



# MUSD ELA Curriculum - Year at a Glance

## ELA 9

Unit Name	AZ State Standards <a href="#">ELA 9-10</a>	Overview	Assessment Overview
<b>Unit 1: Preparing for the Road Ahead</b>	9-10.RL.1 9-10.RL.2 9-10.W.2 9-10.L.2 9-10.SL.1	This unit serves as a foundation for the reading, writing, and speaking expectations students will face in high school. Students will engage in the continuation of close reading strategies, practice with expectations for writing, and focus on our routines for talk and expectations for speaking and listening.	<ul style="list-style-type: none"> <li>• Write for feedback (analysis, argument)</li> <li>• Structured formal discussion</li> <li>• Annotation for central idea/theme</li> </ul>
<b>Unit 2: Making Meaning of Characters</b>	9-10.RL.3 9-10.RL.4 9-10.RL.5 9-10.W.2 9-10.W.3 9-10.SL.1 9-10.SL.4	Through close reading, students are invited to make connections to characters and how stories are developed in a way that creates shared experiences. Students will engage in analytical writing and discussion of texts.	<ul style="list-style-type: none"> <li>• Discussion of texts</li> <li>• Analysis of character (multiparagraph essay)</li> </ul>
<b>Unit 3: Examining unsolved mysteries</b>	9-10.RI.2 9-10.RI.3 9-10.RI.4 9-10.W.2 9-10.W.7 9-10.W.8 9-10.SL.4 9-10.L.3	Continuing to build on critical reading practices to make meaning, students will engage in the research process with a focus on an unsolved mystery. Students will gather, document, and synthesize information from reliable sources. They will adhere to the MLA style manual for layout and documentation.	<ul style="list-style-type: none"> <li>• Gather and organize information, document research, and plan writing</li> <li>• Write an informative essay with an argumentative conclusion</li> <li>• Participate in a panel discussion as a speaker and listener</li> </ul>
<b>Unit 4: Genre Study: Building Independence and</b>	9-10.RL.1 9-10.RL.2 9-10.RL.6 9-10.RL.7	This unit provides students the opportunity to develop their skills as independent readers through focused reading of texts from different genres. Students will engage in regular discussion to support independent and collaborative meaning-making and analysis of literature.	<ul style="list-style-type: none"> <li>• Develop a fictional narrative using the characteristics of one of the genres studied in class</li> </ul>

<b>Connections with Literature</b>	9-10.W.2 9-10.L.5 9-10.L.6		
<b>Unit 5: Perspectives on a theme</b>	9-10.RL.2 9-10.RL.6 9-10.RL.7 9-10.W.2 9-10.L.5 9-10.L.6 9-10.SL.4	In this unit, students will explore a theme throughout an extended single text and related interpretation(s). Students will continue to read critically, analyze multiple texts, and cite textual evidence to support their analysis of how a theme is developed within two variations of the work.	<ul style="list-style-type: none"> <li>• Comparative analysis of the portrayal of a single theme in multiple texts or interpretations</li> </ul>
<b>Unit 6: Inventing Arguments</b>	9-10.RI.5 9-10.RI.6 9-10.RI.8 9-10.W.1 9-10.W.7 9-10.W.8	Students engage in research practice, argument development, and formal speaking to an audience. The research focuses on generating questions, citing specific evidence that supports a claim, synthesizing information from multiple sources, and documenting research.	<ul style="list-style-type: none"> <li>• Create a researched and documented deconstructed argument</li> <li>• Share research findings and argument formally with peers</li> </ul>

## ELA 10

ELA 10			
Unit Name	AZ State Standards <a href="#">ELA 9-10</a>	Overview	Assessment Overview
<b>Unit 1: Foundational Knowledge</b>	9-10.RL.1 9-10.RL.2 9-10.RL.3 9-10.W.2 9-10.L.1 9-10.SL1	This unit is designed to establish a collaborative classroom culture, review content knowledge, and build a foundation for learning this year. Students will engage in close reading and analysis of texts, review structure for formal writing, and focus on developing commentary, generating questions, and responding to texts in writing and speaking.	<ul style="list-style-type: none"> <li>• Write an analysis of character and how it contributes to the development of theme</li> <li>• Participate in a structured Socratic Seminar</li> </ul>
<b>Unit 2: Introduction to Inquiry and research</b>	9-10.RI.1 9-10.RI.5 9-10.W.2 9-10.W.7 9-10.W.8 9-10.L.1.a,b	This unit serves to build on previous practice with research to support a thesis and present information. The emphasis is on developing skills for inquiry, evaluation of sources, and thoughtful composition for purpose, task, and audience.	<ul style="list-style-type: none"> <li>• Create an informational text for a specific audience using an appropriate medium</li> </ul>

