



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School English Language Arts 2 Curriculum

**Course Description:** This second course in the English Language Arts curriculum builds on the foundation established in ELA I. Through the exploration of thematic connections and various genres of text, students will enhance their skills in reading, writing, speaking, listening, research, and critical thinking. Skills and concepts taught in this course will help students use language purposefully as they comprehend, construct, and convey meaning.

At the end of the course students will take a comprehensive state assessment. This End of Course Exam (EOC) will cover the skills of both ELA 1 and ELA 2.

### Scope and Sequence:

| Timeframe    | Unit                                                          | Instructional Topics                                                                                                                         |
|--------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 15-20 Blocks | <a href="#"><u>Identity and Society (Novel)</u></a>           | Topic 1: Literary and Plot Elements<br>Topic 2: Character Analysis<br>Topic 3: Craft and Structure                                           |
| 20-25 Blocks | <a href="#"><u>Future Problem Solving (Informational)</u></a> | Topic 1: Introduction to Academic Research<br>Topic 2: Elements of Persuasion<br>Topic 3: Synthesizing Sources<br>Topic 4: Research Findings |
| 15-20 Blocks | <a href="#"><u>Ambition and Restraint (Drama)</u></a>         | Topic 1: Introduction to Dramatic Elements<br>Topic 2: Theme and Motif<br>Topic 3: Discussion and Collaboration                              |
| 10-15 Blocks | <a href="#"><u>Poetic Voices (Poetry)</u></a>                 | Topic 1: Understanding Poetry<br>Topic 2: Word Choice and Structure<br>Topic 3: Deconstruction<br>Topic 4: Timed Writing                     |

|             |                 |                                                                   |
|-------------|-----------------|-------------------------------------------------------------------|
| 5-10 Blocks | EOC Preparation | Topic 1: Vocabulary and Skills Review<br>Topic 2: Blended Writing |
|-------------|-----------------|-------------------------------------------------------------------|

### Workshop Instructional Model:

*The workshop model is a key structure that prioritizes time spent in student-centered learning activities over large group instruction. The teacher is responsible for establishing an explicit focus, designing activities based on needs of students, and using student work time to confer with individuals or small groups in order to formatively assess and differentiate instruction as needed.*

*This is an example of a block breakdown using the Workshop Model. While students must read and write every class period, the specific sequence is flexible and up to the teacher's discretion.*

| Workshop Elements                | Suggested Time | Suggestions or Examples                                                                                                                                                                                                           |
|----------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read</b>                      | 10-15 minutes  | <ul style="list-style-type: none"><li>• Daily Reading Time</li><li>• Independent Choice Reading</li><li>• Book Clubs</li><li>• Book Talks</li><li>• Mentor Texts</li></ul>                                                        |
| <b>Write</b>                     | 5-10 minutes   | <ul style="list-style-type: none"><li>• Quickwrite</li><li>• Thought Logs</li><li>• Writer's Notebooks</li><li>• Mentor Texts Exercises</li></ul>                                                                                 |
| <b>Study</b><br>(Mini Lessons)   | 20-30 minutes  | <ul style="list-style-type: none"><li>• Modeling</li><li>• Demonstration</li><li>• Direct Instruction</li><li>• Lecture</li></ul>                                                                                                 |
| <b>Do</b><br>(Student Work Time) | 35-45 minutes  | <ul style="list-style-type: none"><li>• Practicing Content</li><li>• Application of Knowledge</li><li>• Independent Practice</li><li>• Small Group Practice</li><li>• Conferencing</li><li>• Differentiated Instruction</li></ul> |
| <b>Share</b><br>(Reflection)     | 5 minutes      | <ul style="list-style-type: none"><li>• Exit Ticket</li><li>• Metacognitive Exercise</li><li>• Debrief</li><li>• Beautiful Words</li><li>• Reading Minute</li><li>• Stand and Deliver</li></ul>                                   |

## Unit 1: Identity and Society

**Subject:** ELA 2

**Grade:** 10th

**Name of Unit:** Identity and Society (Text Study: Novel)

**Length of Unit:** 15-20 blocks

**Overview of Unit:** This unit asks students to review their knowledge of literary and plot elements through the reading, discussion, and analysis of at least one novel.

### Priority Standards for unit:

- 9-10.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.
- 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- 9-10.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.
- 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation

### Supporting Standards for unit:

- 9-10.RL.3.B Explain how and why an author alludes to or transforms source material within his or her text.
- 9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. 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.

|                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Essential Questions:</u></b> <ol style="list-style-type: none"><li>1. What does identity mean and how is it formed?</li><li>2. How do literary themes develop over the course of a text?</li></ol>                                                                                                               | <b><u>Unit Vocabulary:</u></b> <ul style="list-style-type: none"><li>● Authorial Intent</li><li>● Characterization</li><li>● Connotation</li><li>● Context</li><li>● Figurative language</li><li>● Inference</li><li>● Literary Analysis</li><li>● Plot elements</li><li>● Point of View</li><li>● Setting</li><li>● Theme</li></ul> |
| <b><u>Enduring Understanding/Big Ideas:</u></b> <ol style="list-style-type: none"><li>1. We all have an individual identity that is shaped by our lived experiences. Our identities can change.</li><li>2. Authors write with intention. Students can identify and interpret multiple themes within a novel.</li></ol> |                                                                                                                                                                                                                                                                                                                                      |
| <b><u>Final Product:</u> Literary Analysis</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |

You will find the details for this assignment on the [Engaging Scenario](#) page on the end of this unit.

