



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School English Language Arts 4 Curriculum

Course Description: English Language Arts 4 (ELA 4) is an integrated English course based on Missouri priority Standards for English/Language Arts for Grade 11-12. This course provides the skills necessary to become college-and career-ready and is intended for the student requiring additional support in English Language Arts.

It is a study of language, literature, composition, and oral communication focusing on an exploration of point of view and/or perspective across a wide variety of literary genres. Students use literary interpretation, analysis, comparisons, and evaluation of literature including a selection of novels, poetry, drama, and nonfiction/informational to read and respond to literary and informational sources. Students write narratives, responses to literature, reflective compositions, and various technical documents. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5-10 Blocks	<u>Creating Our Literary Selves (Exploratory Reading/Creative Writing)</u>	Topic 1: Reading for personal growth (student choice) Topic 2: Writing for multiple creative purposes
10-15 Blocks	<u>Future You/Life Beyond High School</u>	Topic 1: Reading for the real world Topic 2: The writing process and writing for the real world Topic 3: Career oriented experience
15-20 Blocks	<u>Podcast & Documentary Analysis</u>	Topic 1: Introduction to multimedia texts Topic 2: Elements of Persuasion Topic 3: Genre-specific terms
15-20 Blocks	<u>Critical Lenses and Perspectives (Argument)</u>	Topic 1: Introduction to Analysis & Criticism Topic 2: Theme & Motif Topic 3: Discussion and Collaboration
10-15 Blocks	<u>Universal Themes/ Concepts</u>	Topic 1: Archetypes & Hero's Journey Topic 2: Themes, Settings, Characters, Point-of-View

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
Read	10-15 minutes	• Daily Reading Time • Independent Choice Reading • Book Clubs • Book Talks • Mentor Texts
Write	5-10 minutes	• Quickwrite • Thought Logs • Writer's Notebooks • Mentor Texts Exercises
Study (Mini Lessons)	20-30 minutes	• Modeling • Demonstration • Direct Instruction • Lecture
Do (Student Work Time)	35-45 minutes	• Practicing Content • Application of Knowledge • Independent Practice • Small Group Practice • Conferencing • Differentiated Instruction
Share (Reflection)	5 minutes	• Exit Ticket • Metacognitive Exercise • Debrief • Beautiful Words • Reading Minute • Stand and Deliver

Unit 1: Creating Our Literary Selves

Subject: ELA 4

Grade: 12

Name of Unit: Creating Our Literary Selves (Exploratory Reading/Creative Writing)

Length of Unit: 5-10 Blocks

Overview of Unit: This unit is an ongoing unit to foster student independent reading. This unit will introduce students to reading books of choice throughout the course, incorporating mentor texts to guide creative writing. Students will track and document the books and genres that they read.

Priority Standards for unit:

- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.W.3.A.b: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

Supporting Standards for unit:

- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

<u>Essential Questions:</u> 1. How do we determine what we read when we read for ourselves? 2. How do we connect the words on the page and the greater themes and ideas in the text?	<u>Unit Vocabulary:</u> • Authorial Intent • Characterization • Connotation • Context • Figurative language • Inference • Literary Analysis • Plot elements • Point of View • Setting • Theme
<u>Enduring Understanding/Big Ideas:</u> 1. Authors write with intention. Students can identify and interpret multiple themes within a text. 2. We all have an individual identity that is shaped by our lived experiences. Our identities can change. 3. Active readers interact with both the content and the craft — not only do they look at what a text means, they also examine how a text conveys that meaning.	
<u>Final Product: Bookmark Book Review</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

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	Reading for personal growth (student choice)	Genre Research	on -going throughout the year
2	Writing for multiple creative purposes	Publishable Book Review	on - going throughout the year

Topic 1: Reading for personal growth (student choice)

Engaging Experience 1

Title: Genre Research

Suggested Length of Time: on-going throughout the semester

Standards Addressed

Priority:

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Supporting:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Genre research of characteristics, (students group themselves) group presentation. Students add titles from presentations to their Next (reading) List.

Bloom's Levels: 2

Webb's DOK: Apply

Topic 2: Writing for multiple creative purposes

Engaging Experience 1

Title: Publishable Book Review

Suggested Length of Time: on-going throughout the semester

Standards Addressed

Priority:

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.W.3.A.b: Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

Supporting:

- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Publishable, real world book review on a platform like Goodreads, Book Tok or other book review source.

