



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School English Language Arts 1 Curriculum

Course Description: As the initial course in the English Language Arts curriculum, this course promotes rigorous study for college, life, and career readiness. English Language Arts 1 develops and deepens students' skills in reading, writing, speaking, listening, and critical thinking across the high school curriculum. Skills and concepts taught in this course are foundational in developing students' ability to use language purposefully as they comprehend, construct, and convey meaning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
12-15 Blocks (2-3 Weeks)	Themes	Topic 1: Introduction to Theme Topic 2: Themes Across Genres Topic 3: Writing
15-20 Blocks (3-4 Weeks)	Analyzing Fiction and Literature	Topic 1: Literary Fundamentals Topic 2: Literature in All Forms Topic 3: Author's Craft Topic 4: Writing about Literature
15-20 Blocks (3-4 Weeks)	Analyze Informational Text	Topic 1: What is Nonfiction? Topic 2: Digital Literacy Topic 3: Research
15-20 Blocks (3-4 Weeks)	Culture in Literature	Topic 1: Exploring Culture in Context Topic 2: Culture's Impact on Authors Topic 3: Culture in Literature
12-15 Blocks (2-3 Weeks)	Multi Genre	Topic 1: Theme Identification Topic 2: Craft and Genre Review Topic 3: Synthesis of Texts and 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
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: Themes

Subject: ELA 1

Grade: 9

Name of Unit: Themes

Length of Unit: 12-15 Blocks (2-3 weeks)

Overview of Unit: This unit will require students to use appropriate texts to determine two or more themes in a particular text, relate themes to life experiences, and cite relevant textual evidence to support analysis of the themes drawn from the designated texts.

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.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.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone
- 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

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.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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

<u>Essential Questions:</u> 1. What are the elements of a strong theme statement? 2. How do I determine the theme of a text? 3. Why is it important to understand themes in literature?	<u>Unit Vocabulary:</u> ● Direct Characterization ● Indirect Characterization ● Figurative Language ● Mood ● Tone ● Symbolism ● Theme ● MLA Format ● In-text Citation ● Cliche ● Plot ● Character ● Conflict ● Setting
<u>Enduring Understanding/Big Ideas:</u> 1. Themes allow readers to relate a piece of literature to the world and expand one's understanding of the text.	
<u>Final Product: Theme Essay</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	<u>Composing a Theme Statement</u>	Students will use graphic organizers to formulate and analyze theme statements from texts. They will create a theme statement for each short story they read.	Ongoing, throughout unit
2	<u>Annotation of Short Writing Piece</u>	Students will demonstrate their thinking through the marking of various literary components in texts.	Ongoing, throughout unit
3	<u>Figurative and Descriptive Language</u>	Using a mentor text and excerpts from the short stories, students will use their Writer's Notebooks to create writings that employ various literary devices.	Ongoing, throughout unit

Topic 1: Introduction to Theme

Engaging Experience 1

Title: Composing a Theme Statement

Suggested Length of Time: Ongoing throughout unit

Priority Standards Addressed

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

Supporting Standards Addressed

- 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.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.

Detailed Description/Instructions: Creating a theme statement about a literary work is an important skill that allows you to understand the underlying message or meaning of a text. A theme statement is a sentence that summarizes the main idea or theme of a literary work. It's like a thesis statement in an essay, but instead of focusing on the main argument or point of the essay, it focuses on the main idea or message of the literary work.

When creating a theme statement, keep in mind that the theme of a literary work can be subjective and open to interpretation. It is important to always refer back to the text and use evidence from the story to support your theme statement.

A theme statement is **not** the same as a summary of the story. It is **the message that the author wants to communicate** through this particular work; it is the underlying meaning to the story.

When creating a theme statement, you must consider what topics are addressed in the work.

Sample Graphic Organizer:

1.	Title of Short Story 	
2.	Topics in the Story (Write at least 3):	
3.	Highlight one of the topics above and write a sentence about the author's view on that topic.	
4.	Quotes in Story (use MLA conventions) which support #3:	

Write your final theme statement (topic + author's view) in the box below:

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Themes Across Genres

Engaging Experience 1

Title: Annotation of Short Writing Piece

Suggested Length of Time: Ongoing throughout unit

Priority Standards Addressed

- 9-10.RL.2.B Analyze how point of view is reflected in the characters, setting, and plot.
- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Supporting Standards Addressed

- 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.