## Summary of Engaging Learning Experiences for Topics

*An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.*

| Topic | Title                      | Engaging Experience                                | Suggested Length of Time |
|-------|----------------------------|----------------------------------------------------|--------------------------|
| 1     | Literary and Plot Elements | <a href="#">Figurative Language Scavenger Hunt</a> | 5 blocks                 |
| 2     | Character Analysis         | <a href="#">Character Autopsy</a>                  | 1-2 blocks               |
| 3     | Craft and Structure        | <a href="#">Dialectic Journal</a>                  | 10-15 blocks             |

## Topic 1: Literary and Plot Elements

### **Engaging Experience 1**

**Title:** Figurative Language Scavenger Hunt

**Suggested Length of Time:** 5 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.

#### **Detailed Description/Instructions:**

- As a brief review during reading time, students will locate examples of figurative and plot elements from their novels. This is not intended to take five whole blocks, but be in conjunction with other instructional tasks.
- Teacher may direct students to focus on a certain literary or plot element for review. This may include:
  - Setting
  - Symbolism
  - Point of View
  - Direct and Indirect Characterization

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: Character Analysis

### **Engaging Experience 1**

**Title:** Character Autopsy

**Suggested Length of Time:** 1-2 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.
- 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

#### **Detailed Description/Instructions:**

- With a character of choice from the novel, students will deep dive into the psyche of a character.
- Students will be able to analyze a character based on the traits that they demonstrate in the novel.
- [Link to Character Autopsy resource](#)

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Craft and Structure

### **Engaging Experience 1**

**Title:** Dialectic Journal

**Suggested Length of Time:** 10-15 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.

*Supporting:*

- 9-10.RL.3.B Explain how and why an author alludes to or transforms source material within his or her text.

#### **Detailed Description/Instructions:**

- Students will create a dialectic journal that they follow through the course of the text. Some items to consider include:
  - Denotation/Connotation
  - Tone
  - Passage Studies
  - Literary development
- Students must use appropriate in-text citations within the journal.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

*An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.*

### **Engaging Scenario**

#### *Unit 1: Literary Analysis Paper*

- After reading a novel and thoroughly analyzing the elements within the novel, students will use their knowledge to construct a literary analysis essay. A literary analysis is a formal writing piece that uses textual evidence to express how the author creates meaning via a specific prompt.
- This will require students to apply and demonstrate their knowledge of:
  - Theme
  - Character
  - Plot
  - Setting
  - Conflict
  - Figurative Language
- This engaging scenario requires students to follow the writing process by prewriting, creating a first draft, and revising for final submission. Students are required to appropriately cite textual evidence within their analysis.
- The prompt should tie back to the overarching unit essential question of “What does identity mean and how is it formed?”

[Example rubric](#)

**Unwrapped Priority Standards:**

**9-10.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.**

| Learning Targets                                                                                        | Webb's DOK Level |
|---------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                         | Bloom's Level    |
| The student will be able to draw conclusions based on explicit textual evidence.                        | 3                |
|                                                                                                         | Analyze          |
| The student will be able to analyze a text.                                                             | 3                |
|                                                                                                         | Analyze          |
| The student will cite relevant and thorough textual evidence to support inferences drawn from the text. | 2                |
|                                                                                                         | Apply            |

**9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.**

| Learning Targets                                                                                                | Webb's DOK Level |
|-----------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                 | Bloom's Level    |
| The student will analyze how complex characters develop over the course of a text.                              | 3                |
|                                                                                                                 | Analyze          |
| The student will analyze how the development of complex characters over the course of a text advances the plot. | 3                |
|                                                                                                                 | Analyze          |

|                                                                                                                  |         |
|------------------------------------------------------------------------------------------------------------------|---------|
| The student will analyze how the development of complex characters over the course of a text develops the theme. | 3       |
|                                                                                                                  | Analyze |

| <b>9-10.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.</b> |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                                                                                                                                                                                                                                                      | Webb's DOK Level |
|                                                                                                                                                                                                                                                                                                                       | Bloom's Level    |
| The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.                                                                                                                                                                              | 4                |
|                                                                                                                                                                                                                                                                                                                       | Create           |
| The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.                                                                                                                                                                                       | 4                |
|                                                                                                                                                                                                                                                                                                                       | Create           |
| The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.                                                                                                                                                                             | 3                |
|                                                                                                                                                                                                                                                                                                                       | Evaluate         |

| <b>9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation</b> |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                                                                                                                                                                                                            | Webb's DOK Level |
|                                                                                                                                                                                                                                                                             | Bloom's Level    |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience.                                                                                                                                                                   | 2                |
|                                                                                                                                                                                                                                                                             | Apply            |

|                                                                                                                                                                |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing. | 2     |
|                                                                                                                                                                | Apply |

## Unit 2: Future Problem Solving

**Subject:** ELA 2

**Grade:** 10th

**Name of Unit:** Future Problem Solving (Text Study: Informational)

**Length of Unit:** 20-25 blocks

**Overview of Unit:** This unit uses evidence from literary and informational texts to identify a problem and propose a solution through a research-based multimedia format.

