Questions:

1. Why are “collaborative discussions” and working with a group of “diverse partners” essential 21st Century Skills?

Enduring Understanding/Big Ideas:

1. Students gain an understanding of the skill set required for employment in the modern day workforce, including the ability to communicate and work effectively/collaboratively with a diverse and varied population.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Collaborative Discussions Work with peers Building on other’s ideas Line of reasoning Opposing perspectives Civil behavior	

Resources for Vocabulary Development:

- Charlie Rose Interviews
- TED Talks
- NPR Interviews

Topic 1: Career Oriented Experience

Engaging Experience 1

Title: Research Company

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research a company that they wish to interview with. They will learn the company's core mission, values, and specific responsibilities of the job they are seeking.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: Levels 1-4

Rubric: Park Hill School District Writing Rubric

Engaging Experience 2

Title: Interview Day with local businesses

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Detailed Description/Instructions: Having completed the requisite research on desired companies, students will apply their knowledge to a “mock” interview with local businesses, professionals, and patrons of the Park Hill School District

Bloom’s Levels: Remember, Understand, Apply, Analyze, Evaluate, Create

Webb’s DOK: Levels 1-4

Rubric: Actual evaluative instrument that companies to in real interviews--students would receive written comments on areas of strengths and weaknesses.

Engaging Experience 3

Title: Interview Reflection Day

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to 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.
- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B: Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Supporting:

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Detailed Description/Instructions: Students will read, evaluate, and explore the interviewer's commentary to identify areas and skills to develop. Through a model of self-reflection, students will gain a more comprehensive understanding of their strengths and weaknesses and become aware of these as they move to careers beyond high school.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: Level 3 and 4

Rubric: Self-Reflection (teacher-created)

Engaging Scenario

Engaging Scenario:

Students participate in a culminating experience during “Interview Day” in which they get an authentic and real-world experience including an actual interview with a local business or district professional. Students will then be able to reflect upon their experience and incorporate this event and its results in the personal reflection piece at the end of Unit 4.

Rubric for Engaging Scenario:

- Park Hill School District Research Writing Rubric
- Interviewer Rubric
- Self-Reflection (teacher-created)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career-Oriented Experience	Research Company	Students will research company that they wish to interview with	1 week
Career-Oriented Experience	Interview Day with Local Businesses	Students will interview with local businesses and professionals	1 Day
Career-Oriented Experience	Interview Reflection Day	Students will reflect on interviewer's commentary	1 Day

Unit 4: Writing for the Real World

Subject: ELA 4

Grade: 12th

Name of Unit: Writing for the Real World

Length of Unit: 4-6 Weeks

Overview of Unit: Students will complete a research project exploring career opportunities and/or complete a business unit including cover letter, letter or application, resume, interview skills, etc.

Priority Standards for unit:

- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. 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.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a

standard citation system. 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process; self-select	follow	understand	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	3
previously learned narrative, expository, and argumentative writing techniques.	blend	Apply	3
writing with consideration for the task, purpose, and audience	review	Analyze	3
writing with consideration for the task, purpose, and audience	revise	Analyze	3
writing with consideration for the task, purpose, and audience	edit	Analyze	3

Essential Questions:

1. What skills are needed in various career choices? Why are these skills necessary and how will you address them?

Enduring Understanding/Big Ideas:

1. College and Career Readiness requires a variety of skills. Students gain an understanding of the skills needed/expected for their college or career choice, and they can begin to create a plan for amending their own knowledge/skill set in an effort to prepare for the next step in their life journey.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Ability to learn Basic academic skills in reading, writing, and computation Good communication skills including listening and speaking	Letter of Application Resume Letter of Reference Curriculum Vita

Creative thinking and problem solving Self-esteem, motivation, and goal setting Personal and career development skills Interpersonal/negotiation skills and teamwork Organizational effectiveness and leadership	
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Resources for Vocabulary Development: Use quality tools

Topic 1: Writing for the Real World

Engaging Experience 1

Title: College/Career Research Project or Comparable Activity

Suggested Length of Time: 2-3 Weeks

Standards Addressed

Priority:

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. 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.

Supporting:

- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.

Detailed Description/Instructions: Students will research a career or college field of study, including examining the qualities, skills, education, and background necessary for a successful college/career experience. Students will complete a research paper using proper MLA formatting and modern research techniques to analyze and evaluate college/career options that interest them and present their findings including a self-evaluation of necessary knowledge and skills.

Topics Modification: Students will research a career or college field of study, including examining the qualities, skills, education, and background necessary for a successful college/career experience.

Bloom's Levels: Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: 1-4

Rubric: District Writing Rubric

Engaging Experience 2

Title: Writing for Business or Comparable Activity

Suggested Length of Time: 2-3 Weeks

Standards Addressed

Priority:

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. 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.

Supporting:

- ISTE Standard 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.

Detailed Description/Instructions: Students will research jobs in their field of interest. Students will complete a professional work portfolio, including a letter of application (college or job), a curriculum vita or resume, letters of reference, and a personal mission statement and plan for implementation (actually applying for a job/admission to a college or university).

Bloom's Levels: Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: 1-4

Rubric: District Writing Rubric

Engaging Scenario

Engaging Scenario: Students will complete a Professional Portfolio including a research unit which incorporates the exploration of various career choices or fields of study, letters of application, resume or curriculum vita. Students will also complete a self-reflection, including analyzing and evaluating their own skills and experiences over the course of Units 3 and 4 and addressing methods to better prepare themselves for success in their future endeavors.

Rubric for Engaging Scenario: Park Hill School District Writing Rubric

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Writing for the Real World	College/Career Research Project	Students research colleges or careers and complete a research/analysis unit of their chosen field/college	2-3 Weeks
Writing for the Real World	Writing for Business	Students complete a professional portfolio including letter of application, resume, interview, etc.--appropriate to their choice of career or college/university	2-3 Weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.