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: Bookmark book review (varied by fiction/nonfiction), used for LMC book recommendations by genre for other readers. Students select one of their independent reading texts and create a multimedia presentation of the text in which students can:

- Provide an objective and concise summary of the text
- Explain central/main ideas in a text and analyze their development throughout the text
- Evaluate the author's word choice and use of syntax
- Analyze the author's point of view

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's aesthetic impact.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's tone.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's aesthetic impact.	3
	Evaluate

Priority Standard: 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will explain two or more central/main ideas in a text.	2
	Apply
The student will analyze the development of the central/main ideas throughout a text.	3
	Analyze
The student will relate the central ideas to human nature and the world in a text.	2
	Apply
The student will provide an objective and concise summary of a text.	2
	Understand

Priority Standard: 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze a text in which the author's point of view is not obvious.	3
	Analyze

The student will recognize when the author's point of view is directly stated in a text	2
	Understand
The student will recognize when the author's point of view is implied in a text.	2
	Apply

Priority Standard: 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's tone.	3
	Evaluate

Priority Standard: 11-12.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 functions in different contexts and enhance the reader's understanding of the text.

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 functions in different contexts and enhances the reader's understanding of the text.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	3
	Analyze

11-12. RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Learning Targets	Webb's DOK Level
	Bloom's Level
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 human nature and the world.	2
	Apply
The student will provide an objective and concise summary of the text.	2
	Apply

Unit 2: Future You

Subject: ELA 4

Grade: 12

Name of Unit: Future You (Life Beyond High School)

Length of Unit: 10-15 Blocks

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

Priority Standards for unit:

- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

<u>Essential Questions:</u> 1. How do our experiences align with our goals for the future? 2. What are some effective ways to organize and edit your writing so that it is ready to be published?	<u>Unit Vocabulary:</u> • Coming of Age • Theme • Central Idea • Multiple Interpretations • Good communication skills including listening and speaking • Creative thinking and problem solving • Self-esteem, motivation, and goal setting • Personal and career development skills • Interpersonal/negotiation skills and teamwork • Organizational effectiveness and leadership
<u>Enduring Understanding/Big Ideas:</u> 1. Whether you are planning to attend college, enter the workforce, or take a gap year, being able to "tell your story" is something you need to do.	
<u>Final Product:</u> Narrative (either expository or persuasive) essay <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

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	Reading for the real world	Reading	on-going throughout the unit
		Research	3-5 blocks
2	The writing process and writing for the real world	Professional Portfolio	3-5 blocks
		Self Reflection Survey	3-5 blocks

Topic 1: Reading for the real world

Engaging Experience 1

Title: Reading

Suggested Length of Time: on-going throughout the unit

Priority Standards Addressed

- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference material
- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Detailed Description/Instructions: short story, Independent daily reading, informational texts varied based on thematic interest for Future You. Read, “Who am I, who will I be?”

Bloom’s Levels: Understand

Webb’s DOK: 1

Engaging Experience 2

Title: Research Company that student wishes to interview with

Suggested Length of Time: 5-7 blocks

Priority Standards Addressed

- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.

Detailed Description/Instructions: Students will spend time brainstorming and coming up with a list of companies they would like to potentially work for/with. They will then take a deep dive into the company looking for different aspects of the company that resonate with them.

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Topic 2: The writing process and writing for the real world

Engaging Experience 1

Title: Professional Portfolio

Suggested Length of Time: 7-10 blocks

Priority Standards Addressed

- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Detailed Description/Instructions: Students will complete a Professional Portfolio including a research unit which incorporates the exploration of various career choices or fields of study, letters of application, resume or follow up contact via email/text or call.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Self Reflection Survey

Suggested Length of Time: 7-10 blocks

Priority Standards Addressed

- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Detailed Description/Instructions: Students will also complete a self-reflection survey, including analyzing and evaluating their own skills and experiences over the course of the Unit and addressing methods to better prepare themselves for success in their future endeavors.

Bloom's Levels: Evaluate

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

Synthesizing the experiences above, students compose a narrative (either expository or persuasive) in which students will be able to:

- Intentionally apply the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Recognizing a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied
- Evaluate an argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence
- Review, revise, and edit writing with consideration for the task, purpose, and audience.

Examples: academic resume, college/personal essay, cover letter, professional statement, "This I Believe" essay.