### **Priority Standards for unit:**

- 9-10.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.
- 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.
- 9-10.W.1.A.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.
- 9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.3.A.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Supporting Standards for unit:**

- 9-10.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.SL.1.A Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically 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.

|                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Essential Questions:</u></b> <ol style="list-style-type: none"><li>1. What does identity mean and how is it formed?</li><li>2. How do literary themes develop over the course of a text?</li></ol>                                                                                                               | <b><u>Unit Vocabulary:</u></b> <ul style="list-style-type: none"><li>● Audience</li><li>● Citations</li><li>● Claim</li><li>● Conventions</li><li>● Evidence</li><li>● Informational Text</li><li>● Persuasion</li><li>● Rhetorical Appeals</li><li>● Source</li><li>● Synthesis</li><li>● Thesis</li></ul> |
| <b><u>Enduring Understanding/Big Ideas:</u></b> <ol style="list-style-type: none"><li>1. We all have an individual identity that is shaped by our lived experiences. Our identities can change.</li><li>2. Authors write with intention. Students can identify and interpret multiple themes within a novel.</li></ol> |                                                                                                                                                                                                                                                                                                             |
| <b><u>Final Product: Future Problem-Solving Proposal</u></b> <p><i>You will find the details for this assignment on the <a href="#">Engaging Scenario</a> page on the end of this unit.</i></p>                                                                                                                        |                                                                                                                                                                                                                                                                                                             |

## Summary of Engaging Learning Experiences for Topics

*An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.*

| Topic | Title                             | Engaging Experience                                                 | Suggested Length of Time |
|-------|-----------------------------------|---------------------------------------------------------------------|--------------------------|
| 1     | Introduction to Academic Research | <a href="#">Databases: What are they and how to use them?</a>       | 3-5 blocks               |
| 2     | Elements of Persuasion            | <a href="#">Identifying Ethos, Logos, and Pathos in Commercials</a> | 1 block                  |
| 3     | Synthesizing Sources              | <a href="#">Source Grid</a>                                         | 3-5 blocks               |
| 4     | Research Findings                 | <a href="#">Peer Revisions of Solution Protocol</a>                 | 2-4 blocks               |

## Topic 1: Introduction to Academic Research

### **Engaging Experience 1**

**Title:** What is a database and how to use databases

**Suggested Length of Time:** 3-5 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.W.1.A.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.
- 9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

*Supporting:*

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.

**Detailed Description/Instructions:** Teacher or media specialist will instruct students on how and why to use school and/or public databases for research.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: Elements of Persuasion

### **Engaging Experience 1**

**Title:** Identifying Ethos, Logos and Pathos in Commercials

**Suggested Length of Time:** 1 block

#### **Standards Addressed**

*Priority:*

- 9-10.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.

*Supporting:*

- 9-10.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.

#### **Detailed Description/Instructions:**

- Using a variety of current commercials selected by the teacher, students will identify whether the product relies primarily on Ethos, Logos, and Pathos to be persuasive.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Synthesizing Sources

### **Engaging Experience 1**

**Title:** Source Grid

**Suggested Length of Time:** 3-5 Blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.
- 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

*Supporting:*

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.

**Detailed Description/Instructions:** Students will complete a source grid with all of their research findings. This will help organize their thoughts to better prepare them for the final product of the unit by putting all sources into an organized format.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 4: Research Findings

### **Engaging Experience 1**

**Title:** Peer Revisions of Solution Proposal

**Suggested Length of Time:** 2-4 Blocks

#### **Standards Addressed**

*Priority:*

- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.W.3.A.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

*Supporting:*

- 9-10.SL.1.A Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Detailed Description/Instructions:** Students create a draft of their multimedia project to present to a peer/group of peers to get feedback.

**Bloom's Levels:** Create

**Webb's DOK:** 4

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

### **Engaging Scenario**

#### *Future Problem-Solving Proposal*

- After thoroughly researching a cultural problem of choice, students will use the evidence gathered to create both research-based writing and a multimedia product that offers a solution to their identified problem. This will entail a series of documents that are linked by a central premise, theme, or goal. They will forward the argument and may trace history or offer multiple interpretations of a proposed solution.
- This proposal may look like:
  - A multimedia text set
  - A miniature documentary project
  - A movie pitch
  - A professional poster session
  - If possible: Community audience to review
- Ultimately, the goal is for students to synthesize informational texts to define an issue, identify the audience, acknowledge solutions that have been tried, and foster a unique answer to the problem. They should practice and apply the creative problem-solving process.
- All research should be guided by the unit essential question of "When making ethical decisions, whose needs should be most important?"

Example rubric for [Proposal](#)

Example rubric for [Presentation](#)

**Unwrapped Priority Standards:**

| <b>9-10.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.</b> |                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                                                                                                                                 | <b>Webb's DOK Level</b> |
|                                                                                                                                                                                                         | <b>Bloom's Level</b>    |
| The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.                                                                               | 3                       |
|                                                                                                                                                                                                         | Analyze                 |
| The student will make inferences based on an analysis of what the text says explicitly.                                                                                                                 | 3                       |
|                                                                                                                                                                                                         | Analyze                 |
| The student will cite relevant and thorough textual evidence to support inferences drawn from the text.                                                                                                 | 2                       |
|                                                                                                                                                                                                         | Apply                   |

| <b>9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</b> |                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                                                                                                                                                      | <b>Webb's DOK Level</b> |
|                                                                                                                                                                                                                              | <b>Bloom's Level</b>    |
| The student will analyze the development of central/main ideas throughout an informational text.                                                                                                                             | 3                       |
|                                                                                                                                                                                                                              | Analyze                 |
| The student will identify central ideas and explain the significance of them in an informational text.                                                                                                                       | 2                       |
|                                                                                                                                                                                                                              | Apply                   |

|                                                                                     |            |
|-------------------------------------------------------------------------------------|------------|
| The student will provide an objective and concise summary of an informational text. | 2          |
|                                                                                     | Understand |

| <b>9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</b> |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                                                                                                                            | Webb's DOK Level |
|                                                                                                                                                                                             | Bloom's Level    |
| The student will evaluate an author's argument for validity in a text.                                                                                                                      | 3                |
|                                                                                                                                                                                             | Evaluate         |
| The student will assess whether an author's evidence is relevant and sufficient in a text.                                                                                                  | 3                |
|                                                                                                                                                                                             | Evaluate         |
| The student will identify false statements in a text.                                                                                                                                       | 2                |
|                                                                                                                                                                                             | Apply            |
| The student will identify fallacious reasoning in a text.                                                                                                                                   | 2                |
|                                                                                                                                                                                             | Apply            |

| <b>9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.</b> |                  |
|---------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                            | Webb's DOK Level |
|                                                                                             | Bloom's Level    |
| The student will evaluate how effectively two or                                            | 3                |
|                                                                                             |                  |

more texts develop similar ideas/topics to synthesize ideas from multiple texts.

