

“Senior Literature Studies” Curriculum

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- Desired Results
 - Assessment Evidence
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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
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READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT			
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	x	x	x
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	x	x	x
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		x	x
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			x
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	x		x
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			x
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		x	x

Course Information

Senior Literature Studies

CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 weeks
GRADE LEVEL	DATE LAST REVIEWED
11-12	2023 Formerly named "Senior Literature Seminar"
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
English 9 and English 10	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

Senior Literature Studies offers students choice and flexibility in terms of texts, assessments, and order of units. In this course, students will explore three texts of interest by choosing one book from each of three genres: fiction, non-fiction, classic. While increasing reading stamina and perseverance, students will distinguish works of literary merit, recognize the value of independent reading, and analyze readings including recognition of literary elements. They will actively discuss readings with others and reflect on readings, applying personal meaning to them.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

ESSENTIAL QUESTIONS

Unit 1:

- How do I further my analysis skills to recognize universal patterns, allusions, and symbols in literature, thereby adding meaning to my reading?

Unit 2: Independent Read

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (*possibly opposing*) arguments.

- How does knowing the context of writers and texts affect my understanding of point of view, purpose, audience, and style?
- How do I utilize appropriate reading strategies to comprehend texts?
- How does analyzing literary elements and universal patterns add meaning to the text?
- How do I create a portfolio of artifacts that documents thoughtful reading, preparation for discussions, and my understanding of the text?

Unit 3: Book Club

- How does knowing the context of writers and texts affect my understanding of point of view, purpose, audience, and style?
- How do I utilize appropriate reading strategies to comprehend texts?
- How does analyzing literary elements and universal patterns add meaning to the text?
- How do I create a portfolio of artifacts that documents thoughtful reading, preparation for discussions, and my understanding of the text?
- How do I have an organic conversation about a text?
- How do my peers’ perspectives on a piece of literature reflect and/or help me shape my own?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: *How to Read Literature like a Professor* (ongoing throughout class)

In this ongoing unit, students will read and discuss chapters from Foster's text *How to Read Literature like a Professor* in order to expand and strengthen their academic reading strategies.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions		
<i>Students will keep considering...</i>		
<ul style="list-style-type: none"> How do I further my analysis skills to recognize universal patterns, allusions, and symbols in literature, thereby adding meaning to my reading? 		
Unit Priority Standards and Learning Targets		Assessment Evidence
<i>Students will know and be able to...</i>		<i>Performance is evaluated in terms of... Students will show their learning by...</i>
READING		Success Criteria Rubrics
R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) I can develop questions for deeper understanding and further exploration of a text. (RI&RL) I can determine the meaning of words and phrases, including figurative and connotative meanings. 	<ul style="list-style-type: none"> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
R4: Interpret words and phrases as they are used in a text, including		Performance Task Description:
		<ul style="list-style-type: none"> → Application Assessment → Socratic Seminar → Annotations
		Key Feedback & Assessment Strategies:

<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> ● I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ● I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. ● I can propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions as well as promote and seek to understand multiple, divergent, and creative perspectives. ● I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	<ul style="list-style-type: none"> ● Modification: <ul style="list-style-type: none"> ○ sentence stems or frames ○ pre-annotated text or guided reading with notes ○ visual organizers ● Extension: <ul style="list-style-type: none"> ○ Partner annotations (show conversations) ○ Lead class discussion
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		
<p><u>How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines</u>, Revised Edition by Thomas C. Foster</p> <p>Suggested chapters:</p> <ul style="list-style-type: none"> ● "Every Trip is a Quest (Except when it's not)" ● "Nice to Eat with You: Acts of Communion" ● "Nice to Eat You: Acts of Vampires" 		

- "Now Where Have I Seen her Before?" - consider excerpting or finding another source to focus on archetypes
- "It's More than just Rain or Snow"
- "More than it's Gonna Hurt You: Concerning Violence"
- "Flights of Fancy"
- "Geography Matters"
- "So Does Season"
- "Marked for Greatness"
- "He's Blind for a Reason, You Know"
- "It's Never just Heart Disease...and Rarely just Illness"