Detailed Description/Instructions: Students will show their thought process through the identification of various literary components such as, but not limited to: plot elements, figurative language, and character development. Teachers will ask students to peer edit and informally assess another student's proficiency/understanding by reading their annotations.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Writing

Engaging Experience 1

Title: Figurative and Descriptive Language

Suggested Length of Time: Ongoing throughout unit

Priority Standards Addressed

- 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.B Analyze how points of view are reflected in the characters, setting, and plot.
- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

Supporting Standards Addressed

- 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.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.

Detailed Description/Instructions: Students will use Writer's Notebooks to initiate, draft, revise, and develop various writings that employ literary devices after being exposed to mentor texts and excerpts from the short stories.

The pedagogy of the Writer's Notebook is based upon the idea that a writer's notebook comes from the lives of professional writers who often keep notepads close at hand to record ideas, words, thoughts... as they come to mind. It is an essential tool for the writer. ELA 1 is designed to create an immersive experience with the Writer's Notebook wherein students write daily. Some ideas for the Writer's Notebooks include but are not limited to writing about the following: Topics which intrigue, surprise, interest or anger you; personal experience and what you notice around you; seed ideas for writing such as bits of overheard conversations, lists, and memories, quotes from film, article, and music, and, last but not least, mentor texts.

Mentor texts are written pieces that serve as an example of good writing for student writers. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing. The goal is to provide students a model they could emulate in crafting their own piece. Essays, passages, articles, chapters, or full books could all serve as mentor texts. So too could a letter, email, film script, or comic strip, depending on the context under which the mentor text is being used.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The culminating piece for "Unit 1: Theme" will be a theme paper. Students will go through the writing process in order to create a final product that is a well thought-out essay. The essay will include an introduction with a thesis statement, a body, and a conclusion. The body of the essay will include textual evidence in support of their thesis statement that defends their determined theme.

Priority Standard: 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 draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	4
	Evaluating
The student will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
The student will cite relevant and thorough textual evidence to support inferences drawn about the theme of the text.	3
	Analyzing

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine two or more themes in a text.	3
	Analyzing
The student will analyze the development of themes throughout a text.	3
	Analyzing

The student will relate the themes in a text to life experiences.	4
	Evaluating
The student will provide an objective and concise summary of a text.	2
	Applying

Priority Standard: 9-10.RL.2.B Analyze how points of view is reflected in the characters, setting, and plot.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze how point of view is reflected in characters in a text.	3
	Analyzing
The student will analyze how the points of view of a text influences the understanding of setting.	3
	Analyzing
The student will analyze how the points of view of a text influences the understanding of plot.	3
	Analyzing

Priority Standard: 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
	Analyzing
The student will analyze the cumulative impact of specific word choices on tone in a text.	3
	Analyzing
The student will analyze the cumulative impact of syntax on meaning and tone in a text.	3
	Analyzing

Priority Standard: 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
	Analyzing
The student will analyze how the development of complex characters over the course of a text advances the plot.	3
	Analyzing
The student will analyze how the development of complex characters over the course of a text develops the theme.	3
	Analyzing

Unit 2: Analyzing Fiction and Literature

Subject: ELA 1

Grade: 9

Name of Unit: Analyzing Fiction and Literature

Length of Unit: 15-20 Blocks (3-4 weeks)

Overview of Unit: This unit will require students to explore how complex characters develop over the course of a text to advance plot and develop theme, analyze how points of view influence characters, setting, and plot, and determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Priority Standards for unit:

- 9-10.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.
- 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.
- 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.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.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.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 contributes to meaning.
- 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation
- 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.

- 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 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.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.
- 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.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- 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.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

<u>Essential Questions:</u> 1. Why do authors use literary devices in fiction and literature? 2. How do the structure and syntax of a piece of literature affect the reader's understanding of the piece? 3. What strategies can readers use to deepen their understanding of a piece of fiction?	<u>Unit Vocabulary:</u> ● Foreshadowing ● Flashback ● Irony ● Monologue ● Soliloquy ● Aside ● Memoir ● Point of View ● Imagery ● Structure ● Syntax
<u>Enduring Understanding/Big Ideas:</u> 1. Authors include literary devices in their writing to affect the reader (including, for example, to intensify drama and suspense, express creativity, enhance voice, and develop theme). 2. Structure and syntax set the pace of reading and allow readers to determine the author's tone. 3. Readers can understand complex texts by analyzing a wide variety of texts and connecting those texts to themselves, society, and the world at large.	
<u>Final Product:</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