Evaluate

**9-10.W.1.A.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.**

| Learning Targets                                                                                                 | Webb's DOK Level |
|------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                  | Bloom's Level    |
| The student will conduct research to answer a question (including a self-generated question) or solve a problem. | 2                |
|                                                                                                                  | Apply            |
| The student will narrow or broaden research inquiry when appropriate.                                            | 2                |
|                                                                                                                  | Apply            |
| The student will gather multiple relevant, credible print and digital sources.                                   | 2                |
|                                                                                                                  | Apply            |
| The student will integrate information using a standard citation system.                                         | 2                |
|                                                                                                                  | Apply            |

**9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

| Learning Targets | Webb's DOK Level |
|------------------|------------------|
|------------------|------------------|

|                                                                                                     | Bloom's Level |
|-----------------------------------------------------------------------------------------------------|---------------|
| The student will gather relevant information from multiple authoritative print and digital sources. | 2             |
|                                                                                                     | Apply         |
| The student will use advanced searches effectively.                                                 | 2             |
|                                                                                                     | Understand    |
| The students will assess the usefulness of each source in answering the research question.          | 3             |
|                                                                                                     | Evaluate      |
| The student will integrate information into a selection to maintain the flow of ideas.              | 3             |
|                                                                                                     | Analyze       |
| The student will avoid plagiarism.                                                                  | 2             |
|                                                                                                     | Apply         |
| The student will follow a standard format for citation.                                             | 2             |
|                                                                                                     | Apply         |

**9-10.W.3.A.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 demonstrate an awareness of audience by making choices regarding organization and content.**

| Learning Targets                                       | Webb's DOK Level |
|--------------------------------------------------------|------------------|
|                                                        | Bloom's Level    |
| The student will review, revise, and edit writing with | 2                |

|                                                                                                                                                                                      |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| consideration for the task, purpose, and audience.                                                                                                                                   | Apply   |
| The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text. | 4       |
|                                                                                                                                                                                      | Create  |
| The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding content and organization.                                                    | 3       |
|                                                                                                                                                                                      | Analyze |

| <b>9-10.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.</b> |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                                                                                                                                                                                                                                                                                                                     | Webb's DOK Level |
|                                                                                                                                                                                                                                                                                                                                                                                      | Bloom's Level    |
| The student will delineate a speaker's argument and claims.                                                                                                                                                                                                                                                                                                                          | 3                |
|                                                                                                                                                                                                                                                                                                                                                                                      | Analyze          |
| The student will evaluate the speaker's point of view, reasoning, and evidence in order to propel conversations.                                                                                                                                                                                                                                                                     | 3                |
|                                                                                                                                                                                                                                                                                                                                                                                      | Evaluate         |
| The student will pose and respond to questions that relate the current discussion to broader themes or larger ideas.                                                                                                                                                                                                                                                                 | 3                |
|                                                                                                                                                                                                                                                                                                                                                                                      | Analyze          |
| The student will pose and respond to questions that actively incorporate others into the discussion.                                                                                                                                                                                                                                                                                 | 2                |
|                                                                                                                                                                                                                                                                                                                                                                                      | Apply            |

|                                                                                                          |         |
|----------------------------------------------------------------------------------------------------------|---------|
| The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions. | 3       |
|                                                                                                          | Analyze |

## Unit 3: Ambition and Restraint

**Subject:** ELA 2

**Grade:** 10th

**Name of Unit:** Ambition and Restraint (Text Study: Drama)

**Length of Unit:** 15-20 blocks

**Overview of Unit:** This unit explores drama through reading and analyzing a dramatic piece by tracking such things as theme, character development, or motif.

### Priority Standards for unit:

- 9-10.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 life experiences; provide an objective and concise summary of the text.
- 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- 9-10.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

### Supporting Standards for unit:

- 9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 9-10.RL.3.A Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- 9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.

|                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Essential Questions:</u></b> <ol style="list-style-type: none"><li>1. What are the benefits and risks of ambition?</li><li>2. What do we come to understand about characters based on specific moments within the text?</li></ol>                                                                                | <b><u>Unit Vocabulary:</u></b> <ul style="list-style-type: none"><li>● Acts</li><li>● Asides</li><li>● Dialogue</li><li>● Diction</li><li>● Foil</li><li>● Line</li><li>● Monologue</li><li>● Scene</li><li>● Soliloquy</li><li>● Tragedy</li></ul> |
| <b><u>Enduring Understanding/Big Ideas:</u></b> <ol style="list-style-type: none"><li>1. Ambition can come with great risk and great reward. We must learn to assess the cost of our choices.</li><li>2. Character point of view can change the interpretation of plot elements and determine their actions.</li></ol> |                                                                                                                                                                                                                                                     |
| <b><u>Final Product: Drama Discussion and Timed Writing</u></b> <p><i>You will find the details for this assignment on the <a href="#">Engaging Scenario</a> page on the end of this unit.</i></p>                                                                                                                     |                                                                                                                                                                                                                                                     |