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in a text.	3
	Apply
The student will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in a text.	3
	Apply
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	1
	Understand

Priority Standard: 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	
Learning Targets	Webb's DOK Level
	Bloom's Level

The student will analyze point of view in a text.	3
	Analyze
The student will recognize when the point of view is directly stated in a text.	2
	Understand
The student will recognize when point of view is implied in a text.	2
	Apply

Priority Standard: 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words, including denotative, connotative, figurative, and content specific meanings, as they are used in a text.	2
	Apply
The student will determine the meaning of phrases, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text.	2
	Apply
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	1
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	1
	Understand

The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	1
	Understand

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate an author's argument and reasoning for effectiveness in a text.	3
	Evaluate
The student will evaluate an author's argument and reasoning for validity in a text.	3
	Evaluate
The student will evaluate an author's argument and reasoning for logic in a text.	3
	Evaluate
The student will evaluate an author's argument and reasoning for relevance of the evidence in a text.	3
	Evaluate

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

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 organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	2
	Understanding
The student will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyze
The student will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	2
	Apply

Unit 3: Podcast & Documentary Analysis

Subject: ELA 4

Grade: 12

Name of Unit: Podcast & Documentary Analysis

Length of Unit: 15-20 Blocks

Overview of Unit: The unit will introduce students to film/podcast terminology that focuses on the choice made by content creators. The primary lessons and mini-lessons will be focused on analysis of SPACECAT and evaluation of overall effectiveness.

Priority Standards for unit:

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.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
- 11-12.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
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards for unit:

- 11-12.RL.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear

articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).

<u>Essential Questions:</u> 1. How do different media types serve different purposes? 2. How are rhetorical devices used in persuasive writing and media to target a specific audience and change their opinion?	<u>Unit Vocabulary:</u> • Collaborative Discussions • Work with peers • Building on other's ideas • Line of reasoning • Opposing perspectives • Civil behavior
<u>Enduring Understanding/Big Ideas:</u> 1. We recognize that each media type is created to achieve a specific purpose. 2. Rhetoric acts as a universal and timeless tool to persuade and share arguments through various media. 3. Rhetorical strategies and rhetorical devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience.	
<u>Final Product:</u> Students-choice podcast or documentary and analysis product <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

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 multimedia texts	Intro to themes in multimedia	3-6 blocks
2	Elements of Persuasion	Revised initial writing for themes	1-2 blocks
		Responding thoughtfully to diverse perspectives	2-4 blocks
3	Genre-specific terms	Incorporate writing groups to revise for terminology and jargon	3-5 blocks
		Begin writing process for podcast/documentary analysis product	3-5 blocks

Topic 1: Introduction to multimedia texts

Engaging Experience 1: Listening to shorter podcasts (such as This American Life) and watching shorter documentaries (PBS POV series) to determine two or more themes in a text, summarizing and analyzing development throughout.

Title: Intro to themes in multimedia texts

Suggested Length of Time: 3-6 blocks

Priority Standards Addressed

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Detailed Description/Instructions: Choose at least 2 different podcasts/documentaries with a variety of topics for a whole class analysis based on theme. After introducing themes, as it is seen in a performance-based text, track and chart the development of them. “This is where the theme began... this is where/how it continued... this is where/how development is shown...”

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 2: Elements of Persuasion

Engaging Experience 1: Using theme analysis writing in Topic 1, students will match up with peers choosing similar themes to review, revise and edit writing for each of the appeals (Ethos, Pathos and Logos) that are present in the original text.

Title: Revised initial writing for themes

Suggested Length of Time: 1-2 blocks

Priority Standards Addressed

- 11-12.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

Detailed Description/Instructions: Students will sort themselves into groups of 2-3 with similar themes found in Topic 1 to create peer feedback and editing groups. Students will pay close attention to the performance use of Ethos, Pathos, and Logos.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: While creating or writing their podcast/documentary analysis Engaging Scenario, students will evaluate the speaker's point of view, reasoning, stance, and evidence incorporated into the performance text. In writing groups or individually within the Engaging Scenario, students will respond thoughtfully to diverse perspectives including those presented in diverse media.

Title: Responding thoughtfully to diverse perspectives

Suggested Length of Time: 2-4 blocks

Priority Standards Addressed

- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: Students will receive a list of Must-Haves including: Evaluate the speaker's point of view, reasoning, stance, and evidence incorporated into the

performance text. Students will then color-code their self-identification of these ideas within their paper, next, have a writing partner/group identify where they see (as a reader) the same ideas.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Genre-specific terms

Engaging Experience 1: Using theme analysis writing in Topic 1, students will match up with peers choosing similar themes to review, revise and edit writing for correct sound/film terms and for standard English conventions.

Title: Incorporate writing groups to revise for terminology and jargon

Suggested Length of Time:

Priority Standards Addressed

- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: Students will sort themselves into groups of 2-3 with similar themes found in Topic 1 to create peer feedback and editing groups. Students will be provided or will research for themselves, a list of jargon specific terms and language to incorporate into the analysis writing.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: While creating or writing their podcast/documentary analysis Engaging Scenario, students will meet with teachers during Writer's Conferences and with peers during the writing process to edit for clarity of relationships, transitions used to connect ideas, claims and signal time shifts in the performance.