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Core Text Analysis	Students will learn to independently read and comprehend the core text using reading, listening, inquiry, and response strategies.	Intermittently throughout the unit.
2	Dialectic Discussion	Whether Philosophical Chairs, Socratic Seminar, or a class debate, students will analyze and discuss the themes and occurrences of the core text in accordance with secondary texts and/or current/historical events.	Intermittently throughout the unit.
3	Identifying Craft Moves	Employing the use of mentor texts and the literature being read, students will attend to style, tone, and word choice made by a writer. Not only will they write to emulate structure and craft, but they will also explain the purpose and reasoning of these choices.	Intermittently throughout the unit.
4	Analysis Writing	Students will create/write a final project which demonstrates a deeper understanding of the text analyzing, explaining, and deconstructing their understanding of the text using text evidence to support their thinking.	Intermittently throughout the unit.

Topic 1: Literary Fundamentals

Engaging Experience 1

Title: Core Text Analysis

Suggested Length of Time: Intermittently throughout the unit

Priority Standards Addressed

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

- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.

Detailed Description/Instructions: Students will learn to independently read and comprehend the core text using reading strategies, inquiry-based assignments, active listening, reading fluency, thought logs, and/or annotating.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Literature in ALL Forms

Engaging Experience 1

Title: Dialectic Discussion

Suggested Length of Time: Intermittently throughout unit

Priority Standards Addressed

- 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.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- 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.
- 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 Standards Addressed

- 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.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

Detailed Description/Instructions: According to Jill Fletcher, Philosophical Chairs is a way to get students speaking and listening to one another. It's set up like a debate—and one explicit objective is for students to be open to changing their minds.

The other objectives—which can be tied to standards—are for students to practice respectful dialogue, provide evidence for claims using prior knowledge, organize their thinking and logical reasoning, and avoid disputable statements. The exercise also provides a venue to challenge students' assumptions.

GETTING SET UP

The basic outline of Philosophical Chairs is this:

The teacher or a student presents a statement for the class to consider;
All students spend three minutes writing their ideas about the statement;
They decide which position they'll take on the statement (yes, no, undecided);
They discuss their ideas and positions for about 10 to 15 minutes; and
They write a reflection that includes the comment that most challenged their thinking; whether they changed their mind or not; and how open-minded they were at the start of the conversation.

Fletcher, Jill. "A Framework for Whole-Class Discussions." *Edutopia*, George Lucas

Educational Foundation, 7 May 2019, www.edutopia.org/article/framework-whole-class-discussions/. Accessed 8 Feb. 2023.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 3: Author's Craft

Engaging Experience 1

Title: Identifying Craft Moves

Suggested Length of Time: Intermittently throughout unit

Priority Standards Addressed

- 9-10.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 demonstrate an awareness of audience, by making choices regarding organization and content.
- 9-10.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 contributes to meaning.
- 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

Supporting Standards Addressed

- 9-10.RL.3.B Explain how and why an author alludes to or transforms source material within his or her text.
- 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: Once again, employing the use of mentor texts and the literature being read, students will attend to style, tone, and word choice made by a writer. They will write to emulate structural and word choices and be able to explain these choices.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Writing about Literature

Engaging Experience 1

Title: Analysis Writing

Suggested Length of Time: Intermittently throughout unit

Priority Standards Addressed

- 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.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.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 contributes to meaning
- 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

Supporting Standards Addressed

- 9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Detailed Description/Instructions: The assignment is for the student to write either a character analysis, literary analysis, or psychological analysis about a play/drama.

- **Character Analysis:** Select a character who has some depth, and whom you would have enough information to comprise a four-paragraph essay. Once you have chosen a character to analyze, choose 2 adjectives that describe the character. These adjectives, or character traits, will be the basis of your four-paragraph essay.
- **Literary Analysis:** Write an essay in which you attempt to prove whether Romeo and Juliet are in love or in lust. We discussed the theme and nature of love in Romeo and Juliet. When is it true? When is it merely infatuation? Does love at first sight really exist? Use the text and what you remember about the class discussions to write your analysis.

- Psychological Analysis: Write an essay discussing the suicidal warning signs of the protagonists, Romeo and Juliet, and the effectiveness of the supporting characters in responding to them. Use both the text Romeo and Juliet and the article you annotated in class to write your analysis.

Student Expectations:

- The essay should be at least four paragraphs.
- The essay should have an introduction, two body paragraphs, and a conclusion.
- The introductory paragraph must include a thesis statement that indicates two clear points regarding your topic.
- The student must use two-three quotations from the text in the body paragraphs to support their ideas.
- The quotations must be correctly documented according to MLA format.
- The essay must include MLA format: 12font/Double-spaced/heading/title/pagination/parenthetical citations/Work Cited page

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Written Product and/or Presentation: Students will produce an original written piece surrounding the core text used in this unit using MLA format. The student may also discuss each of the concepts covered in their written product in a formal presentation or Socratic Seminar.