## Summary of Engaging Learning Experiences for Topics

*An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.*

| Topic | Title                             | Engaging Experience                       | Suggested Length of Time |
|-------|-----------------------------------|-------------------------------------------|--------------------------|
| 1     | Introduction to Dramatic Elements | <a href="#">Drama: Historical Context</a> | 2-3 blocks               |
| 2     | Theme and Motif                   | <a href="#">Motif Tracking</a>            | 5-10 blocks              |
| 3     | Discussion and Collaboration      | <a href="#">Preparation for Socratic</a>  | 2-3 blocks               |

## Topic 1: Introduction to Dramatic Elements

### **Engaging Experience 1**

**Title:** Drama: Historical Context

**Suggested Length of Time:** 2-3 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.

*Supporting:*

- 9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.

#### **Detailed Description/Instructions:**

Teacher will help students to understand the historical, cultural, and/or biographical information that provide context for the drama the class will study.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Topic 2: Theme and Motif

### **Engaging Experience 1**

**Title:** Motif Tracking

**Suggested Length of Time:** 5-10 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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 life experiences; provide an objective and concise summary of the text.
- 9-10.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

#### **Detailed Description/Instructions:**

In small groups, students will select a pair of motifs to track throughout the reading of the drama. They will then create a thematic conclusion that summarizes what the greatest lesson was surrounding their chosen motifs. They will present their findings to the other groups.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Discussion and Collaboration

### **Engaging Experience 1**

**Title:** Preparation for Socratic

**Suggested Length of Time:** 2-3 Blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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 life experiences; provide an objective and concise summary of the text.
- 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

*Supporting:*

- 9-10.RL.3.A Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.

#### **Detailed Description/Instructions:**

Students will discuss the play as they read it. As well, there can be mini-discussions as preparation for the final Socratic Seminar.

**Bloom's Levels:** 3

**Webb's DOK:** Analyze

## Engaging Scenario

*An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.*

### **Engaging Scenario**

#### *Drama Discussion and Timed Writing*

- After studying a drama, students will use their understanding of the text to complete a two-fold engaging scenario: a collaborative discussion paired with a timed writing piece.
- The discussion may look like:
  - Socratic Seminar
  - Harkness Method
  - Fishbowl Discussion
  - Philosophical Chairs Discussion
  - The Final Word Discussion
- All options will require students to prepare by creating significant questions that provide meaning to the discussion, specifically through the lens of the essential question, "What are the benefits and risks of ambition?"
- Following the discussion, students will complete a timed writing to synthesize their new understanding of the text and its connection to the essential question. Prompts may be derived from the discussion or you may use the example prompt, "What do we come to understand about characters based on specific moments within the text?"
- Please note that timed writing should last a minimum of 30 minutes in order to prepare students for subsequent ELA classes.

[Example rubric](#)

**Unwrapped Priority Standards:**

| <b>9-10.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 life experiences; provide an objective and concise summary of the text.</b> |                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                                                                                                                                                            | <b>Webb's DOK Level</b> |
|                                                                                                                                                                                                                                    | <b>Bloom's Level</b>    |
| The student will determine two or more themes in a text.                                                                                                                                                                           | 2                       |
|                                                                                                                                                                                                                                    | Apply                   |
| The student will analyze the development of themes throughout a text.                                                                                                                                                              | 3                       |
|                                                                                                                                                                                                                                    | Analyze                 |
| The student will relate the themes in a text to life experiences.                                                                                                                                                                  | 2                       |
|                                                                                                                                                                                                                                    | Apply                   |
| The student will provide an objective and concise summary of a text.                                                                                                                                                               | 2                       |
|                                                                                                                                                                                                                                    | Understand              |

| <b>9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.</b> |                         |
|---------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                           | <b>Webb's DOK Level</b> |
|                                                                                                   | <b>Bloom's Level</b>    |
| The student will analyze how point of view is reflected in characters in a text.                  | 3                       |
|                                                                                                   | Analyze                 |

|                                                                                    |         |
|------------------------------------------------------------------------------------|---------|
| The student will analyze how point of view is reflected through setting in a text. | 3       |
|                                                                                    | Analyze |
| The student will analyze how point of view is reflected in the plot in a text.     | 3       |
|                                                                                    | Analyze |

| <b>9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</b> |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Learning Targets                                                                                                                                                                                                                                                   | Webb's DOK Level |
|                                                                                                                                                                                                                                                                    | Bloom's Level    |
| The student will respond thoughtfully during collaboration to diverse perspectives, including those presented in diverse media.                                                                                                                                    | 2                |
|                                                                                                                                                                                                                                                                    | Apply            |
| The student will summarize points of agreement and disagreement during collaboration.                                                                                                                                                                              | 2                |
|                                                                                                                                                                                                                                                                    | Understand       |
| The student will resolve contradictions during collaboration when possible.                                                                                                                                                                                        | 3                |
|                                                                                                                                                                                                                                                                    | Evaluate         |
| The student will determine what additional information or research is needed during collaboration.                                                                                                                                                                 | 3                |
|                                                                                                                                                                                                                                                                    | Analyze          |

**9-10.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts**

| Learning Targets                                                                                                 | Webb's DOK Level |
|------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                  | Bloom's Level    |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience.        | 2                |
|                                                                                                                  | Apply            |
| The student will use a variety of appropriate transitions to clarify relationships within a piece of writing.    | 2                |
|                                                                                                                  | Apply            |
| The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing. | 2                |
|                                                                                                                  | Apply            |
| The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.       | 2                |
|                                                                                                                  | Apply            |

## Unit 4: Poetic Voices

**Subject:** ELA 2

**Grade:** 10th

**Name of Unit:** Poetic Voices (Text Study: Poetry)

**Length of Unit:** 10-15 blocks

**Overview of Unit:** Students understand the artistic and literary elements behind poetry and can interpret an existing work.