Unit 2: Independent Reads

Students will independently read one or two texts while applying universal patterns and academic reading strategies. Students will conference with their teacher and complete a portfolio of analysis artifacts to show their understanding of the text.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> ● How does knowing the context of writers and texts affect my understanding of point of view, purpose, audience, and style? ● How do I utilize appropriate reading strategies to comprehend texts? ● How does analyzing literary elements and universal patterns add meaning to the text? ● How do I create a portfolio of artifacts that documents thoughtful reading, preparation for discussions, and my understanding of the text? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from	<ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) 	Success Criteria Rubrics → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description:

<p>the text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<ul style="list-style-type: none"> ● I can determine the meaning of words and phrases, including figurative and connotative meanings. ● I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). ● I can explain how an author's geographic location, identity, and culture affect perspective. 	<p>→ Portfolio of reading analysis with a menu of options</p> <p>→ Unit Plan (needs to happen in either unit 2 or unit 3)</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modifications:</i> <ul style="list-style-type: none"> ○ Directed choices ○ Sentence frames ○ Limit number of formative artifacts ● <i>Extension:</i>
<p>WRITING Skills</p> <p><i>Assessed on unit plan summative in either unit 2 or 3:</i></p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● I can write an annotated bibliography that examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting. 	
<p>SPEAKING & LISTENING Skills</p> <p><i>Assessed on unit plan summative in either unit 2 or 3:</i></p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning and the organization. 	
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	

PRIMARY RESOURCE *if applicable*

In this course, all class reads may include...

Unit 3: Book Club Read

Students will read one or two texts while applying universal patterns and academic reading strategies. Students will discuss with a small group and complete a portfolio of analysis artifacts to show their understanding of the text.

DESIRED RESULTS

ASSESSMENT EVIDENCE

Essential Questions

Students will keep considering...

- How does knowing the context of writers and texts affect my understanding of point of view, purpose, audience, and style?
- How do I utilize appropriate reading strategies to comprehend texts?
- How does analyzing literary elements and universal patterns add meaning to the text?
- How do I create a portfolio of artifacts that documents thoughtful reading, preparation for discussions, and my understanding of the text?
- How do I have an organic conversation about a text?
- How do my peers' perspectives on a piece of literature reflect and/or help me shape my own?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Assessment Evidence

*Performance is evaluated in terms of...
Students will show their learning by...*

<p>READING</p> <p>R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) ● I can determine the meaning of words and phrases, including figurative and connotative meanings. ● I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). ● I can explain how an author's geographic location, identity, and culture affect perspective. 	<p>Success Criteria Rubrics</p> <p>→ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</p> <p>Performance Task Description:</p> <p>→ Portfolio of reading analysis with a menu of options</p> <p>→ Unit Plan (needs to happen in either unit 2 or unit 3)</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● Modification: <ul style="list-style-type: none"> ○ Directed choices ○ Sentence frames ○ Limit number of formative artifacts ● Extension: <ul style="list-style-type: none"> ○ Literary Criticism Study
<p>WRITING Skills</p> <p><i>Assessed on unit plan summative in either unit 2 or 3:</i></p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● I can write an annotated bibliography that examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting. 	
<p>SPEAKING & LISTENING Skills</p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><i>Assessed on unit plan summative in either unit 2 or 3:</i></p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</p>	<ul style="list-style-type: none"> ● I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ● I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. ● I can propel conversations by posing and engaging 	

<p>appropriate to task, purpose, and audience.</p>	<p>with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions as well as promote and seek to understand multiple, divergent, and creative perspectives.</p> <ul style="list-style-type: none"> ● I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Assessed on Unit Plan Summative in either unit 2 or 3:</p> <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning and the organization. 	
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		