Priority Standard: 9-10.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 and connotative, as they are used in the text.	2
	Applying
The student will use context clues to determine the meaning of words and phrases as they are used in the text.	2
	Applying
The student will use affixes to determine the meaning of words and phrases as they are used in the text.	2
	Applying
The student will use reference materials to determine the meaning of words and phrases as they are used in the text.	2
	Applying
The student will determine the meaning of words and phrases, including figurative meanings, as they are used	2
	Applying

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level

The student will determine two or more themes in a text.	3
	Analyzing
The student will analyze the development of themes throughout a text.	3
	Analyzing
The student will relate the themes in a text to life experiences.	4
	Evaluating
The student will provide an objective and concise summary of a text.	2
	Applying

Priority Standard: 9-10.RL.2.B Analyze how points of view is reflected in the characters, setting, and plot.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze how point of view is reflected in characters in a text.	3
	Analyzing
The student will analyze how the points of view of a text influences the understanding of setting.	3
	Analyzing
The student will analyze how the points of view of a text influences the understanding of plot.	3
	Analyzing

Priority Standard: 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
	Analyzing
The student will analyze how the development of complex characters over the course of a text advances the plot.	3
	Analyzing
The student will analyze how the development of complex characters over the course of a text develops the theme.	3
	Analyzing

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focused on development, organization, style, and voice to produce clear and coherent writing.	4
	Creating
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	4
	Creating

The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	4
	Creating

Priority Standard: 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 consideration for the task, purpose, and audience.	3
	Analyzing
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.	3
	Analyzing
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization and content.	3
	Analyzing

Priority Standard: 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.	3
	Analyzing
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyzing
The student will make syntactical choices to reflect an understanding of how language structure contributes to meaning in a piece of writing.	3
	Analyzing

Priority Standard: 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	
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.	1
	Understanding
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	1
	Understanding

Priority Standard: 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.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will delineate a speaker’s argument and claims.	3
	Analyzing
The student will evaluate the speaker’s point of view, reasoning, and evidence.	3
	Analyzing
The student will pose and respond to questions that relate the current discussion to broader themes or larger ideas.	3
	Analyzing
The student will pose and respond to questions that actively incorporate others into the discussion.	3
	Analyzing
The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions.	3
	Analyzing

Priority Standard: 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.

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.	3
	Analyzing
The student will summarize points of agreement and disagreement during collaboration.	3
	Analyzing
The student will resolve contradictions during collaboration when possible.	3
	Analyzing
The student will determine what additional information or research is needed during collaboration.	3
	Analyzing

Unit 3: Analyze Informational Text

Subject: ELA 1

Grade: 9

Name of Unit: Analyze Informational Text

Length of Unit: 15-20 Blocks (3-4 weeks)

Overview of Unit: This unit will identify and define different types of informational texts. Students will compare and contrast different types of literary techniques and how they are used differently in nonfiction writing.

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.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.
- 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.B Analyze how an author uses rhetoric to advance point of view or purpose.
- 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.
- 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.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.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
- 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

- 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

Supporting Standards for unit:

- 9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 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.D Read and comprehend informational text independently and proficiently.
- 9-10.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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

<u>Essential Questions:</u> 1. How can readers increase their understanding of informational texts? 2. How can readers determine an author's claim or central idea in an informational text? 3. Why is it important for readers to determine the credibility of a source?	<u>Unit Vocabulary:</u> ● Annotate ● Claim ● Counterclaim ● Digital Citizenship ● Infographic ● Journalistic Questions ● Reliable & Credible Information ● Informational Text Features
<u>Enduring Understanding/Big Ideas:</u> 1. Readers can understand informational texts by analyzing a wide variety of texts and connecting those texts to themselves, society, and the world at large. 2. Readers can identify the claim or central idea of an informational text by examining the structure and other elements of informational writing. 3. Readers can avoid plagiarism through the use of proper summarizing, paraphrasing, and quoting of texts. 4. Readers must use credible sources to validate research and to demonstrate responsible digital citizenship.	
<u>Final Product:</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