### **Priority Standards for unit:**

- 9-10.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.
- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

### **Supporting Standards for unit:**

- 9-10.RL.2.A Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 9-10.RI.2.A Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- 9-10.RI.3.C Analyze how multiple texts reflect the historical and/or cultural contexts.
- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Essential Questions:</u></b> <ol style="list-style-type: none"> <li>1. What weight do our words carry?</li> <li>2. How does word choice and syntax impact meaning and tone?</li> </ol>                                                                                               | <b><u>Unit Vocabulary:</u></b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Enjambment</li> <li>• Figurative language</li> <li>• Free verse</li> <li>• Infer</li> <li>• Rhyme scheme</li> <li>• Stanza</li> </ul> |
| <b><u>Enduring Understanding/Big Ideas:</u></b> <ol style="list-style-type: none"> <li>1. Words should be carefully chosen to serve a purpose and can evoke strong responses.</li> <li>2. Authors are deliberate in their writing to create specific tones that impact meaning.</li> </ol> |                                                                                                                                                                                                                                  |
| <b><u>Final Product: Exploring Poetry</u></b><br>You will find the details for this assignment on the <a href="#">Engaging Scenario</a> page on the end of this unit.                                                                                                                      |                                                                                                                                                                                                                                  |

## Summary of Engaging Learning Experiences for Topics

*An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.*

| Topic | Title                     | Engaging Experiences                 | Suggested Length of Time |
|-------|---------------------------|--------------------------------------|--------------------------|
| 1     | Understanding Poetry      | <a href="#">What is Poetry?</a>      | 1-2 blocks               |
| 2     | Word Choice and Structure | <a href="#">Word Choice Rewrite</a>  | 1 block                  |
| 3     | Deconstruction            | <a href="#">Philosophical Chairs</a> | 2 blocks                 |
| 4     | Timed Writing             | <a href="#">Timed Writing</a>        | 1 block                  |

## Topic 1: Understanding Poetry

### **Engaging Experience 1**

**Title:** What is poetry?

**Suggested Length of Time:** 1-2 Blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.
- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

*Supporting:*

- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**Detailed Description/Instructions:** Teacher will work with students to understand how poetry is both similar and different to prose. Students can read Billy Collins's poem [Introduction to Poetry](#) as a first piece and the teacher can discuss Collins's message as well as how word choice, figurative language, and structure help convey his message.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Word Choice and Structure

### **Engaging Experience 1**

**Title:** Word Choice Rewrite

**Suggested Length of Time:** 1 block

#### **Standards Addressed**

*Priority:*

- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

*Supporting:*

- 9-10.RI.2.A Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

#### **Detailed Description/Instructions:**

- Students will analyze a poem for word choice that carries a common connotative meaning. They will then replace those words with synonyms and rewrite the poem. Finally, students will reflect on how the change in word choice impacted the meaning of the work.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Deconstruction

### **Engaging Experience 1**

**Title:** Philosophical Chairs

**Suggested Length of Time:** 2 blocks

#### **Standards Addressed**

*Priority:*

- 9-10.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.
- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

*Supporting:*

- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 9-10.RI.2.A Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

#### **Detailed Description/Instructions:**

- Using Roethke's poem [My Papa's Waltz](#), students will first do a short written response (10-15 minutes) responding to "How does this poem have meaning?" Students will then participate in a [Philosophical Chairs](#) discussion. The discussion pushes students into the poem for specific textual evidence for the claims they're making about meaning, tone, purpose, etc.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

## Topic 4: Timed Writing

### **Engaging Experience 1**

**Title:** Timed Writing

**Suggested Length of Time:** 1 Block

#### **Standards Addressed**

*Priority:*

- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

*Supporting:*

- 9-10.RI.2.A Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

#### **Detailed Description/Instructions:**

- After a cold reading of a poem, students will complete a timed writing answering the prompt, "How does word choice and syntax impact meaning and tone?"
- Please note that a timed writing should last a minimum of 30 minutes in order to prepare students for subsequent ELA classes.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

### **Engaging Scenario**

#### *Exploring Poetry*

- After becoming acquainted with the nuances of poetry, students will select a poem of their choice to use as a mentor text in the creation of their own original piece. Students will be asked to:
  - Select a mentor text.
  - Analyze the mentor text for “how the poem works”:
    - Figurative language
    - Tone
    - Word Choice
    - Syntax
    - Structure
  - Create their own original work with contributing components from the mentor text (for example, they may include a common motif, structure, or theme).
- If time allows, students will perform their own poem or present their analysis to a larger group.