<b>Unit 3: Cultural Narrative- What do stories reveal about people?</b>	9-10.RL.2 9-10.RL.4 9-10.RL.6 9-10. W.3 9-10.SL.1 9-10.SL.4	Students will engage in reading exemplar texts to inform their writing. They will read stories that relate to culture, background, and what makes us who we are. Students will continue to practice analytical skills, focusing on how narrative structure, figurative language, vivid imagery, and point of view work together to develop a powerful narrative.	<ul style="list-style-type: none"> <li>• Compose a cultural narrative</li> <li>• Present an exhibit in a cultural museum</li> </ul>
<b>Unit 4: Using Technology to Create Evaluations</b>	9-10.RI.1 9-10.RI.6 9-10.W.2 9-10.W.6 9-10.SL.1 9-10.SL.5	This unit is designed to provide an opportunity to write for an authentic audience by engaging in a media-based review. Students will analyze examples of professional and published writing in the form of reviews in order to produce and publish (in-district audience) their own professionally written critique or review.	<ul style="list-style-type: none"> <li>• Produce and publish (for peers in-district) a formal critique</li> </ul>
<b>Unit 5: Argument, Rhetoric, Communication</b>	9-10.RI.6 9-10.RI.8 9-10. SL.3 9-10.SL.4 9-10.SL.5 9-10.W.1 9-10.W.8	This unit provides an exploration of rhetoric and persuasion through the composition of a spoken argument. It builds upon students' skills such as creating strong claims, gathering credible evidence from varied sources, analyzing informational text, and utilizing the rhetorical triangle to develop a reasoned argument.	<ul style="list-style-type: none"> <li>• Organize information to create a logical line of reasoning</li> <li>• Deliver a formal argumentative speech</li> </ul>
<b>Unit 6: Making Connections between Literature &amp; Art</b>	9-10.RL.2 9-10.RL.3 9-10.RL.7 9-10.RL.9 9-10.SL.5 9-10.W.2 9-10.W.5 9-10.L.2	In this unit, students will examine literature as an art form and see that artists use a variety of mediums to convey similar messages. Students will identify and analyze the central idea presented in a novel or several short pieces. Students will use analytical skills to interpret meaning across a wide range of artistic mediums (novels, short stories, comic books, poetry, paintings, drawings, photography, music, film, ect) examining how similar themes are presented in different ways.	<ul style="list-style-type: none"> <li>• Compose an analytical discussion of how a theme is presented in different texts and media.</li> </ul>

## ELA 11

Unit Name	AZ State Standards <a href="#">ELA 11-12</a>	Overview	Assessment Overview
<b>Unit 1: Stories and Storytelling: Mirrors and</b>	11-12.RL.2 11-12.RL.4 11-12.RL.6 11-12.W.3	Students will identify and analyze how a storyteller situates the audience, employs narrative elements, and sequences events as they closely read various fictional texts. This close examination of texts as opportunities to create shared experiences will serve as a foundation for our reading, writing,	<ul style="list-style-type: none"> <li>• Create a fictional narrative to be shared with their classroom community</li> </ul>

<b>Windows</b>	11-12.L.5 11-12.SL.4	thinking, and speaking.	
<b>Unit 2: Writing Creates Common Understanding</b>	11-12.RI.5 11-12.RI.6 11-12.RI.8 11-12.RI.9 11-12.W.4 11-12.L.3 11-12.SL.4	Students will develop an understanding of rhetorical and stylistic choices made by authors and speakers to inform, inspire, and explore the human experience. This study will be related to the concept of public speaking and the development of public communication.	<ul style="list-style-type: none"> <li>Develop and deliver a speech with intentional use of rhetorical strategies and appeals</li> </ul>
<b>Unit 3: What makes American Culture?</b>	11-12.RI.1 11-12.RI.7 11-12.W.2 11-12.W.7 11-12.W.8	This unit explores American Culture by examining literary and informational texts about ideas, experiences, objects, etc. that are connected with what it means to be American, as well as different views of American culture.	<ul style="list-style-type: none"> <li>Write a research based essay</li> <li>Engage in formal and informal discussion</li> </ul>
<b>Unit 4: Exploration of arguments</b>	11-12.RI.2 11-12.RI.3 11-12.W.1 11-12.W.9	Students will engage in a study of constructing an argument in alignment with ACT style prompts and extend this practice into crafting a verbal argument through the preparation for and engagement in a structured debate. Students are building on research skills from the previous unit, and drawing on a range of evidence to develop logical arguments. Through the structured debate, students will work to plan an argument as well as prepare to respond to other views in real time.	<ul style="list-style-type: none"> <li>Compose an ACT aligned argument</li> <li>Engage in a prepared verbal debate</li> </ul>
<b>Unit 5: American Voices and Perspectives</b>	11-12.RI.2 11-12. RI.7 11-12.RL.9 11-12.W.2 11-12.SL.4	This multi-genre unit focuses on developing an understanding of the power of sharing experiences through writing, both fiction and nonfiction. Students will engage in close reading of texts in order to compare and contrast different experiences as they develop an understanding of shared American perspectives.	<ul style="list-style-type: none"> <li>Research synthesis essay</li> </ul>