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Exploring Current Events	In groups of 3-4, students will focus on a single topic and a medium in which to explore the topic (blog post, podcast, news video, news article, etc.). As a group, students will research and discuss their findings in order to write a short reflection on what they learned. Groups will rotate their current events throughout the classroom and repeat the process of discussion and writing.	2-4 Blocks
1	Critical Reading of Informational Texts	Teachers will assign students a printed news story to read and annotate via AVID strategies for interacting with a text. Students will then chart the text. Students will be able to identify the author's purpose and determine the theme using annotation.	2-4 Blocks
2	Credible Sources	Students will participate in discussion regarding research and informational sources. After being presented with multiple pieces of informational text on the same topic, students will discuss which one(s) they identify as more credible.	1-2 Blocks
2	Digital Literacy	Students will explore the importance of digital literacy and citizenship by examining how everything they create is a reflection on themselves.	1-2 Blocks
3	Establishing Claims	Using a documentary film as an example of an informational text, students will explore how to determine author's purpose.	2-4 Blocks

Topic 1: What is Nonfiction?

Engaging Experience 1

Title: Exploring Current Events

Suggested Length of Time: 2-4 Blocks

Priority Standards Addressed

- 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.B Analyze how an author uses rhetoric to advance point of view or purpose.
- 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.

Supporting Standards Addressed

- 9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 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.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: [Newsela, CNN Student News] The teacher will put students into groups of 3-4. Students will draw a topic (global news, domestic news, science and technology, sports, entertainment) and a medium in which to explore the topic (blog post, podcast, news video, news article, etc.). As a group, students will read/watch/listen then discuss their chosen piece and write a short reflection on what they learned. Groups will rotate their current events throughout the classroom and repeat the process of discussion and writing.

Bloom's Levels: Analyze

Webb's DOK: 1

Engaging Experience 2

Title: Critical Reading of Informational Texts

Suggested Length of Time: 2-4 Blocks

Priority Standards Addressed

- 9-10.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.
- 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.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Supporting Standards Addressed

- 9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 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.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Teachers will assign students a printed news story to read and annotate via AVID strategies of marking the text. This includes numbering the paragraphs, circling key words and phrases, and underlining main ideas/central claims. Students will then chart the text. (What the author says and how they say it). Students will be able to identify the author's purpose and determine the theme using annotation.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 2: Digital Literacy

Engaging Experience 1

Title: Credible Sources

Suggested Length of Time: 1-2 Blocks

Priority Standards Addressed

- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Supporting Standards Addressed

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Teachers will lead students on a discussion regarding research and informational sources as a means to find reliable and credible information. Teachers will present two pieces of informational text on the same topic and then ask students to determine which one they identify as more credible. Possible questions to consider are:

- Who is the author of each piece? Are they affiliated with an organization that could lead to information that is one sided or inaccurate?
- What is the source of the information? Book? Website? Magazine? Newspaper? Blog? Social Media?
- Is one type of source always more credible than the other?

This conversation can be done via Socratic Seminar or with a written response.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Digital Literacy

Suggested Length of Time: 1-2 Blocks

Priority Standards Addressed

- 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.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 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
- 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

- 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

Supporting Standards Addressed

- 9-10.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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Detailed Description/Instructions: Teachers introduce the concept of digital literacy and citizenship by having students explore the idea that everything they create is a reflection on them. Today, this translates to the online universe. Therefore, it is essential to be responsible digital citizens by not only considering WHAT we post but HOW it appears to the digital world. Teachers and students will then brainstorm a list of ideas and concepts that influence how others might look at information an individual may publish online. List of possibilities include:

- Spelling, grammar, and punctuation
- Appropriate language
- Credible information
- Visual presentation
- Knowledge of topic

Teachers will discuss that the blogs they create for their informational topic will be seen by others. Therefore, they should consider how their posts may be perceived by others.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Research

Engaging Experience 1

Title: Establishing Claims

Suggested Length of Time: 2-4 Blocks

Priority Standards Addressed

- 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.B Analyze how an author uses rhetoric to advance a point of view or

purpose.

- 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- 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.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 demonstrate an awareness of audience by making choices regarding organization and content.
- 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 Addressed

- 9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 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.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions:

- **Day 1:** Teachers will use the documentary film from the engaging experience 1 to explore the author's claims. Teachers will ask the class: What do you think the director of the piece wants us to take away from the film? Write a 1-2 sentence answer to that question. Teachers can then hold a discussion on this claim by asking students to share their thoughts on the film and what they perceived to be the message of the film. Teachers will then ask students to discuss how the author established those claims. Teachers can assess students on this concept via class discussion, blog, short essay, etc.
- **Day 2:** Now that students have watched a documentary as a piece of informational text, students will then explore these same tactics and strategies in a written informational piece (if possible, on the same topic as the documentary). Students will read the piece independently and then discuss what the claim of the piece is and how the author established this claim through text structure, figurative language, tone, additional data and research, etc.