Example [rubric](#)

**9-10.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.**

| Learning Targets                                                                                        | Webb's DOK Level |
|---------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                         | Bloom's Level    |
| The student will be able to draw conclusions based on explicit textual evidence.                        | 3                |
|                                                                                                         | Analyze          |
| The student will be able to analyze a text.                                                             | 3                |
|                                                                                                         | Analyze          |
| The student will cite relevant and thorough textual evidence to support inferences drawn from the text. | 2                |
|                                                                                                         | Apply            |

**9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.**

| Learning Targets                                                                              | Webb's DOK Level |
|-----------------------------------------------------------------------------------------------|------------------|
|                                                                                               | Bloom's Level    |
| The student will analyze the cumulative impact of specific word choices on meaning in a text. | 3                |
|                                                                                               | Analyze          |
| The student will analyze the cumulative impact of syntax on meaning in a text.                | 3                |
|                                                                                               | Analyze          |

|                                                                                            |         |
|--------------------------------------------------------------------------------------------|---------|
| The student will analyze the cumulative impact of specific word choices on tone in a text. | 3       |
|                                                                                            | Analyze |
| The student will analyze the cumulative impact of syntax on tone in a text.                | 3       |
|                                                                                            | Analyze |

| <b>9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</b>    |                         |
|--------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                                      | <b>Webb's DOK Level</b> |
|                                                                                                              | <b>Bloom's Level</b>    |
| The student will analyze the cumulative impact of specific word choices on meaning in an informational text. | 3                       |
|                                                                                                              | Analyze                 |
| The student will analyze the cumulative impact of syntax on meaning in an informational text.                | 3                       |
|                                                                                                              | Analyze                 |
| The student will analyze the cumulative impact of specific word choices on tone in an informational text.    | 3                       |
|                                                                                                              | Analyze                 |
| The student will analyze the cumulative impact of syntax on tone in an informational text.                   | 3                       |
|                                                                                                              | Analyze                 |

**9-10.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning**

| Learning Targets                                                                                                                    | Webb's DOK Level |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                     | Bloom's Level    |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience.                           | 2                |
|                                                                                                                                     | Apply            |
| The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.  | 3                |
|                                                                                                                                     | Analyze          |
| The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing. | 2                |
|                                                                                                                                     | Apply            |

## Unit of Study Terminology

**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.

## Writing Rubric

This rubric can be used as the general writing rubric. Per the curriculum it can be used for the Literary Analysis Essay as well as Timed Writings. The goal is that students will see progress over the course of the year.

|                                             | Advanced                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                   | Adequate                                                                                                                                                          | Emerging                                                                                                                                                                                         |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Argumentative Claim</b>                  | Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing.<br>The significance of the claims is clearly established.                                                                         | Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims and subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims. | Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident                       | Introduces a clear opinion/claim and provides logically ordered reasons that support student's point of view.                                                                                    |
| <b>Evidence</b>                             | Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.                                                                                                                                                                                                       | Selects a variety of relevant evidence that is sufficient to support main claim(s). Evidence still only generally supports subclaims.                                                                                        | Selects relevant evidence that generally supports both main claim(s) and subclaims.                                                                               | Selects relevant evidence that generally supports main claim(s). Evidence for subclaims is limited or weakly related.                                                                            |
| <b>Explanation of Evidence</b>              | Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements. When relevant, analysis addresses weaknesses) or gaps in the evidence.                                                                                                         | Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements. When relevant, analysis acknowledges some weaknesses) or gaps in the evidence.                | Provides clear analysis that accurately explains how the selected evidence supports claims or statements.                                                         | Provides relevant analysis that explains how the selected evidence supports claims or statements. Analysis stays rooted in the evidence but at times may be vague, illogical, or overly general. |
| <b>Organization</b>                         | Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion. | Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.         | Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used. | Organizes paragraphs or sections logically to support the main idea or claim. Uses words, phrases, and clauses to link ideas within and across categories/claims.                                |
| <b>Conventions/Communicating Accurately</b> | Demonstrates consistently accurate and precise application of content and/or conventions.                                                                                                                                                                                                                              | Demonstrates proficient application of content and/or conventions; may include minor inconsistencies.                                                                                                                        | Demonstrates basic or uneven application of content and/or conventions; may include minor errors or omissions.                                                    | Demonstrates weak application of content and/or conventions; may include major errors or omissions.                                                                                              |

## Future Problem Solving Proposal (Research Writing)

This rubric is intended for use with the Unit 2 Engaging Scenario; this will cover Part One which is a research writing component.

|                                             | Advanced                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                             | Adequate                                                                                                                                                          | Emerging                                                                                                                                                          |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Thesis</b>                               | Main idea/thesis is clear and complex. Relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.                                                                               | Main idea/thesis is clear, focused, and consistent throughout the writing. Supporting ideas are relevant, organized in a way that makes relationships among ideas clear, and that supports the reader's understanding. | Main idea/thesis is clear and focused. Supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.      | Main idea is clear, on-topic, and focused. Supporting ideas are relevant to main idea.                                                                            |
| <b>Selecting Relevant Sources</b>           | Selects sources that provide detailed, comprehensive, credible information relevant to the research question. When relevant, sources vary in perspective and/or format.                                                                                                                                                | Selects sources that provide detailed, credible information relevant to the research question. When relevant, sources vary in perspective and/or format.                                                               | Selects sources that provide credible information relevant to the research question. When relevant, sources vary in perspective and/or format.                    | Selects sources that provide key evidence relevant to the research question. When relevant, sources vary in format.                                               |
| <b>Integration of Evidence</b>              | Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.                                                          | Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements.                                                 | Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis.    | Presents relevant evidence from experiences or sources through accurate summary or paraphrase at appropriate places within the text.                              |
| <b>Organization</b>                         | Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion. | Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.   | Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used. | Organizes paragraphs or sections logically to support the main idea or claim. Uses words, phrases, and clauses to link ideas within and across categories/claims. |
| <b>Conventions/Communicating Accurately</b> | Demonstrates consistently accurate and precise application of content and/or conventions.                                                                                                                                                                                                                              | Demonstrates proficient application of content and/or conventions; may include minor inconsistencies.                                                                                                                  | Demonstrates basic or uneven application of content and/or conventions; may include minor errors or omissions.                                                    | Demonstrates weak application of content and/or conventions; may include major errors or omissions.                                                               |