Title: Begin writing process for podcast/documentary analysis product

Suggested Length of Time:

Priority Standards Addressed

- 11-12.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

Detailed Description/Instructions: Students will sort themselves into writing groups of 2-3 with similar themes found in Topic 1 to create peer feedback and editing groups. Students will be provided, or will research for themselves, possible transition phrases and language to incorporate into the analysis writing.

Bloom's Levels: Apply

Webb's DOK: 2

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: Students choose their own podcast or documentary, having now seen examples of analysis for each, to delve more deeply into with an analysis product. This product may take the form of a traditional MLA/APA format paper or other multimedia product (podcast, website, or documentary film) linked to the chosen text or a presentation shared with classmates in which the student:

- provides an objective and concise summary of the text
- determines two or more themes in a text
- analyzes their development throughout the text
- relates the themes to human nature and the world
- reviews, revises, and edits with consideration for the task, purpose, and audience
- evaluates the point of view, reasoning, stance, and evidence
- clarifies, verifies, or challenges ideas and conclusions
- promotes divergent and creative perspectives
- responds thoughtfully to diverse perspectives
- synthesize claims made on all sides of an issue
- qualifies or justifies their own views and understanding
- uses a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts
- demonstrate a command of the conventions of standard English grammar and usage

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
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 human nature and the world.	2
	Apply
The student will provide an objective and concise summary of the text.	1
	Understand

Priority Standard: 11-12.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.	
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

Priority Standard: 11-12.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

Priority Standard: 11-12.SL.1.B Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will delineate a speaker’s argument and claims.	2
	Apply
The student will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	3
	Analysis
The student will pose and respond to questions that probe reasoning and evidence.	2
	Apply
The student will ensure hearing for a full range of positions on a topic or issue.	3
	Analysis
The student will clarify, verify, or challenge ideas and conclusions.	3
	Analysis
The student will promote divergent and creative perspectives.	2
	Apply

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

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.	3
	Analysis
The student will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration.	3
	Analysis
The student will make new connections in light of the evidence and reasoning presented during collaboration.	3
	Analysis

Unit 4: Critical Lenses & Perspectives

Subject: ELA 4

Grade: 12

Name of Unit: Critical Lenses & Perspectives (Informational and Literary)

Length of Unit: 15-20 Blocks

Overview of Unit: The unit will introduce students to various critical lenses and perspectives for both nonfiction and fiction texts. The primary lessons and mini-lessons will be focused on argument writing, gathering of evidence and sources with Ethos, Pathos and Logos appeals.

Priority Standards for unit:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.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.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<u>Essential Questions:</u> 1. How is the development of an individual's identity impacted by their race, class, gender, and psychological factors? 2. How can we use literary theory and critical lenses as a tool for understanding how race, class, gender, and psychology operate within a text?	<u>Unit Vocabulary:</u> • Analyze • Enjambment • Figurative language • Free verse • Infer • Rhyme scheme • Stanza • Feminist Lens • Post-Colonial Lens • Psychoanalytical Lens • Marxist Lens
<u>Enduring Understanding/Big Ideas:</u> 1. Literary theory and critical lenses are essential tools in the study of literature for focusing on particular aspects of a text. 2. In many cases, they allow readers to hone in on depictions of real-world topics like race, class, gender, and psychology and make connections to the larger context of the novel. 3. Literature does not exist in a vacuum -- all literature is a reflection of the society in which it was written. Literary theory and critical lenses allow us to focus on the ways in which literature comments upon its context.	
<u>Final Product: Formal Academic Essay</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

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 analysis and criticism	Small Group Presentations on Critical Lenses	5-7 blocks
		CRAAP Test	3-5 blocks
2	Theme and Motif	Lens Comparison	5-7 blocks
3	Discussion and Collaboration	Writing & Writers Workshops	on -going throughout the unit

Topic 1: Introduction to analysis and criticism

Engaging Experience 1

Title: Small Group Presentations on Critical Lenses

Suggested Length of Time: 5-7 blocks

Priority Standards Addressed

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: Students will be taught the different critical lenses and perspectives. They will then be broken up into groups. Research their specific assigned lenses. They will then read and apply it to an anchor text. Finally, the group will present their analysis.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: CRAAP Test