Bloom's Levels: Evaluate

Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

At the end of the unit, students will finalize their ongoing activity. This may take the form of an argumentative writing or speech, infographic, multimedia presentation, and/or non-fiction text analysis.

Priority Standard: 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.

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
	Analyzing
The student will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing

Priority Standard: 9-10.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 and phrases, including denotative, connotative, and figurative meanings, as they are used in a text.	2
	Applying

The student will determine the meaning of words and phrases, including content specific meanings, as they are used in a text.	2
	Applying
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	2
	Applying
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	2
	Applying
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	2
	Applying

Priority Standard: 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will explain two or more central/main ideas in a text.	1
	Understanding
The student will analyze the development of central/main ideas throughout a text.	2
	Applying
The student will explain the significance of the central ideas in a text.	3
	Analyzing

The student will provide an objective and concise summary of a text.	1
	Remembering

Priority Standard: 9-10.RI.2.B Analyze how an author uses rhetoric to advance a point of view or purpose.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze how an author uses rhetoric to advance point of view in a text.	3
	Analyzing
The student will analyze how an author uses rhetoric to advance purpose in a text.	3
	Analyzing

Priority Standard: 9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning.	
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
	Analyzing

The student will analyze the cumulative impact of syntax on meaning in a text.	3
	Analyzing
The student will analyze the cumulative impact of specific word choices on tone in a text.	3
	Analyzing
The student will analyze the cumulative impact of syntax on tone in a text.	3
	Analyzing

Priority Standard: 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate an author's argument in a text.	3
	Analyzing
The student will assess whether an author's reasoning is valid in a text.	3
	Analyzing
The student will assess whether an author's evidence is relevant in a text.	3
	Analyzing
The student will assess whether an author's evidence is sufficient in a text.	3
	Analyzing

Priority Standard: 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how effectively two or more texts develop similar ideas/topics.	3
	Evaluating
The student will synthesize ideas from multiple texts.	3
	Evaluating

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focused on development, organization, style, and voice to produce clear and coherent writing.	4
	Creating
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	4
	Creating
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	4
	Creating

Priority Standard: 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 consideration for the task, purpose, and audience.	3
	Analyzing
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.	3
	Analyzing
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization and content.	3
	Analyzing

Priority Standard: 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.	3
	Analyzing
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyzing

The student will make syntactical choices to reflect an understanding of how language structure contributes to meaning in a piece of writing.	3
	Analyzing

Priority Standard: 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	
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.	1
	Understanding
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	1
	Understanding

Priority Standard: 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
	Applying
The student will use a variety of appropriate transitions to clarify relationships and connect ideas or claims within a piece of writing.	2
	Applying

The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Applying

Unit 4: Culture in Literature

Subject: ELA 1

Grade: 9

Name of Unit: Culture in Literature

Length of Unit: 15-20 Blocks (3-4 weeks)

Overview of Unit: In this unit, students will gather useful background information about their readings to prepare, consider, and explore social issues addressed in the story, social significance of the work, cultural relevance, and literary merit.

Priority Standards for unit:

- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 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.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.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
- 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.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.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.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- 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.

<u>Essential Questions:</u> 1. How is culture defined? 2. How do the social issues, cultural background, and life events an author has experienced affect their art? 3. How might a reader connect to literature centering cultures different from their own? 4. Why do readers need to connect to literature from cultures different than their own?	<u>Unit Vocabulary:</u> ● Culture ● Ethnicity ● Race ● Gender ● Gender Roles ● Nationality ● Perspective ● Social Class ● Socioeconomic Status ● Social Context
<u>Enduring Understanding/Big Ideas:</u> 1. Culture can include ethnicity, race, nationality, socioeconomic status, sexual orientation, gender, and/or religion. 2. Readers can connect to literature of different cultures by understanding the context in which literature is set, reading about current events, and exploring different mediums, such as music, film, television, radio, art, and food.	
<u>Final Product:</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	<u>Core Text Analysis</u>	Students will learn to independently read and appreciate a novel with a broad worldview discussing different customs, culture, religions and/or family structures.	Intermittently throughout the unit.
2	<u>Researching the Social and Cultural Context in Which a Piece is Situated</u>	Students will gather useful background information about a novel to prepare themselves for thinking about issues addressed in the reading, social significance, cultural relevance, and literary merit.	2 Blocks
3	<u>Oral Presentation (Storytelling/Speech)</u>	Students will select a topic/myth to present to the class. This assignment will include research, a visual aid and a time requirement.	Intermittently throughout the unit.