## ELA 12

Unit Name	AZ State Standards <a href="#">ELA 11-12</a>	Overview	Assessment Overview
<b>Unit 1: Celebrating My Voice &amp; My</b>	11-12.RL.4 11-12.RL.5 11-12.RL.6	Students will engage in a study of writing that centers on how the audience influences the author's choices. Literature in focus will include literary nonfiction in the form of memoirs, personal essays, and fiction focusing on	<ul style="list-style-type: none"> <li>Write a personal statement for the CommonApp or other scholarship or</li> </ul>

<b>Experience</b>	11-12.W.3 11-12.W.5 11-12.L.2 11-12.L.5	individual growth and development. Students will work on aspects of composition related to developing the power of their story through their voice (word choice, tone, attention to detail).	post-high school experience
<b>Unit 2: Critiquing Interpretations</b>	11-12.RL.2 11-12.RL.7 11-12.W.2 11-12.L.1	This unit focuses on an examination of how texts are interpreted over time. Students will engage in an analysis of an original text in order to examine how parts of the story are connected to develop the overall meaning. Students will examine one or more interpretations and analyze how the characters, conflicts, and themes are developed differently and how that impacts the meaning of the work overall.	<ul style="list-style-type: none"> <li>Write a critique evaluating the effectiveness of a text's interpretation</li> </ul>
<b>Unit 3: Analyzing and Evaluating Rhetoric</b>	11-12.RI.4 11-12.RI.6 11-12.RI.8 11-12.W.2 11-12.W.8 11-12.SL.1	This unit focuses on students' analysis of rhetoric in various media and will involve consideration of the rhetorical triangle and engage students in an examination of rhetorical strategies used to develop effective appeals.	<ul style="list-style-type: none"> <li>Write a rhetorical analysis, analyzing the composition or the text, what choices make it effective, how the message was received in its original context and the lasting significance of the work</li> </ul>
<b>Unit 4: An Examination of Literary Lenses</b>	11-12.RL.3 11-12.RL.6 11-12.W.2 11-12.SL.1 11-12.L.3	Students will engage in a range of discussion, formal and informal, small and whole group, in order to examine literature through a variety of lenses. Students will gain an understanding of some schools of literary criticism, and engage in analysis of various texts in discussion and writing in order to make meaning.	<ul style="list-style-type: none"> <li>An analysis of a text using a student-chosen lens of literary criticism</li> </ul>
<b>Unit 5: Sharing Arguments</b>	11-12.RI.1 11-12.RI.6 11-12.RI.7 11-12.W.1 11-12.W.7 11-12.W.8 11-12.SL.4 11-12.SL.5	This unit provides students the opportunity to develop an understanding of the value of assessing multiple and varied sources of information in order to think critically about a problem and develop a compelling argument for a solution. Students will spend time focusing on analyzing the strengths of their sources and selecting the most relevant and aligned evidence for their claim. They will work to seamlessly synthesize varied source information and perspectives into their discussion, using proper MLA documentation.	<ul style="list-style-type: none"> <li>Create a nontraditional text (infographic, video presentation, etc.) using resources to propose a solution to a problem</li> </ul>
<b>Unit 6: What is the value of sharing our stories?</b>	11-12.RL.5 11-12.RL.6 11-12.SL.4 11-12.SL.5 11-12.W.3	This multi-genre unit provides an opportunity for students to reflect on their growth and accomplishments as students. Students will work to select key details from their experiences and bring them to life with descriptive details and thoughtful structure. They will also work to use their verbal and nonverbal communication, as well as technology, to enhance their message.	<ul style="list-style-type: none"> <li>Create and present a senior talk, a reflective narrative reflecting on their growth and experience</li> </ul>