Suggested Length of Time: 3-5 blocks

Priority Standards Addressed

- 11-12.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.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Detailed Description/Instructions: Day 1: students collect 7-10 sources related to their topic and cite them in MLA format. Day 2: Students collaborate in small groups to examine two teacher selected sources to apply the CRAAP evaluation tool (found online.) Day 3: Independently apply the CRAAP evaluation tool to their own sources.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Theme and Motif

Engaging Experience 1

Title: Lens Comparison

Suggested Length of Time: 5-7 blocks

Priority Standards Addressed

- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Detailed Description/Instructions: Using two anchor texts synthesize the information to determine how both texts can be read and analyzed through the same lens.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 3: Discussion and Collaboration

Engaging Experience 1

Title: Writing & Writer's Workshop

Suggested Length of Time: on-going throughout the unit

Priority Standards Addressed

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards Addressed:

- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: Students will spend time conferencing with their teacher and their peers through the writing process. They will use feedback and revisions to rewrite and fine tune their final products prior to turning them in.

Bloom's Levels: Apply

Webb's DOK: 2

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 – Formal Academic Essay: Utilizing the writing process, students produce a critical lens analysis, an argumentative essay, or research paper in which students can:

- Conduct research to answer a question
- Gather multiple relevant, credible sources, print and digital, using advanced searches effectively
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience
- Narrow or broaden the inquiry when appropriate
- Draw conclusions, infer and analyze by citing relevant and thorough textual evidence
- Integrate information using a standard citation system
- Draw inferences and insights, including where matters may be uncertain
- Synthesize information from two or more texts
- Articulate the complexity of a theme or issue
- 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.

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analysis
The student will make inferences based on an analysis of what the text says explicitly.	3
	Analysis
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	2
	Apply
The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Analysis

Priority Standard: 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analysis

The student will make inferences based on an analysis of what the text says explicitly.	3
	Analysis
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	2
	Apply
The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Analysis

Priority Standard: 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will synthesize information from two or more texts about similar ideas/topics.	3
	Analysis
The student will articulate the complexity of the issue to synthesize ideas from multiple texts.	3
	Analysis

Priority Standard: 11-12.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.	3
	Analysis
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

Priority Standard: 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
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
	Apply
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Evaluate

The student will integrate information into the text selectively to maintain the flow of ideas.	3
	Analyze
The student will avoid plagiarism and overreliance on any one source.	2
	Apply
The student will follow a standard format for citation.	1
	Understand

Priority Standard: 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
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.	3
	Analysis
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	3
	Analysis
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analysis

Unit 5: Universal Themes & Concepts

Subject: ELA 4

Grade: 12

Name of Unit: Universal Themes & Concepts

Length of Unit: 10-15 Blocks

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

Priority Standards for unit:

- 11-12 RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards for unit:

- 11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

<u>Essential Questions:</u> 1. How do texts inform universal themes, universal characters, and universal characters, and an author's point-of-view? Why are archetypes central to understanding motifs in literature?	<u>Unit Vocabulary:</u> • Archetype • Archetypal/Universal Themes • Plot • Character • Setting
<u>Enduring Understanding/Big Ideas:</u> 1. Archetypes are repeated patterns that recur in the literature of every age; therefore, it is central that students become aware of how they are used across literary genres and other art forms.	
<u>Final Product: Multimedia Synthesis Project</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

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	Archetypes and hero's journey	Read short story or other anchor text	5-7 blocks
2	Themes, Settings, Characters, Point-of-View	Short story or anchor text	5-7 blocks

Topic 1: Archetypes and hero's journey

Engaging Experience 1:

Title: Read short story or other anchor text

Suggested Length of Time: 5-7 blocks

Priority Standards Addressed

- 11-12 RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards Addressed

- 11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

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

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Themes, Settings, Characters, Point-of-View

Engaging Experience 1

Title: short story or anchor text

Suggested Length of Time: 5-7 blocks

Priority Standards Addressed

- 11-12 RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards Addressed

- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

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

Bloom's Levels: Evaluate

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

As a culminating activity students will synthesize their experiences throughout the semester, select a medium and create an original text or presentation in which students will be able to:

- Exhibit knowledge of universal or archetypal themes, characters, or settings
- Exhibit understanding, evaluate, and apply how an author chooses to develop and relate elements of a text to impact readers or an audience.

Unwrapped Priority Standards:

Priority Standard: 11-12 RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate the development of the plot of a text.	3
	Evaluate
The student will evaluate the development of the characters of a text.	3
	Evaluate
The student will evaluate the development of the setting of a text.	3
	Evaluate
The student will evaluate the development of the theme(s) of a text.	3
	Evaluate
The student will evaluate how the development of the plot, characters, setting, and theme of a text are related.	3
	Evaluate

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.