Topic 1: Exploring a Culture in Context

Engaging Experience 1

Title: Core Text Analysis

Suggested Length of Time: Intermittently throughout the unit.

Priority Standards Addressed

- 9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 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.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Supporting Standards Addressed

- 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: Students will learn to independently read and gain knowledge from a novel with a broad worldview discussing different customs, culture, religion and/or family structure through the practice of active listening, reading strategies/enrichment, and inquiry-based assignments. Daily activities such as a thought log, annotating, and/or group work will reinforce.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Culture's Impact on Authors

Engaging Experience 1

Title: Researching the Social and Cultural Context in which a Piece is Situated

Suggested Length of Time: 2 Blocks

Priority Standards Addressed

- 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.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
- 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 Addressed

- 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.

Detailed Description/Instructions: Preread preparedness: You are to find 5 different online sources about your book. (See suggestions below.) You are going to gather useful background information about the novel to prepare you for thinking about issues addressed in the story, social significance, cultural relevance, and literary merit. Please fill in as much detail as possible.

- Spark Notes
- NYT Book Reviews
- Kirkus Reviews
- The Guardian
- NPR
- Info on the Author (Author's website)

One of the pieces of evidence must address the CONTEXT of the novel.

Online Source	Information I Found:	My Processing & Thinking: How might what I found have relevance/impact the story and characters?

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Culture in Literature

Engaging Experience 1

Title: Oral Presentation (Storytelling/Speech)

Suggested Length of Time: Intermittently throughout the unit.

Priority Standards Addressed

- 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.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
Supporting:
- 9-10.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- 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.

Detailed Description/Instructions: Students will select a story (myth, legend, fable, fairytale, folktale, parable) from any culture to present to the class. This assignment will include research, analysis, a visual aid and a time requirement:

Storytelling Project

- Students will explore how the various genres of storytelling were developed to pass down information, entertainment, and culture from one generation to the next.
- Students will experience stories from a range of cultures and recognize both the commonalities and distinctions in styles and **motifs/archetypes** of storytelling.
- Students will need to describe the basic plot of a myth. It will need to be 4-10 minutes in length.
- Students will need to identify contemporary **allusions**/relevancy of your story.
- Students will need to identify the **moral**/life lesson of your story, and why it was important.
- Students will write at least 1 source card and several notecards notating researched information.

- Students will create a visual aid – such as a Google Slide, PowerPoint, or Prezi – to complement your story.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Throughout the unit, students will have read excerpts of literature by a variety of authors throughout the world or a novel with a broad worldview. Then students will create a multi-modal final project or speech which addresses what they learned about cultural influences on literature and the social milieu in which it is situated.

Priority Standard: 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
	Analyzing
The student will analyze the cumulative impact of specific word choices on tone in a text.	3
	Analyzing
The student will analyze the cumulative impact of syntax on meaning and tone in a text.	3
	Analyzing

Priority Standard: 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
	Analyzing
The student will analyze how the development of complex characters over the course of a text advances the plot.	3
	Analyzing

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

Priority Standard: 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.	3
	Analyzing
The student will narrow or broaden research inquiry when appropriate.	3
	Analyzing
The student will gather multiple relevant, credible print and digital sources.	3
	Analyzing
The student will integrate information using a standard citation system.	3
	Analyzing

Priority Standard: 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
	Applying
The student will use a variety of appropriate transitions to clarify relationships and connect ideas or claims within a piece of writing.	2
	Applying
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will delineate a speaker's argument and claims.	3
	Analyzing

The student will evaluate the speaker's point of view, reasoning, and evidence.	3
	Analyzing
The student will pose and respond to questions that relate the current discussion to broader themes or larger ideas.	3
	Analyzing
The student will pose and respond to questions that actively incorporate others into the discussion.	3
	Analyzing
The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions.	3
	Analyzing

Unit 5: Multi-Genre Unit

Subject: ELA 1

Grade: 9

Name of Unit: Multi-Genre Unit

Length of Unit: 12-15 Blocks (2-3 weeks)

Overview of Unit: This unit requires students to select and reflect on a theme by reviewing their collection of written assignments, studied texts, and learned concepts of the academic term. They will then synthesize these concepts via creative, personal work which reflects the students' cumulative learning.

Priority Standards for unit:

- 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.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
- 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 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.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 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.