## Future Problem Solving (Presentation)

Suggested for use during Engaging Scenario for Unit 2: Future Problem Solving Multimedia Project

|                                         | <b>Advanced</b><br>20 Points                                                                                                                                                                                                                                                                                                         | <b>Proficient</b><br>17 Points                                                                                                                                                                                                                              | <b>Adequate</b><br>13 Points                                                                                                                                                                                                              | <b>Emerging</b><br>10 Points                                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Multimedia in Communication</b>      | Uses multimedia and/or technology tools to produce writing products and/or visual displays in strategic ways to strengthen claims and evidence and to enhance audience engagement and understanding of the intended messages.<br><br>Selects and uses tools and techniques appropriate for the purpose.                              | Uses multimedia and/or technology tools to produce writing products and/or visual displays in purposeful ways to clarify information, strengthen claims, and engage the audience.<br><br>Selects and uses tools and techniques appropriate for the purpose. | With some guidance and support, uses multimedia and/or technology tools to produce writing products and/or visual displays to clarify information and emphasize specific points.<br><br>Uses assigned tools and techniques appropriately. | With some guidance and support, uses multimedia and/or technology tools to produce writing products and/or visual displays to develop and elaborate on ideas.<br><br>Uses assigned tools and techniques with mostly appropriate elements.     |
| <b>Organization</b>                     | Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas.<br><br>Transitions are varied and appropriately and effectively used.<br><br>Sequencing of paragraphs and use of transitions help build cohesion. | Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas.<br><br>Transitions are varied and appropriately and effectively used.                                 | Paragraphs and/or sections are connected and sequenced to support understanding of ideas.<br><br>Transitions are varied and are mostly appropriate and effectively used.                                                                  | Organizes paragraphs or sections logically to support the main idea or claim.<br><br>Uses words, phrases, and clauses to link ideas within and across categories/claims.                                                                      |
| <b>Informational/Explanatory Thesis</b> | Main idea/thesis is clear and complex.<br><br>Relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.                                                                                      | Main idea/thesis is clear, focused, and consistent throughout the writing.<br><br>Supporting ideas are relevant, organized in a way that makes relationships among ideas clear, and that supports the reader's understanding.                               | Main idea/thesis is clear and focused.<br><br>Supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.                                                                       | Main idea is clear, on-topic, and focused.<br><br>Supporting ideas are relevant to main idea.                                                                                                                                                 |
| <b>Oral Presentation</b>                | Demonstrates consistent control of eye contact, volume, pronunciation, and body posture.<br><br>Uses some variation in volume and inflection to emphasize key points.<br><br>Uses some body movements to enhance articulation.                                                                                                       | Uses confident, consistently appropriate eye contact, adequate volume, clear pronunciation, and consistently appropriate body posture (e.g., calm, confident).                                                                                              | Makes regular eye contact with audience.<br><br>Shows appropriate body posture and speaks at an adequate volume and pace with clear pronunciation.                                                                                        | Makes regular eye contact with audience.<br><br>Shows appropriate body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation.                                                       |
| <b>Norms/Active Listening</b>           | Demonstrates active listening by making connections or responding to others' ideas or questions, and acknowledging different perspectives.<br><br>Adheres to teacher- and group-enforced collegial discussion norms.                                                                                                                 | Demonstrates active listening by making connections to others' ideas, responding to their questions and comments, and/or acknowledging different perspectives.<br><br>Adheres to teacher-enforced collegial discussion norms.                               | Demonstrates active listening by reviewing or elaborating on key points made by others and asking questions to solicit ideas from others.<br><br>Mostly adheres to established norms for collegial discussions.                           | Demonstrates active listening by making comments that link to previous comments and asking questions to clarify others' ideas or follow up on information.<br><br>Follows agreed-upon rules and deadlines.<br><br>Carries out assigned roles. |

## Poetry

Rubric to be used for Unit 4: Exploring Poetry project.

"Narrative" skill is to score original student poetry.

"Explanation of evidence" skill can be used to score student analysis of poetry.

|                                | <b>Advanced</b><br>33 Points                                                                                                                                                                                             | <b>Proficient</b><br>27 Points                                                                                                                                                                                                                                                                                                   | <b>Adequate</b><br>22 Points                                                                                                                                                                                                                                                                            | <b>Emerging</b><br>17 Points                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Narrative</b>               | All of "proficient", plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.     | Clearly establishes an orientation, storyline, and/or organization of experiences, events, and/or steps.<br><br>Organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection). | Clearly establishes an orientation, storyline, and/or organization of experiences, events, and/or steps.<br><br>Organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection). | Establishes a situation and organizes a sequence of events using a variety of transitional words, phrases, and clauses.<br><br>Introduces a narrator and/or characters and provides a logical conclusion.<br><br>Uses concrete words and phrases, sensory details, and narrative technique, such as description of actions, thoughts and feelings, dialogue, and pacing to develop characters and plot. |
| <b>Explanation of Evidence</b> | Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements.<br><br>When relevant, analysis may acknowledge some weakness(es) or gaps in the evidence. | Provides clear analysis that accurately explains how the selected evidence supports claims or statements.                                                                                                                                                                                                                        | Provides relevant analysis that explains how the selected evidence supports claims or statements.<br><br>Analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.                                                                                                 | Explains relevant facts, definitions, concrete details, and/or quotations and examples (and illustrations or multimedia, when appropriate) that support the opinion/main idea.                                                                                                                                                                                                                          |