<u>Essential Questions:</u> 1. How do different genres of literature connect and overlap through theme? 2. How does my culture and identity impact my understanding of literature, text, and drama? 3. How does my culture and identity impact my writing?	<u>Unit Vocabulary:</u> ● Cite ● Compare/Contrast ● Genre ● Textual Evidence ● Author's Craft ● Connotation ● Denotation ● Tone ● Topic ● Synthesis
<u>Enduring Understanding/Big Ideas:</u> 1. Different genres of literature may connect to one another through the sharing of a common theme. 2. All writing is situated in a cultural and social context which affects the composition and impact of a particular piece. 3. As a reader and writer, my personal culture impacts the lens through which I view the reading and writing of others.	
<u>Final Product:</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Song Lyric Analysis	Students will select a school appropriate, popular song to compare to their book choice selection. They may pick any aspect of the novel to which the song connects (character, plot, setting, etc.) They will use the text of both pieces to create a well-executed and explained analysis in which they synthesize common elements including but not limited to theme.	2-4 Blocks
2	Goodreads Book Review	A book review's purpose is to help people decide whether or not the book would interest them enough to read it. With this purpose in mind, students will write a review using their choice novel with the cultural context and relevance in mind. Students will address the theme they have previously identified and select a passage which illustrates their theme statement.	2 Blocks
3	Multimedia Text Set	Students will use and apply the work they have created surrounding an idea, theme, or topic. Teacher will provide a digital template for a Multimedia Text Set which can include but not be limited to book reviews, song lyric analysis, poetry, book lists, theme analysis, tabloid news story, etc.	5-10 Blocks

Topic 1: Theme Identification

Engaging Experience 1

Title: Song Lyric Analysis

Suggested Length of Time: 2-4 Blocks

Priority Standards Addressed

- 9-10.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 contributes to meaning.
Supporting:
- 9-10.RL.3.B Explain how and why an author alludes to or transforms source material within his or her text.
- 9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.
- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Detailed Description/Instructions: Students will select a school appropriate, popular song to compare to their book choice selection. They may pick any aspect of the novel to which the song connects (character, plot, setting, etc.) They will use the text of both pieces to create a well-executed and explained analysis in which they synthesize common elements including but not limited to theme.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Craft & Genre Review

Engaging Experience 1

Title: Goodreads Book Review

Suggested Length of Time: 2 Blocks

Priority Standards Addressed

- 9-10.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 contributes to meaning.

Detailed Description/Instructions: A book review's purpose is to help people decide whether or not the book would interest them enough to read it. With this purpose in mind, students will write a review using their choice novel with the cultural context and relevance in mind. Students will address the theme they have previously identified and select a passage which illustrates their theme statement.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Synthesis of Texts and Writing

Engaging Experience 1

Title: Multimedia Text Set

Suggested Length of Time: 5-10 Blocks

Priority Standards Addressed

- 9-10.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 contributes to meaning.
- 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 Standards Addressed

- 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.

Detailed Description/Instructions: Students will use and apply the work they have created surrounding an idea, theme, or topic. Teacher will provide a digital template for a Multimedia Text Set which can include but not be limited to book reviews, song lyric analysis, poetry, book lists, theme analysis, tabloid news story, etc. **SAMPLE:**

Social Context	Top Ten	Song Lyric Analysis	THEME Statement	Goodreads Book Review
				
 START HERE	Title Author Book Cover image		Dear Book... 	Tabloid 

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The final deliverable in this course is a multi-genre project which requires students to select and reflect on a theme by reviewing their collection of written assignments, studied texts, and learned concepts of the academic term. They will show the synthesis of their learning with a creative, personal piece which reflects their cumulative learning. This may take the form of a multimedia text set, a chapbook, a portfolio, a digital composition, an essay or a speech.

Priority Standard: 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.	3
	Analyzing
The student will narrow or broaden research inquiry when appropriate.	3
	Analyzing
The student will gather multiple relevant, credible print and digital sources.	3
	Analyzing
The student will integrate information using a standard citation system.	3
	Analyzing

Priority Standard: 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.	3
	Analyzing
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyzing
The student will make syntactical choices to reflect an understanding of how language structure contributes to meaning in a piece of writing.	3
	Analyzing

Priority Standard: 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.	
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.	3
	Analyzing
The student will summarize points of agreement and disagreement during collaboration.	3
	Analyzing
The student will resolve contradictions during collaboration when possible.	3
	Analyzing

The student will determine what additional information or research is needed during collaboration.	3
	Analyzing

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.